

Wright State University Guide to Accreditation and Assessment



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Introduction

Why is accreditation something that should concern everyone who works at Wright State University?

To answer this question, we should first understand what accreditation is and why it exists. At the simplest level, an accredited institution has received official recognition that it is qualified to educate students. The US government does not directly regulate higher education, as is the norm in other countries. Instead, we rely on independent organizations such as the Higher Learning Commission (HLC) to certify that an institution has met a defined set of quality standards.

Because students may take out federal student loans only to attend accredited institutions, maintaining our accreditation status is a very serious matter. Approximately 60% of Wright State University's income depends on tuition and fees,¹ and about 66% of its students rely on federal loans to fund their education.² Therefore, the simple truth of the matter is that our institution would have to close its doors forever if we lost our accreditation status. Accreditation isn't just something that adds value to our institution – it's essential to our continuing operations, and for this reason, it should be of concern to everyone who works for Wright State University.

Furthermore, accreditation is especially important right now because our institution is still in the process of emerging from a few difficult years. HLC reviews institutions on a 10-year cycle. In the Standard Pathway, institutions undergo comprehensive evaluations in Years 4 and 10. In the Open Pathway, institutions undergo an Assurance Review in Year 4, a comprehensive evaluation in Year 10, and conduct a Quality Initiative between years 5 and 9. Wright State University has been on the more advantageous Open Pathway in the past, but HLC is likely to downgrade the University to the Standard Pathway during its upcoming Focused Visit (which will occur in January 2023) due to the difficulties the University has experienced since its last HLC reaffirmation in 2016. For this reason, it's more important than ever before that we all work together to meet HLC's concerns and improve our institution in the areas they specify before our next accreditation visit.

The document you are about to read includes two sections to help us prepare to meet accreditation requirements. Section One provides an overview of the accreditation and assessment process involving direct faculty participation, explaining common terms and practices.

Section Two is a working template designed to help prepare the documents and evidence we will need to compile for HLC. It includes direct quotations of the HLC's five Criteria for Accreditation and provides an additional explanation of **why** each criterion is important, **who** is responsible for meeting the criterion, **how** our institution will meet the criterion, and **what** evidence is required, also leaving room to insert **when** these tasks must be accomplished and **where** those responsible will submit their

¹ <https://www.wright.edu/sites/www.wright.edu/files/page/attachments/FY20-budget-presentation-final.pdf>

² <https://www.prepscholar.com/sat/s/colleges/Wright-State-University-tuition-financial-aid#:~:text=So%20how%20many%20students%20actually%20end%20up%20taking,flag%2C%20and%20Wright%20State%20University%20is%20above%20average.>

evidence. Some of these questions are answered by personnel in Academic Affairs, some by Deans or Chairs, and some depend on the direct participation of faculty.

This document also includes a suite of resources, provided as Appendices, that can help faculty and administrators participate in assessment and accreditation activities so that we can work as a team to ensure that Wright State University maintains its accreditation status, allowing us to continue serving our students.

Section One: Background Information for Assessment and Accreditation

Overview of HLC Requirements

The main ideas behind HLC's five Criteria are:

- Criterion 1: The institution's mission is clear and articulated publicly; it guides the institution's operations.
- Criterion 2: The institution acts with integrity; its conduct is ethical and responsible.
- Criterion 3: The institution provides quality education, wherever and however its offerings are delivered.
- Criterion 4: The institution ensures the quality of its educational offerings.
- Criterion 5: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Criteria 1, 2, and 5 primarily focus on institution-level matters, so meeting these requirements generally falls to personnel in Academic Affairs or members of the Assessment Committee. Criteria 3 and 4, on the other hand, relate directly to faculty because they are responsible for delivering an excellent education to students and ensuring the quality of our University's educational offerings. Therefore, it's no exaggeration to say that our University cannot remain accredited without the faculty's direct participation. Every one of us needs to participate in the assessment and accreditation process to ensure the success of the whole University.

We can especially see the faculty connection in selected Core Components of Criteria 3 and 4, which spell out the specific expectations we should be aware of as faculty members [emphasis added].³

3.A.2. The institution **articulates and differentiates learning goals** for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

4.A.1. The institution **maintains a practice of regular program reviews** and acts upon the findings.

³ <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

4.B.1. The institution has **effective processes for assessment of student learning and for achievement of learning goals** in academic and cocurricular offerings.

4.B.2. The institution uses the information gained from assessment to **improve student learning**.

4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the **substantial participation of faculty**, instructional and other relevant staff members.

Although the federal government does not regulate higher education, individual states do. The Ohio Department of Higher Education's Academic Program Review Guide echoes the HLC's requirements. Section 1. General Standards for Academic Programs, point j. Program Curriculum (p. 10) states:

- The academic program has **specific learning outcomes that are designed to meet the program's intended purpose** and, where applicable, meet state and national standards.
- Learning outcomes are appropriate for the degree designation (i.e., associate degree vs. bachelor's degree vs. master's degree vs. doctoral degree).
- Course requirements and delivery mechanisms provide sufficient opportunities for students to meet learning outcomes.
- The learning outcomes address the major issues and concerns in the discipline or professional area.

To summarize, our accrediting organization and the state's regulatory department each hold similar expectations for our institution. We must:

1. Establish learning goals for our students.
2. Conduct regular program reviews to assess students' achievement of these goals.
3. Act on the program reviews' findings to improve student learning.

Because faculty own curriculum, they retain primary responsibility for designing and delivering instruction and assessing students' achievement of their stated learning goals. In all fact and truth, institutional assessment and accreditation cannot take place without the direct support and participation of the faculty, which is how we meet HLC Criterion 4.B.3. "The institution's processes and methodologies to assess student learning reflect good practice, including the **substantial participation of faculty...**"

Objectives, Outcomes, Assessment, and Improvement

The terms "objectives," "outcomes," "assessment," and "improvement" sound familiar enough, but our understanding can be complicated by the fact that colleges and universities don't apply the same meaning to common words. For example, "objectives" and "outcomes" are often treated as synonyms for "goals" even though they are distinct concepts. To avoid misunderstanding, let's agree on how we'll use these terms at Wright State University.

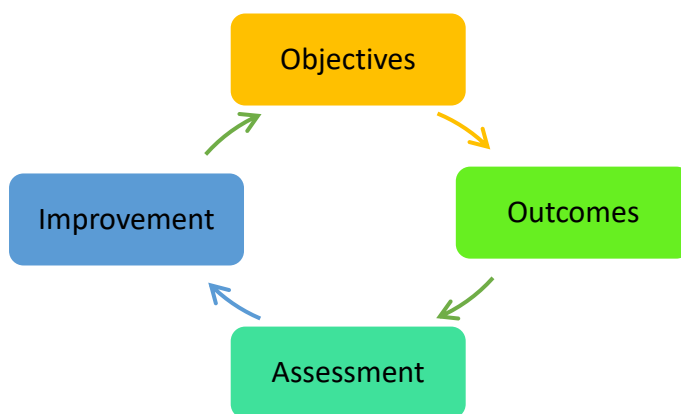
Objectives answer the question, “What **will** students learn?” They describe the educator’s goals for the learning that will take place in a course or program relative to the educator’s intentions and planned instruction.

Outcomes answer the question, “What **can** students do, or what **do** students know?” They describe the learning that students have achieved in the course and state what students know and can do as the result of their learning experiences.

The main difference between an objective and an outcome is timing. If we state what students *will* learn in the future, it’s an objective. If we state what students *have* learned by the end of a course or program, it’s an outcome. The presence of the word “will” is the telltale sign of whether a statement is an objective or an outcome. A statement with “will” is an objective because it describes future learning. Without “will,” a statement is an outcome because it speaks to the skill or knowledge a student has acquired. To be even more concise, **objectives describe goals, but outcomes describe results.**

Next, let’s consider how these terms relate to assessment and program review. **Assessment** is the term we use to describe how we measure students’ learning. Because we cannot measure something that hasn’t happened yet, assessment focuses on outcomes, or statements of what students have achieved, what they know, or what they can do as the result of their learning.

The components of program review – objectives, outcomes, assessment, and improvement – could be seen as a cyclical process.



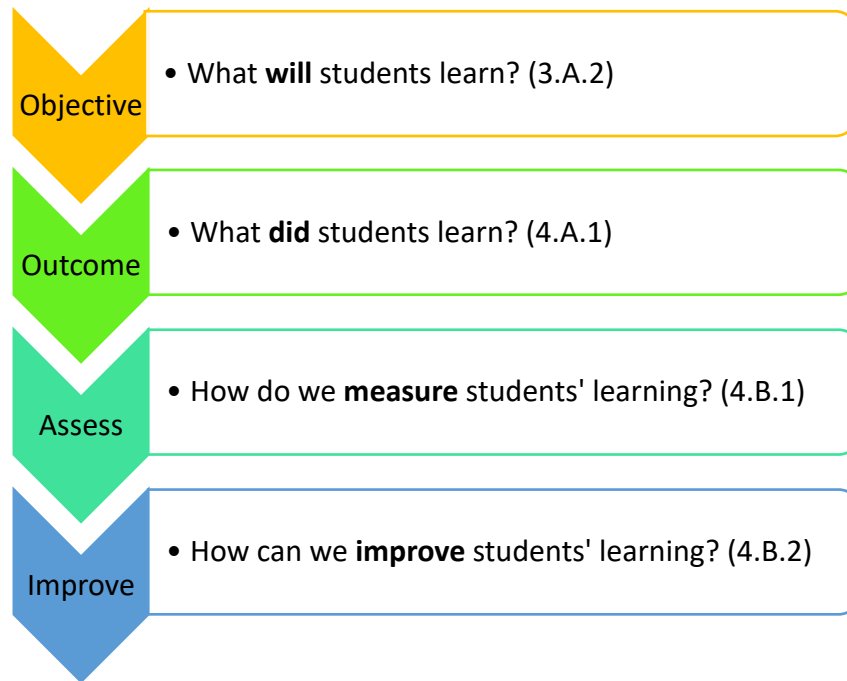
Here’s how this program review cycle aligns with HLC criteria.

1. Because objectives are the **goals** we set for our students’ learning, we can understand them as integral to meeting Criterion 3.A.2 (articulates and differentiates learning goals).
2. We **assess outcomes** in regular program reviews, meeting Criteria 4.A.1 (maintains a practice of regular program reviews) and 4.B.1 (processes for assessment of student learning and for achievement of learning goals).
3. We meet 4.B.2 (uses the information gained from assessment to improve student learning) as we constantly work to **improve our programs** based on the assessments we conduct.

4. Finally, we meet 4.B.3 through our use of **good practices** and the **substantial participation of faculty**.

We might summarize the whole process and its requirements by asking a few simple questions.

Key Questions for Assessment



More About Objectives

As noted earlier, we can't assess intentions or goals because they exist in the future, so we rely on stated learning outcomes for program review. Although we might presume an objective exists by inferring it from an outcome (and vice-versa), it's a better educational practice to create specific learning objectives.

- First, objectives let students know what their professors intend for them to learn, which helps prepare them for success.
- Next, the process of creating learning objectives shapes our practices as educators, mapping what we will teach and setting the direction for our students' learning.
- Last, objectives lead to outcomes, which we can measure to know that we have done what we set out to do.

The metaphor of a journey helps us understand the relationship between objectives and outcomes. The outcome is the destination we want our students to reach, but objectives plot the route we plan to take so that we reach our intended destination. For example, someone who decides to go to San Francisco

from Dayton must make several decisions. Will they drive, fly, take a train, or travel by bus? If driving, what route will they choose: I-70 or I-80? How far will they plan to drive each day? Where will they stop? What sights might they see along the way?

The connection between our objectives and outcomes reflects the level of detail in our instructional planning. Sometimes, an objective and an outcome could have a simple one-to-one correspondence. For example:

Objective: students **will** draw conclusions about chemical reactions.

Outcome: students draw conclusions about chemical reactions.

The only difference between the objective and outcome in this example is the presence of the word “will” in the objective. In our journey metaphor, we might say, “I will fly to San Francisco” (objective) and “I’ve arrived in San Francisco” (outcome). It’s a one-step process, so only one objective pairs with the outcome.

We can also associate a single learning outcome with multiple objectives that break instruction into conceptual components or stages of skill development. For example, an Introduction to Digital Photography course might include the outcome: “Produce a cohesive body of ten digital photographs demonstrating competent technique.” To achieve this outcome, students would need to master a set of skills, each of which could be expressed as a distinct learning objective leading to the intended learning outcome.

Objectives	Outcome
Students will identify the parts of a DSLR camera and explain their functions.	Produce a cohesive body of ten digital photographs demonstrating competent technique.
Students will create digital images using appropriate camera settings and visual composition techniques.	
Students will upload images to the computer and edit them using image processing software.	

Students’ achievement of each objective would become evident when the professor assesses the outcome by evaluating the photographs they produced.

More About Outcomes

We conduct assessment for program review at two levels because we evaluate student learning outcomes for our courses and the programs in which they exist. It might be helpful to think of each course and its learning outcomes as steps along the way to earning a degree within a given program. In that sense, a course outcome could also serve as a program learning objective with only minor changes to the sentence. For example, we could turn our outcome for Introduction to Digital Photography into an objective for a BFA in Photography by saying, “Students will produce digital photographs demonstrating competent technique.”

The course catalog is the definitive resource for program descriptions and program learning outcomes, in addition to listing requirements for earning a degree. We can use this information when composing objectives and outcomes for our courses and programs.

For example, the course catalog entry for the BA in Anthropology states one of the program learning outcomes: “Acquire skills detecting archaeological sites and features, and effectively assess material remains and their contexts to infer the lifeways of past peoples.” This outcome is supported by courses that could include ATH 4750 Seminar in Archaeological Theory and ATH 3700 Field Methods in Archaeology.

Now let’s look more closely at one of these courses. The catalog description of ATH 4750 is, “Discussion of past and current archaeological theories, their application to fieldwork and analysis, and the significance of theory in the discipline.” We can easily rewrite this sentence as a program objective simply by changing the noun “discussion” to the verb “discuss” and adding the word “will”: “Students will discuss past and current archaeological theories, application to fieldwork and analysis, and the significance of theory in the discipline.”

We could also take the same catalog description of ATH 4750 and turn it into learning outcomes for the course:

- Discuss past and current archeological theories.
- Apply archeological theory to fieldwork and analysis.
- Articulate the significance of theory in the discipline of archaeology.

The second bullet point, “Apply archaeological theory to fieldwork and analysis,” directly supports the second portion of the program learning outcome “...effectively assess material remains and their contexts to infer the lifeways of past peoples.” When we can align course objectives and outcomes with program objectives and outcomes, we have created a high-quality learning experience for our students that meets our accreditation criteria.

Writing Strategies for High-Quality Effective Learning Objectives and Outcomes

The learning objectives and outcomes we write for our courses and programs serve two purposes. First, they inform students about what they are expected to know or be able to do as the result of their learning experiences. Perhaps more importantly from the standpoint of institutional assessment and accreditation, however, outcomes form the framework for academic program review: every learning outcome will be assessed, and our analysis of those results will guide program improvement. Therefore, it’s wise to limit the number of program outcomes we create so that we don’t end up overburdening ourselves with assessment.

Fortunately, we do not have to face this responsibility alone. Every program is composed of many courses, and in most cases, each course is taught by more than one faculty member. Separate sections of the same course should use the same student learning outcomes even when they’re taught by different faculty members who will necessarily personalize their teaching through their exercise of academic freedom. Therefore, the task of creating high-quality, effective student learning outcomes

(course outcomes) should be a collaborative activity using a common set of guidelines and expectations.⁴

A high-quality, effective learning outcome:

1. Focuses on the learner and is written from the student's point of view.
2. Describes what students know or can do as the result of instruction.
3. Begins with an action verb appropriate to the level of learning expected.
4. Aligns with program-level learning outcomes.
5. Is specific, measurable, and observable.
6. Indicates a timeline for completion.
7. Is attainable by all students who achieve a passing grade for the course.
8. Is authored collaboratively and accepted by all faculty teaching the same course.

Problems and Solutions

Next, let's consider some common issues when writing student learning outcomes for our courses with examples of incorrect and correct outcomes.⁵

1. *Focuses on the course, not student learning.*
Incorrect: This course provides students with the opportunity to investigate the role of chemistry in society.
Correct: Students investigate the role of chemistry in society.
2. *Uses future tense, not present tense.*
Incorrect: Students will evaluate competing rhetorical arguments. (Inserting "will" turns the outcome into an objective by placing it into the future, beyond the reach of assessment.)
Correct: Students evaluate competing rhetorical arguments.
3. *Describes an assignment or performance, not students' demonstration of learning.*
Incorrect: Students will do an oral presentation during class.
Correct: Students demonstrate proficient oral communication skills through a class presentation.
4. *Describes a program requirement instead of a student learning outcome.*
Incorrect: Students will complete a field-based learning experience.
Correct: Students adhere to standards for professional conduct during fieldwork.
5. *Not aligned with program outcomes.*
Important note: if a course includes a learning activity that cannot be mapped to the program's outcomes, it should not be stated among student learning outcomes. It's also reasonable to

⁴ University of Toledo <https://www.utoledo.edu/aapr/assessment/resources.html#SLOs>

⁵ Modified from the University of Toledo, *ibid*.

question whether the learning activity is appropriate to include in the course, so consultation with the program director or department chair is advisable.

6. *Too vague or not measurable or observable.*

Incorrect: Students become familiar with the history of gender discrimination.

Correct: Students analyze arguments about gender discrimination.

(Hint: avoid words and phrases such as appreciate, become aware of/familiar with, know, learn, or understand because they are neither observable nor measurable.)

7. *Too wordy or complex.*

Incorrect: Students demonstrate their knowledge of the five core concepts of biology, including evolution; pathways and transformations of energy and matter; information flow, exchange, and storage; structure and function; and biological systems.

Correct: Students explain the process of evolution. (Each of the other components in the incorrect example could be a different outcome.) Or the outcome could be simplified to “Students explain the five core concepts of biology.”

8. *Includes multiple outcomes in one learning outcome statement instead of addressing one distinct thought per statement.*

Incorrect: Students explain the ways that factors such as self-interest, language, culture, and other biases may affect a lawyer’s interactions and communications with others: describe how the development and presentation of legal analysis and problem-solving is impacted by historic and current under-representation, including on the basis of race, ethnicity, sex, gender identity, sexual orientation, socio-economic status, religion and mental or physical disability; and apply interpersonal skills needed to collaborate effectively across diverse experiences, perspectives, and identities.

Correct: Students apply the rules of professional ethics when meeting with clients and participating in court proceedings.

To avoid repetition, outcomes often omit the word “students” as the subject of the sentence, beginning with an active verb. Here are a few examples from Missouri State University.⁶

⁶ Missouri State University <https://www.missouristate.edu/Assessment/learning-outcomes-and.htm> Note the difference in institutional approaches to writing learning outcomes, as seen on this site. Missouri State specifies that all outcome statements be worded in future tense using the phrase, “Students will be able to...” which we would refer to as objectives. Conversely, Carnegie Mellon University provides an excellent list of statements which they call “objectives” yet are written in the style we use for outcomes, such as these examples from a course in production/operations management <https://www.cmu.edu/teaching/design/teach/design/learningobjectives-samples/learningobjectives-tsb.html>

- Define operations management in terms and high level concepts.
- Employ mathematical analysis of basic operations management models.
- Assess the strengths and limitations of those models for a given business problem.

- Communicate both orally and verbally about music of all genres and styles in a clear and articulate manner.
- Analyze and interpret texts within a written context.
- Demonstrate an understanding of core knowledge in biochemistry and molecular biology.
- Judge the reasonableness of obtained solutions.
- Evaluate theory and critique research within the discipline.
- Work in groups and as part of an effective team.

Here are some good and poor student learning outcomes from the University of Tennessee at Knoxville.

- History
 - Good: Differentiate between historiographical theories and debates in the field, identifying three primary benefits and limitations of each.
 - Poor: Know theories related to debate.
- Chemistry
 - Good: Given a list of common metals and nonmetals, compare the chemical differences and similarities of each.
 - Poor: List common metals and nonmetals.
- Public Health
 - Good: Given access to a statistical analysis system, perform a regression analysis on a data set and analyze results.
 - Poor: Use statistical analysis.
- Accounting
 - Good: Given a set of corporate financial documents, explain the limitations and purposes of each document, using key accounting concepts.
 - Poor: Develop an appreciation for research skills.
- Law
 - Good: Given a federal statute, describe the relationship between a case and a statute, using appropriate legal problem-solving methods.
 - Poor: Understand basic legal bibliography tools.
- Animal Science
 - Good: Given a drawing of a specimen, identify and label the microanatomy of the kidney, specifying all structures relevant to the production of urine.
 - Poor: Know the anatomy of the kidney.

Using Action Verbs from Bloom's Taxonomy

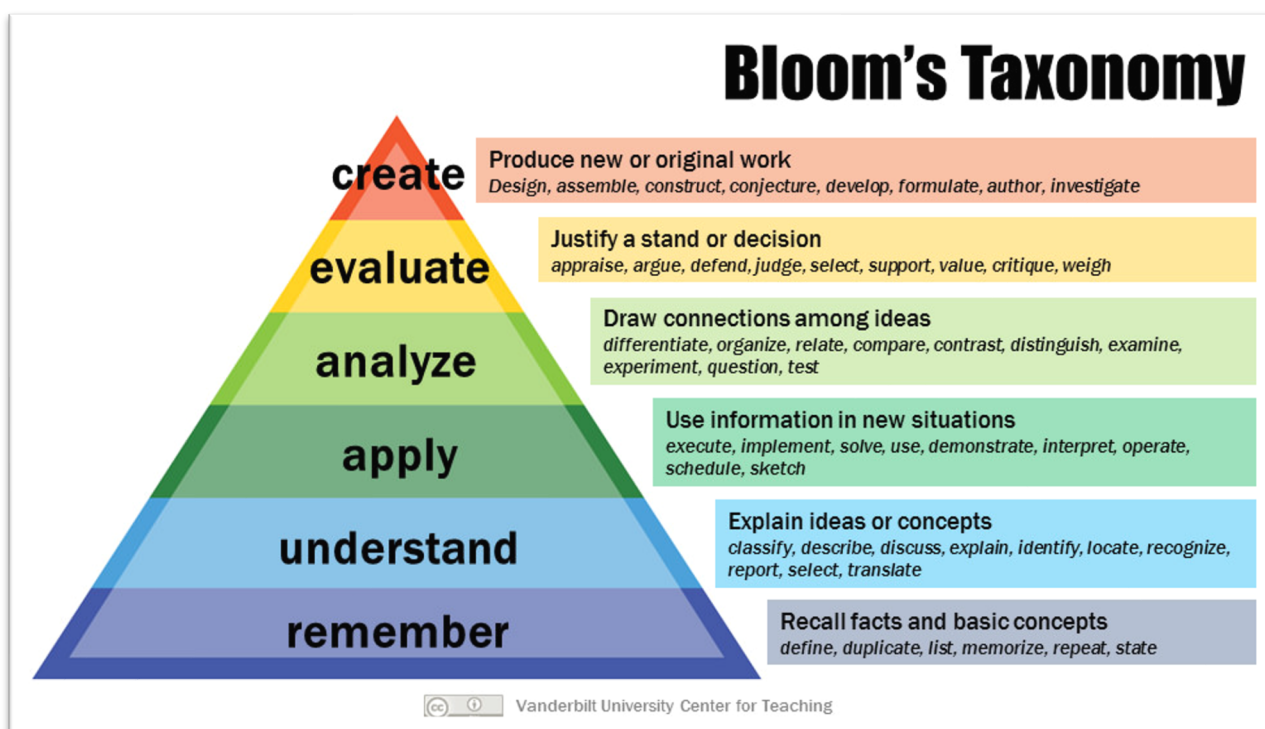
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- Design new and redesign existing operations for a given business problem.

The “gold standard” in writing learning objectives and outcomes relies on a list known as “Bloom’s Taxonomy.”⁷

Benjamin Bloom was an educational psychologist who created a well-known and widely accepted structure for classifying levels of knowledge in higher education, partially in response to his observation that university educators relied much more heavily on lecture and student memorization of information than on higher-order cognitive activities.

The taxonomy, originally produced in 1956, organized the goals of learning, ranging from the most basic to the most complex: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. This structure has been widely used in education for decades, undergoing revision by Lorin Anderson and David Krathwohl⁸ that changed the nouns to verbs, re-named Synthesis as Creating, and re-ordered the categories slightly.

The following graphic provides a visual for the taxonomy and a list of verbs associated with each level from highest to lowest.



Program learning outcomes should be associated with the higher levels of the taxonomy (green, orange, and red). Lower levels of the taxonomy (purple and blue) usually apply to introductory courses or

⁷ Mackh, B. (2018). Higher Education by Design: Best Practices for Curricular Planning and Instruction.

⁸ Anderson, L., and Krathwohl, D. (2000). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy and Educational Objectives, Complete Edition*. Pearson.

general education requirements, not the achievement of program-level expectations or outcomes in upper-division courses.

Bloom's Verbs Writing Resource

ADVANCED LEVEL / HIGHEST

Creating: assemble, compose, construct, create, design, develop, express, formulate

Evaluating: appraise, argue, defend, judge, select, support, value, evaluate

Analyzing: compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

Applying: choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

Understanding: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Remembering: define, duplicate, list, memorize, recall, repeat, reproduce, state

ENTRY LEVEL / LOWEST

Program Learning Outcome Considerations

Writing outcomes for an academic program is somewhat more involved than creating student learning outcomes for a course.

1. Creating outcomes should be a collaborative effort among the program's faculty, staff, and administrators, not the department chair or program director's responsibility alone.
2. Program Outcomes should:
 - a. Reflect the University's mission statement and those of the college, school, or department in which the program is located (which should also reflect the University's mission statement).
 - b. Align with the program description as stated in the University's catalog.
 - c. Adhere to disciplinary accreditation requirements or standards (if applicable).
 - d. Remain consistent with professional norms.
 - e. Encompass all program requirements – each requirement should be connected to one of the program learning outcomes.

When writing outcomes, we should strive for a balance between simplicity and specificity. Some programs must meet detailed requirements from their disciplinary accreditors, but these need not be reproduced in their program learning outcomes verbatim because the list of outcomes will become too difficult to assess. Instead, we can simplify these statements into a concise formulation such as, "satisfy

requirements for licensure by [name of organization]" rather than listing every detail of these requirements.

Conversely, a program may support the broad goals of a college education, such as preparing students to be critical thinkers or communicate effectively. Although these are worthwhile purposes, they are shared by many programs and should not be included among a program's learning outcomes because they are not specific to that program or discipline.

Likewise, our program learning outcomes cannot include every concept from the University's mission statement in full, but we can draw key concepts from it that we incorporate into our outcomes.

Wright State University Mission:

- We empower all students to excel in their lives and chosen careers through integrated learning, research, innovation, and experience.

Key Concepts:

- Empowerment
- Excellence
- Career attainment
- Integrated learning
- Research
- Innovation
- Experiential learning

Aligning Programs to Mission

Clarifying Questions	University Mission Components	Working Questions
What is the program's purpose? What are the program's values? How does the program serve students specific to the discipline? How does the program support the University's mission?	Empowerment Excellence Career attainment Integrated learning Research Innovation Experiential learning	How does the program's purpose reflect one or more components of the University's mission? Which components of the University's mission are mirrored in the program's values ? How does the program incorporate the University's mission in its service to students ?

Responses to the clarifying and working questions in the table above can help when writing program learning outcomes. **Alignment with mission is essential in meeting HLC Criterion 1.A.3 and 4:**

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

We might also model our program learning outcomes on SMART goals.

- **Specific** to the program and incorporate disciplinary language
- **Measurable** by more than one method of assessment
- **Achievable** by approximately 70 – 80% of students to ensure appropriate rigor
- **Relevant** to the professional practice of the discipline and the institution's mission
- **Time-based** is often implied rather than stated overtly, usually presumed to occur upon students' completion of the program unless otherwise indicated.

Formula for Writing Program Learning Outcomes

Ideally, our outcome statements will have three components, which are color-coded in the explanation and the examples that follow:

- Begin with an **active verb** from Bloom's Taxonomy indicating what students should know or be able to do
- An indication of the **knowledge or skill** being measured
- The **student product or performance** to be measured or the **context** in which that assessment will occur.

Examples:

- **Know and follow proper procedures and regulations for safe handling and use of chemicals in laboratory procedures.**
- **Articulate connections between historical periods** within **discussions of theatre, art, culture, and society.**
- **Analyze literary texts** and **employ literary terms** in **writing and discussion about those texts.**

Granted, it may not always be feasible to indicate the product, performance, or context used to assess students' learning, but including this information creates a more informative, specific, and measurable statement.

More About Writing Student Learning Outcomes

Creating student learning outcomes (we might also think of these as course learning outcomes) should be a collaborative effort among the faculty, staff, and administrators who teach the course or are most knowledgeable about it. Even if only one faculty member teaches the course, the outcomes could be created through a collaborative and collegial effort.

Student Learning Outcomes should:

1. Be compatible with the program or department's mission statement (which should also reflect the University's mission statement).
2. Align with the course description as stated in the University's catalog.
3. Adhere to disciplinary accreditation requirements or standards (if applicable).
4. Remain consistent with professional norms in the course's discipline.
5. Contribute to or satisfy one or more program requirements.

Like program learning outcomes, we can use the following questions to align our courses with the program and the University's mission

Aligning Courses to Programs

Clarifying Questions	University Mission Components	Working Questions
What is the purpose of the course? How does the course serve students specific to the discipline? How does the course support the program's mission?	Empowerment Excellence Career attainment Integrated learning Research Innovation Experiential learning	How does the course incorporate one or more components of the program and University's mission? Which components of these mission elements are delivered through the course? How does the course serve students' educational needs?

Now let's walk through the process of creating course learning outcomes step-by-step.

Step 1: Gather Basic Resources

- Locate the course description in the university catalog and a copy of the course's current or most recent syllabus.
- If the course is part of a program with disciplinary accreditation (AACSB, ABET, CIDA, NASM, NCATE, etc.), locate the appropriate handbook or guide.

- **IMPORTANT:** changes to the course’s catalog description require a multistep process involving approval by departmental curriculum committees and Academic Affairs. Therefore, learning outcomes must align with the catalog description as written.

Step 2: Define the Course Context

- Why do students take this course?
 - General education requirement
 - Major/minor requirement
 - General elective
 - Major/minor elective
- How does this course fit into students’ educational experiences?
 - What are the prerequisites?
 - What is the course’s level? (introductory, intermediate, advanced, graduate)
 - What is the course’s primary purpose?
 - Convey general knowledge or skill
 - Impart disciplinarily-specific knowledge or skill
 - Provide professional preparation/experience

Step 3: Consult Other Resources

- Evaluate syllabi for this course. Where are there common themes and ideas? How does this compare to colleagues’ syllabi?
- Assess the program or department’s degree requirements. What courses must all students take? What ideas or themes carry across those courses?
- Factor in any institutional requirements such as policies, initiatives, or goals pertaining to your course.

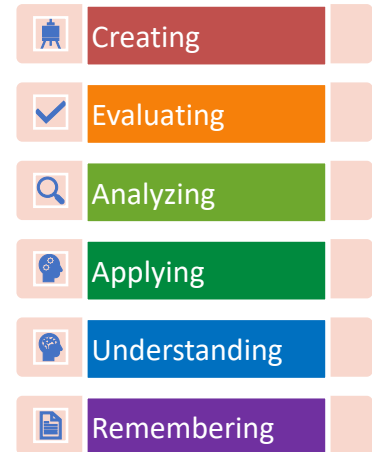
Step 4: Analyze and Evaluate

- Look over the notes you took from the sources you examined.
- Identify areas of commonality, significant terminology, and overarching concepts.
- Consider the course’s content and its context within the program.
- Synthesize this information into three to five “big ideas” that describe what students should know and be able to do as the result of their experiences in the course.
- These “big ideas” are the basis of the Student Learning Outcomes.

Step 5: Write the Student Learning Outcomes

- As with program learning outcomes, we will use Bloom’s Taxonomy to begin each sentence with an active, measurable verb.

- Advanced and graduate-level courses should use the highest levels of the taxonomy (orange and red).
 - Intermediate courses align with the middle levels of the taxonomy apply to (green).
 - Introductory or beginning-level courses may align with the lowest levels of the taxonomy apply to (purple and blue).
 - Alternatively, the lowest levels could describe learning outcomes at the beginning of a course, working toward the highest levels by the end of the term.
 - Even in an entry-level course, reaching higher than the lowest levels of the taxonomy is acceptable.
 - We can challenge our students and build rigor into our courses by strategically wording our learning outcomes.
- Use specific language appropriate to the discipline of the course.
 - Use the same formula to write student learning outcomes that we discussed for writing program learning outcomes.
 - Bloom's verb + knowledge or skill + context or assessment
 - OR
 - Bloom's verb + context or assessment + knowledge or skill



Examples (from a course in Environmental Economics⁹)

- **Apply** **microeconomic and macroeconomic concepts** to evaluate the consequences of public policies that are intended to improve the use of environmental resources.
- **Examine** the **substantial uncertainties that inherently limit knowledge about environmental resources and the consequences of their use.**
- **Analyze** **how such uncertainties limit the practical feasibility of implementing theoretically efficient principles and policies.**

Creating Learning Objectives

After we've created learning outcomes for our courses and programs, we can write our learning objectives. It may seem odd to write outcomes first because these occur at the end of the course or program, whereas objectives state our learning goals at the beginning. However, good design begins with the end in mind. Returning to the metaphor of the journey, we first decide on a destination (the outcome) and then map the route we'll take (the objectives). The first thing we might do on our road trip from Dayton to San Francisco could be to drive to Des Moines, Iowa, followed by overnight stops at Cheyenne, WY, and Battle Mountain, UT, before arriving at San Francisco on the fourth day of the trip. Mapping our route before we leave home allows us to travel more efficiently than getting on a highway and heading west without knowing how we'll get where we intend to go.

⁹ <https://www.cmu.edu/teaching/design/teach/design/learningobjectives-samples/learningobjectives-tsb.html>

Planning our objectives alerts us to potential problems so we can prepare for how we might manage them. Considering the route to San Francisco, we might notice that there aren't many towns between Cheyenne, WY, and Reno, NV, which are 952 miles apart. That's farther than we might want to drive in a single day, whereas Salt Lake City, UT, is only 439 miles from Cheyenne, leaving us with an especially long drive to reach San Francisco the next day. Battle Mountain UT splits the difference, distributing the drive more evenly.

To plan course objectives, we take a similar approach and map the route we will take from the first day of class to the last when our students have achieved the outcomes that we set in the beginning.

1. Consider the content of the course and compare it to the outcomes.
2. Identify where most students will begin: what is their current level of skill and knowledge?
3. Make a list, diagram, or map of the steps leading from the starting point to students' achievement of the course's learning outcomes.
4. Divide the list into benchmarks or milestones – checkpoints along the way where we could assess students' learning in progress.
5. Alternatively, consider the components of each outcome and separate them into the skills or knowledge students must first acquire to meet the outcome. For example, if the outcome is for students to write a summary and analysis of a professional journal article, they must first learn how to:
 - a. Read a professional article
 - b. Summarize its important points
 - c. Analyze the author's statements
 - d. Compose a coherent response paper
 - e. Follow directions for formatting the paper

Each of these skills could become a separate learning objective and the topic of a lesson

Well-written learning objectives share a set of characteristics.

1. Clearly supports one or the course's student learning outcomes
2. Begins with the phrase "Students will ..." followed by an appropriate verb from Bloom's taxonomy.
3. Indicates the knowledge, skills, or abilities expected.
4. Is specific and simple.

Program learning objectives encompass what students should learn from the beginning to the end of a degree program. Because a program includes many courses taught by many faculty, writing program objectives should be a collaborative activity rather than the responsibility of one person, such as the program director or department chair.

1. Gather resources, including the program description from the university catalog, copies of the program's most recent syllabi, and the program learning outcomes.
2. Consider the content of the program and compare it to the program learning outcomes.
3. Review the syllabi for the courses in the program:

- What is being taught?
 - What skills or knowledge lead students to achieve the program learning outcomes?
 - What are the core components of each program learning outcome, or what progression of knowledge and skills is delivered through the courses leading to program completion?
4. List three or more essential components for each program learning outcome
 Example Outcome: produce an article suitable for publication in a professional journal.
 Example Objectives:
- Identify and utilize appropriate scholarly sources for research.
 - Analyze sources to produce an annotated bibliography.
 - Compose an article adhering to disciplinary standards for publication.

Well-written program learning objectives demonstrate the same characteristics as those for our courses:

- Clearly support one of the program learning outcomes.
- Begin with the phrase “Students will...” followed by an appropriate verb from Bloom’s taxonomy.
- Indicate the knowledge, skills, or abilities expected.
- Are specific and simple.

Assessment

As we said earlier, every outcome we create for our courses and programs must be assessed because this is how HLC determines whether we are successfully educating our students. Most of the assessment we conduct in association with learning outcomes is summative because it evaluates students’ learning at the end of a course or program. Formative assessment occurs during the learning process to identify areas for improvement or determine where additional instruction may be needed to support student learning. However, an assessment might serve both purposes but in different ways: it would be summative for individual students because they have completed the course or program, but it can also be formative for educators or programs because it allows us to make changes that improve subsequent students’ learning.

Many programs already have culminating assessments as part of their degree requirements, which can serve double duty in helping us evaluate our program learning outcomes.

- Capstone project or performance (ex: BFA show for Visual Art students)
- Digital (or physical) portfolio review
- Research paper, thesis, or dissertation
- Certification or licensure exam (ex: NCLEX for Nursing students)
- External internship or field experience (ex: student teaching for Elementary Education students)

Our program assessments can employ two types of instruments or measures.

- **Direct** measurement is based on student-produced artifacts or performances such as projects, portfolios, exhibitions, research papers, etc. These are usually assessed with a rubric, checklist, or similar tool, yielding a score that lends itself to quantitative analysis.
- **Indirect** measures are qualitative observations that may involve students' opinions of their learning experiences. These may include surveys, alumni opinion polls, interviews or focus groups, and reflective essays.
- A good program assessment plan will include at least one direct measure for each Program Learning Outcome and one indirect measure per assessment plan.

When we create our assessments, we determine the criteria that will tell us whether students have achieved the outcomes we set. A good assessment rubric will be calibrated to allow some students to exceed expectations while most (about three-fourths) meet expectations. If we find that 100% of students are meeting or exceeding expectations, the criteria may be set too low, or the assessment tool may not be sensitive enough to be informative. On the other hand, if most students fail to meet expectations, the tool may be too challenging.

The following rubric template might be helpful in assessing a learning outcome. The criteria for assessment could be represented by the learning objectives associated with that outcome, or the criteria could include aspects of the project, product, or performance relevant to the outcome. However, unlike the rubrics we might use in our classrooms to grade student assignments, we should omit criteria not immediately related to the learning outcome or redact those items if using the same rubric for grading as for outcomes assessment. Submitting work on time, for example, might result in a point value on an assignment rubric, but punctuality in meeting deadlines isn't normally a program learning outcome.

Sample Rubric Template

Level of Accomplishment	Outstanding	Meets Expectations	Approaching Expectations	Not Yet Approaching Expectations	Information Not Present
Numeric Scale	4	3	2	1	0
Explanation of Accomplishment Level	Exceeded expectations	70-80% of students should score here	Promising but not quite there yet	Student attempted the task but did not correctly satisfy expectations	Student did not attempt the task, or the task may be a poor fit for the student
Objective 1*	Description	Description	Description	Description	Description
Objective 2	Description	Description	Description	Description	Description
Objective 3	Description	Description	Description	Description	Description
Objective 4	Description	Description	Description	Description	Description

** Note: when using objectives as assessment criteria for learning outcomes, omit the word “will” so that the descriptor reflects present results, not future goals.*

When assessing student learning outcomes for our courses, we can use similar assessment tools, including research papers, projects, portfolios, and performances. However, we should be cautious when attempting to use grades as assessment criteria.

Course grades do not fit the purpose of outcomes assessment well because they can be affected by factors unrelated to outcomes, such as class participation or missing assignments, meaning that a student who has achieved one or more course learning outcomes might still not receive a passing grade for the course.

Students’ **exam grades** may not be useful in assessing learning outcomes, either, because an exam usually includes questions relating to more than one learning outcome. Exams also tend to measure students’ ability to remember facts, which relates to the lower levels of Bloom’s Taxonomy rather than the higher-order thinking occurring at the upper levels, such as analyzing, evaluating, or creating. Educators who want to use an exam to assess course learning outcomes should disaggregate the results,

indicating specific questions or sections related to a given learning outcome. For example, a learning outcome for a geology course might require students to identify various types of rocks, so only final exam questions related to this skill should be included when assessing this outcome.

Furthermore, we should remember that grading is not necessarily assessment, but assessment can contribute to grading. Although grades might not be a good measure of students' achievement of learning outcomes, we can consider several other options.

Indirect measures give us useful information about students' attitudes and opinions of their learning. Administering a pre- and post-course survey provides useful data showing how students' initial attitudes or evaluation of their knowledge levels change by the end of the course, or a reflective essay can show students' assessment of what they have learned in the course.

Embedded assessment measures are integrated into the regular curricular process. One such assessment can then be used for three purposes:

- Evaluate individual student performance in the course (for course grades)
- Assess student learning outcomes for the course (for course assessment)
- can be aggregated to demonstrate mastery of Program Learning Outcomes

Authentic assessment measures ask students to apply their learning to real-world problems or meaningful tasks replicating real-world scenarios. When a task is meaningful and relevant, it increases students' motivation to engage in the task and put forth their best effort, which then produces better results.

Value-added measures are designed to capture the increase in students' learning during a course or program. These measures also indicate the contribution of the course or program to students' learning.

Characteristics of Strong Measures

- Valid – does it measure the outcome?
- Reliable – are the results consistent?
- Actionable – do the results clearly indicate what students can or cannot do?
- Triangulation – is there more than one line of evidence for each outcome?
- Meaningful and engaging – are students and faculty engaged in the assessment?
- Sustainable – can the process be managed effectively within the course or program?

We are *already* and *always* assessing student learning, so we should **prioritize embedded measures**.

For program review, consider those assessments we routinely include in our upper-level courses, especially those occurring at the end of a degree program: theses, research papers, capstone projects, culminating experiences, exhibitions, certification or licensure exams, and so on. These measures can yield multiple lines of evidence for multiple Program Learning Outcomes if we design and implement our assessment tools accordingly.

For course assessment, consider the measures you already use to evaluate student learning: final exams, projects, papers, and so on. Determine how you can assess students' achievement of the

learning outcomes for the course using what you already do. Assessment isn't an extra task we layer on top of our work as educators – it's merely taking a closer look at our evaluative measures to determine the extent to which our students met the course's learning outcomes.

Data Collection and Analysis

Every course should be assessed each time it is taught, and the results reported to the department or program chair. Appendix 9 provides a checklist for course assessment that includes a description of standard requirements, instructions on how to create an assessment plan, and the requirements for the course assessment report that will be submitted to the chair at the end of each semester.

Consider this modified example. A public university's BFA in Visual Art program creates Program Learning Outcomes aligned with NASAD standards, including:

- Demonstrate competence in at least one fine art specialization using contemporary and/or traditional technologies.
- Create convincing visual statements demonstrating insight into the relationship between concepts and visual form.
- Effectively research contextualized personal artistic production in relation to other artists and cultures working with similar ideas.

The ceramics department uses these Program Learning Outcomes to create Student Learning Outcomes for an Intermediate Ceramics course focusing on wheel-throwing techniques.

- Demonstrates competence in ceramics using wheel-throwing techniques.
- Articulates insight into the relationship between concepts and visual form.
- Conducts research into current and past ceramic artists or practices.

The ceramics faculty develops a rubric for evaluating students' best works of ceramic art for the course, which are presented at a final critique and accompanied by a written artist's statement. The rubric includes these criteria:

- Student's work demonstrates competence in ceramic production using wheel-throwing techniques.
- Student articulates insight into the relationship between concepts and visual form.
- Student's artist's statement includes research into current and past ceramic artists or practices and explains connections to the works submitted for critique.

Faculty complete the rubric for each student during and after the critique, then aggregate the results to complete the course assessment report. Note that the following sample is not an abbreviated version of the report expected. Most faculty should be able to meet the expectation of reporting their course assessment results with a one-page document.

Course Assessment Report (sample)

Course Title and Section ART 3400 Intermediate Ceramics 003

Faculty Name Parker Smith

Summary of Findings

Number of students who participated in the assessment: **20**

Student Learning Outcomes	Exceeds	Meets	Approaching	Does Not Meet	Not Assessed
Outcome 1: competence in ceramic production	5	12	2	0	1
Outcome 2: insight into the connection between concepts and form	2	16	1	0	1
Outcome 3: research and connections to current work	1	13	2	3	1

Explanation and Analysis

Most students successfully met expectations except for one who did not attend the final critique due to a health emergency. Comparatively more students exceeded expectations in the area of competence in ceramics technique, while fewer exceeded or met expectations regarding research, and three did not meet expectations in this area.

Reflection

Our students are producing competent ceramics work in this class, but the observation that their results for Outcome 3 were comparatively weaker indicates a need to address this area.

Action Plan

The syllabus for Intermediate Photography will undergo a slight revision to insert an additional lesson on research skills and an additional assignment in which students will begin developing their research that will be included in the artist's statement presented at the final critique.

Attachments:

1. written instructions for final critique and artist's statement
 2. grading rubric
-

We should note that the example was from a course with only 20 students. Faculty teaching high-enrollment courses could use a sampling technique to gather and analyze data for course assessment. As a rule of thumb, courses with over 100 students enrolled should sample data from 20-30% of students.

Continuous Improvement

Now let's presume that Professor Parker Smith teaches the same Intermediate Ceramics course the next semester and implements the proposed change by adding a lesson on research skills and an assignment where students begin researching the artists or processes, they'll write about in the artist's statement accompanying the final critique.

Smith notes in the next semester's course assessment report that more students met or exceeded expectations for Outcome 3 than in the prior semester, showing encouraging improvement as the result of the additional instruction and assignment.

Remember: assessment is not an end in itself – it's a tool to inform continuous improvement. Now let's suppose Parker Smith finds that 100% of the students in Intermediate Ceramics met or exceeded the expectations for Outcome 1. On the one hand, we might think this was a desirable result since we want our students to be successful. However, we also want our courses to be challenging and rigorous. If every student easily meets the targets we've set, we might not be placing the bar high enough. Even evidence of success can spark instructional improvement by showing us where we can make our courses more challenging or raise our performance standards still higher.

Program Assessment

The department or program chair collects faculty members' course assessment reports each semester, which become part of the evidence gathered for program assessment. Programs should create a Program Map (Appendix 10) showing where each Program Learning Outcome is introduced, reinforced, mastered, and assessed, using this document to organize their data collection and analysis.

Knowing the structure of our programs helps us link course assessment to program assessment. Let's say that the Intermediate Ceramics course appears on the program map as reinforcing Program Learning Outcome 2. Professor Smith's reported improvement from semester one to semester two can serve as evidence of continuous improvement toward students' eventual mastery of this outcome.

Furthermore, program assessment and subsequent improvement is a years-long process. Extending the example of our hypothetical ceramics program, we'll imagine that the three Program Learning Outcomes receive final assessment during a course titled Advanced Ceramic Projects. In the years before Parker Smith's instructional change, students in the advanced class also demonstrated relatively lower proficiency in Outcome 3. When Smith's students participated in the Advanced Ceramic Projects course, their results for Outcome 3 were better than in past years but still not quite where the faculty felt they should be for the program's graduates. Based on this data, the department decided to add supplementary instruction in research to Advanced Ceramic Projects, which improved students'

proficiency in meeting this outcome. This success informed data gathered from other media specializations in the BFA program, such as painting and photography, which also showed relative weakness in students' research skills. Consequently, the program determined that it would develop a required course specifically focusing on artistic research in connection with students' creative practice.

Evidence

Finally, HLC does not specify *how* institutions should meet its standards, but it does require institutions to *prove* they meet expectations. Therefore, our assessment practices involve inquiry and evidence. Inquiry is specified by the accreditation standards. Evidence exists in the documents and artifacts we provide that prove we meet the standards. Evidence is concrete, factual, and objective. Just as a court of law prioritizes evidence and disallows hearsay, accreditors expect institutions of higher learning to provide *proof* of our claims that we meet the criteria for accreditation. This standard applies to all five of HLC's criteria, not just to the portions of the accreditation process involving the assessment of student learning.

Evidence needs to meet three standards: it should be **accessible**, **auditable**, and **actionable**.

- Accessibility is achieved in two dimensions.
 - First, the evidence should be presented clearly and understandably to a broad audience.
 - Second, it is expected to be physically or electronically available to the assessors and others.
- Auditability indicates measurement.
 - Measurement can be qualitative or quantitative, direct or indirect. A blend of measurement approaches yields more robust evidence than a single assessment.
 - The chart below provides examples of each type of measure, in the understanding that these are only representative samples for the purpose of discussion.
 - Definition of terms:
 - Quantitative indicates data expressed numerically, such as percentages or statistics.
 - Qualitative indicates a narrative presentation of data through description or explanation.
 - Direct measures analyze primary sources such as student projects or performances, budget reports, or institutional records.
 - Indirect measures examine perceptions and opinions about the institution or an aspect thereof, such as an academic program.

	DIRECT	INDIRECT
QUALITATIVE	Descriptive analysis of students' capstone projects	Narrative description of student focus group conversation about their experience in a degree program
QUANTITATIVE	Results of students' disciplinary certification exams (ex: NCLEX exam for nursing licensure)	Alumni outcome survey results (ex: SNAAP survey data for visual and performing arts graduates)

- Actionability is the capacity of evidence to serve as the basis for continuous improvement.
 - Evidence does not exist just to fulfill a requirement. It tells us where we can steadily grow, either to remedy areas of concern or increase our existing strengths to show improvement over time.
 - Actionability is the expectation that these changes will occur, including plans for their implementation.

Review: The Assessment Process

Step	Task	Questions
1	Develop Student Learning Outcomes for each course. Develop Program Learning Outcomes for each program.	What do we want our students to learn? What do we want our units to accomplish?
2	Identify Methods and Measures. <ul style="list-style-type: none"> • Direct • Indirect 	How are we doing? How do we know?
3	Determine Criteria for Success.	What evidence do we need to gather to determine whether we are successful?
4	Collect and Analyze Data.	How do we use data to improve our practices?
5	Plan, Execute, and Re-Assess Improvement Actions.	What changes are we making? Are the changes working?
6	Document Assessment Activities.	How are we documenting assessment AND improvement activities and results?

Mission, Assessment, and Accreditation

The university's mission statement is more than just an obligatory collection of words. It proclaims the university's identity, externalizes its ideals, and defines how it serves its students, the community or region, and higher education.

The mission statement articulates a commitment to institutional integrity, meaning that every aspect of the institution conforms to the mission statement's core tenets. Our status as an accredited university tells students they can trust us to provide an education that meets a set of standard expectations that assure the value of our degrees. Accreditation also means that employers can trust that our graduates will possess the skills and competencies expected of professionals in their respective fields. Therefore, maintaining accreditation assures the world that we can be trusted to provide high quality educational experiences for students.

Our commitment to students carries the expectation that they will uphold their end of the bargain by completing their course work, engaging with the curriculum, participating appropriately, and meeting degree requirements. In other words, we expect students to learn what we teach them. Assessment is how we measure student learning, which examines both ends of the bargain – the quality of what we provide to students, and their achievements in learning what we have provided to them. Therefore, our continued success rests on our students' success. When they do not meet our established expectations, it's our responsibility to determine why this is so, how we can change our programs to improve student achievement, and what we do to move forward. When students meet our expectations, we must determine how we can grow and improve. Enacting a culture of continuous assessment and improvement facilitates our capacity to enact our mission statement and maintain accreditation.

Within this framework, assessing student learning and program quality becomes routine – an understood and accepted part of our daily lives as academics and administrators on par with faculty members' duty to assign course grades or administrators' responsibility to conduct annual performance evaluations. We should never have to scramble to compile assessment data because "the accreditation team is coming!" or worse, find our institution in jeopardy of losing our accreditation status because we failed to meet expectations and must take remedial actions. Instead, the culture of continuous improvement through routine assessment practices and data reporting allows our institution to achieve a level of peace and prosperity that benefits everyone, from the president to our future students.

Section Two Preview

For each HLC criterion described in Section Two, HLC expects us to provide proof that our institution meets its requirements by providing explanations and evidence, including descriptions of how we engage in ongoing assessment practices that drive continuous improvement. These actions attest to the sincerity of our commitment as published in our mission statement and enacted through the combined efforts of everyone who works for the institution.

A worksheet for each of the HLC's five criteria is provided (Appendices 1 – 5), listing the sub-points for each primary criterion and providing spaces to indicate the person(s) responsible, action steps to be taken, and evidence to be provided.

Criterion 4 includes several additional resources:

- Appendix 6 – Student Learning Outcome Worksheet
- Appendix 7 – Program Assessment Checklist
- Appendix 8 – Program Assessment Report Template
- Appendix 9 – Course Assessment Checklist
- Appendix 10 – Course Mapping Resource

Finally, although assessment and accreditation may seem like a chore, we should keep in mind that our efforts lead to a very worthwhile goal. As the result of all we do in higher education, our alumni will:

- Lead successful, sustainable lives
- Secure productive careers with opportunities for advancement
- Contribute to culture and society
- Possess world-class cultural awareness
- Exemplify the values of acceptance, appreciation, inclusion, and understanding of our fellow human beings
- And thereby improve the quality of life in their communities and on earth.

Section Two: Working Template for Accreditation

Wright State University is accredited by the Higher Learning Commission (HLC), which evaluates an institution on 19 distinct criteria. To achieve approval, the institution must:

1. operate under federal authority and have a substantial US presence
2. have legal status in the state where it operates and falls under HLC's jurisdiction
3. have an independent governing board
4. have a history of stable operations and consistent control
5. have a mission statement approved by its governing board that defines its nature and purpose
6. have educational programs appropriate for higher education that meet standard requirements for length, credit hours, and degree types
7. provide accurate information to the public about its mission, programs, policies, student costs, and procedures
8. have the financial capacity to sustain its operations now and in the future and have records of current and past years' budgets
9. have a Chief Executive Office appointed by its governing board and have governance and administrative structures that support its operations
10. employ enough qualified faculty and academic personnel to support its academic programs
11. have sufficient learning resources and support services to facilitate its students' learning
12. provide support services for its students appropriate to its mission
13. demonstrate that it engages in planning for its current and future operations
14. have appropriate policies and procedures for students, staff, faculty, and administrators
15. have students enrolled its degree programs
16. have no record of inappropriate, unethical, or untruthful dealings with students, the business community, or government agencies and comply with all legal requirements
17. describe itself consistently to all accrediting and governmental agencies regarding its mission, programs, governance, and finances
18. have not been subject to sanction or adverse action by another recognized accreditor
19. deal with HLC in good faith and accept the Obligations of Membership

Most of these considerations are structural or operational rather than academic and go beyond the scope of faculty and staff assignments. Nevertheless, maintaining accreditation involves more than the previous list. HLC evaluates institutions on five dimensions, each of which need to be addressed according to specific processes and criteria.

The sections of the following checklist begin with a direct quotation of HLC criteria, followed by an explanation of who is responsible for assuring that the institution meets this expectation and how the task will be accomplished.

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

- 1. The mission was developed through a process suited to the context of the institution.*
- 2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.*
- 3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.*
- 4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.*
- 5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.*

1.B. The institution's mission demonstrates commitment to the public good.

- 1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.*
- 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*
- 3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.*

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

- 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.*
- 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.*
- 3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.*

Why is this criterion important?

The university's mission articulates its identity. The mission is the framework around which all our efforts are built, and it contains our commitment to our community and constituencies. Mission cannot remain mere words on a website but should be operationalized throughout the institution.

Who is responsible for meeting this criterion?

- The Academic Affairs team bears primary responsibility to gather evidence about Criterion 1.
- Operationalizing the university's mission is a duty of all persons employed by the institution.

<ul style="list-style-type: none"> • Therefore, mission will be among the criteria which all programs, departments, or other entities must address in their contributions to the accreditation report.
How do we meet this criterion?
The Academic Affairs team will gather evidence and compose a narrative for the accreditation report.
What evidence is required?
<ul style="list-style-type: none"> • A narrative explaining how the mission was developed • An explanation of how the mission identifies the nature, scope, and intended constituents of the institution and its services • Alignment between the mission and academic offerings, support services, and the institution's enrollment profile • Documentation of the institution's <ul style="list-style-type: none"> ○ actions demonstrating its commitment to the public good ○ facilitation of students' civic engagement ○ efforts to foster a climate of respect, equity, and inclusion of all people
When must this task be accomplished?
Where must the evidence be submitted?

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

- 1. The institution develops and the governing board adopts the mission.*
- 2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.*

2.B. The institution presents itself clearly and completely to its students and to the public.

- 1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.*
- 2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.*

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

- 1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.*
- 2. The governing board's deliberations reflect priorities to preserve and enhance the institution.*
- 3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*
- 4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.*
- 5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.*

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

- 1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.*
- 2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.*
- 3. The institution provides students guidance in the ethics of research and use of information resources.*
- 4. The institution enforces policies on academic honesty and integrity.*

Why is this criterion important?

Integrity, ethics, and responsible actions are crucial to establishing and maintain trust. Without trust, we cannot adequately serve our students, the university's employees, or our community, nor can we fulfil our mission.

Who is responsible for meeting this criterion?

- Every person associated with the university is responsible for conducting themselves with ethics and integrity.
- Reporting to HLC regarding Criterion 2 is the responsibility of the Academic Affairs team.

How do we meet this criterion?

- Proving we have established appropriate policies and expectations
- Tracking and disclosing any breaches of integrity or ethics and provide evidence of how the matter was resolved
- Demonstrating that our public statements match our practices
- Substantiating any claims of our accomplishments, partnerships, or contributions to the community
- Documenting governing board processes and decisions consistent with our mission
- Providing policies regarding academic freedom and freedom of expression

What evidence is required?

- Copies of or digital access to institutional policies for ethics and integrity
- Documentation of ethics violations and how the matter was resolved
- News articles or reports of our accomplishments and achievements
- Documentation of any matters pertaining to academic freedom or freedom of expression
- Documentation of policies for research ethics and ethical scholarship and any matters pertaining to violations, including how the matter was resolved

When must this task be accomplished?

Where must the evidence be submitted?

Criterion 3. Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

- 1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.*
- 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.*
- 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).*

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

- 1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.*
- 2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*
- 3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.*
- 4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.*

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

- 1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.*
- 2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.*
- 3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.*
- 4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.*
- 5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

6. *Instructors are accessible for student inquiry.*
7. *Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities are appropriately qualified, trained and supported in their professional development.*

3.D. The institution provides support for student learning and resources for effective teaching.

1. *The institution provides student support services suited to the needs of its student populations.*
2. *The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*
3. *The institution provides academic advising suited to its offerings and the needs of its students.*
4. *The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).*

Why is this criterion important?

Our primary duty as an institution of higher learning is to provide a quality education to our students, which includes:

- Ensuring academic rigor through differentiation between courses and programs at the undergraduate, graduate, or certificate levels, and consistency of quality and learning goals across instructional modalities or locations.
- Providing academic programs including general education, preparation for lifelong learning, cultural diversity, and contributions to scholarship and creative work.
- Assuring that faculty and staff are qualified for their roles and sufficient in number, receive regular performance evaluations, maintain their credentials, and engage in professional development. It ensures that staff members who work directly with students are qualified, trained, and supported appropriately.
- Establishing support for student learning and resources for effective teaching including enrollment and registration, academic advising, and infrastructure such as technologies, laboratories, libraries, museum collections, and clinical practice sites as appropriate.

Who is responsible for meeting this criterion?

- Primary responsibility for addressing this criterion rests with administrators of the various departments, programs, offices, or other entities that directly affect students' education and experience at the university. These include:
 - Chairs, deans, program directors, and other academic administrators
 - Directors of centers, institutes,
 - Directors or administrators of offices or services including (but not limited to):
 - Academic advising
 - Centers for teaching and learning
 - Co-curricular programs
 - Disability services

<ul style="list-style-type: none"> ▪ Diversity and inclusion ▪ Faculty and staff recruitment ▪ Faculty research support ▪ Financial aid and student accounts ▪ Instructional technologies and learning management systems ▪ Laboratories and studios ▪ Libraries, museums and special collections ▪ Professional development ▪ Recruitment, enrollment services, and registration ▪ Student career services ▪ Student development ▪ Tutoring services <ul style="list-style-type: none"> • Faculty and staff contribute to these efforts as appropriate to the unit (program, office, or other entity).
How do we meet this criterion?
<ul style="list-style-type: none"> • Each unit will prepare a report detailing its contribution to the university's efforts to provide a quality education, as appropriate to its nature and purpose <ul style="list-style-type: none"> ○ Academic programs (3.A, 3.B) ○ Faculty and staff (3.C) ○ Student learning (3.D.)
What evidence is required?
<ul style="list-style-type: none"> • Evidence will vary depending on the unit. • Documentation should include: <ul style="list-style-type: none"> ○ Statement of the unit's purpose or mission and alignment with the university's mission ○ Description of how it serves its constituency ○ Report of its activities since the last assessment cycle, including evidence of growth or improvement ○ Plans for improvement based on assessment findings
When must this task be accomplished?
Where must the evidence be submitted?

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution ensures the quality of its educational offerings.

- 1. The institution maintains a practice of regular program reviews and acts upon the findings.*
- 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.*
- 3. The institution has policies that ensure the quality of the credit it accepts in transfer.*
- 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*
- 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*
- 6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.*

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

- 1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.*
- 2. The institution uses the information gained from assessment to improve student learning.*
- 3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.*

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

- 1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.*
- 2. The institution collects and analyzes information on student retention, persistence and completion of its programs.*
- 3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.*
- 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates.)*

Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Why is this criterion important?
<p>Assuring the quality of our educational programs is among our highest priorities and most important duties. Without a doubt, this is a complex process involving stakeholders from across the institution across three domains of activity.</p> <ol style="list-style-type: none">1. Program review2. Student learning3. Student persistence, retention, and completion <p>We assess each of these domains and use the findings to pursue continuous improvement.</p>
Who is responsible for meeting this criterion?
<ol style="list-style-type: none">1. Program assessment falls under the authority of academic deans, department chairs, program directors and other administrators, who work in collaboration with faculty to develop program learning outcomes.2. Faculty develop student learning outcomes for their courses to assist in evaluating students' learning.3. Key administrators and faculty collaborate to implement systems and strategies designed to increase student persistence, retention, and completion,4. All faculty and administrators engage in evaluating the effectiveness of their efforts across these domains and implementing strategies for improvement based on the assessment findings.
How do we meet this criterion?
<p>See the following resources:</p> <ul style="list-style-type: none">• Appendix 6 – Student Learning Outcome Worksheet• Appendix 7 – Program Assessment Checklist• Appendix 8 – Program Assessment Report Template• Appendix 9 – Course Assessment Checklist• Appendix 10 – Course Mapping Resource <p>Teams or committees involved in improving student retention, persistence, and completion will compile reports of their efforts.</p>
What evidence is required?
<p>See the following resources:</p> <ul style="list-style-type: none">• Appendix 6 – Student Learning Outcome Worksheet• Appendix 7 – Program Assessment Checklist• Appendix 8 – Program Assessment Report Template• Appendix 9 – Course Assessment Checklist

- Appendix 10 – Course Mapping Resource

Teams or committees involved in improving student retention, persistence, and completion will provide evidence of trends, documentation of their work, and plans for improvement based on their assessments.

When must this task be accomplished?

Where must the evidence be submitted?

Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Why is this criterion important?

Criterion 5 is about the systems and structures that support and maintain our institution.

5.A speaks to shared governance, ensuring that faculty, staff, and students have a voice in collaborative processes for planning, policies, and procedures, and the university uses data to inform decisions.

5.B addresses budget, finance, and operational capacity, ensuring that the institution's resources are sufficient to meet its mission.

5.C states expectations that the institution engages in strategic planning, including resource allocation, continuous improvement, growth, fiscal responsibility, and improvement of student outcomes.

These criteria indicate the institution's overall health and quality, assuring that it remains sustainable and is prepared to meet emerging challenges while continuing to grow and improve.

Who is responsible for meeting this criterion?

- Members of the administration, the Faculty Senate, and other participants in shared governance play a pivotal role in meeting this criterion, as do members of committees concerned with budget, strategic planning, institutional assessment, and similar matters.
- Reporting on Criterion 5 falls under the responsibilities of the Academic Affairs team, with contributions from each relevant committee or group including the Faculty Senate.

How do we meet this criterion?

- Provide evidence of shared governance
- Describe how the administration uses data to inform decisions
- Describe how the university includes the voices and perspectives of faculty, staff, and students in collaborative decisions about academic requirements, policies, and processes
- Offer evidence of financial stability and a description of processes involving resource allocation to support institutional mission
- Describe planning processes, institutional assessment practices, and emergency preparedness plans

What evidence is required?

- A description of how shared governance functions at the university, indicating roles and responsibilities of board members, administration, faculty, staff, and student participants
- A copy of the university's current Strategic Plan, with progress updates indicating which goals have been met, which are ongoing, and which require revision or further attention
- Budget reports and financial statements

When must this task be accomplished?

Where must the evidence be submitted?

Looking Ahead

Wright State University is in a time of transition, including and beyond establishing new systems and processes for institutional assessment and accreditation. We're still recovering from events occurring in 2019, the pandemic of 2020-2021, and their lasting impacts, including remedying concerns from HLC regarding the last campus visit in August 2020. Social, economic, cultural, and political instabilities factor into our daily existence.

Despite these challenges, we share a renewed sense of purpose, an enthusiasm for the work at hand, and an appreciation for the unique opportunity to forge many of the institution's systems and processes anew. Truly, there's no better time to be a Raider!

As we move forward together, you are invited to share in this vision of what we can achieve collectively as the result of our combined efforts. By creating and maintaining the highest quality academic programs it is within our capacity to offer, strengthened by our diligent efforts in ongoing assessment leading to continuous improvement, Wright State University will be a place where students find...

A quality education

With institutional and programmatic integrity

Which serves the common good

Where student achievement comes first

Where students are valued as our most important constituents and stakeholders

Where student success is supported by excellence in teaching, mentoring, and advising

Where objectives and outcomes lead to student success

and support our mission, vision, and values

In a system that demonstrates a commitment to access, diversity, equity, inclusion, belonging, significance, and connection

Where transparent networked governance preserves our most valued and essential traditions

While allowing for change

Within a unique local, regional, national, and international ecosystem

Led by administrators, faculty, staff, and students

Who innovatively restore AND create higher education's future together

On this journey together,

Bruce M. Mackh, PhD

Vice Provost for Assessment and Chief Accreditation Officer

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Appendix 1: Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

HLC Criteria	Person(s) Responsible	Action	Evidence
1.A. The institution's mission is articulated publicly and operationalized throughout the institution.			
1. The mission was developed through a process suited to the context of the institution.			
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.			
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.			
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.			
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.			
1.B. The institution's mission demonstrates commitment to the public good.			
1. The institution's actions and decisions demonstrate that its educational role is to serve			

HLC Criteria	Person(s) Responsible	Action	Evidence
<i>the public, not solely the institution or any superordinate entity.</i>			
<i>2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</i>			
<i>3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.</i>			
1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.			
<i>1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.</i>			
<i>2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.</i>			
<i>3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.</i>			

Appendix 2: Criterion 2 Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

HLC Criteria	Person(s) Responsible	Action	Evidence
2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.			
1. The institution develops and the governing board adopts the mission.			
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.			
2.B. The institution presents itself clearly and completely to its students and to the public.			
1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.			
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.			
2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.			

HLC Criteria	Person(s) Responsible	Action	Evidence
1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.			
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.			
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.			
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.			
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.			
2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.			
2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.			
1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.			

<i>HLC Criteria</i>	Person(s) Responsible	Action	Evidence
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.			
3. The institution provides students guidance in the ethics of research and use of information resources.			
4. The institution enforces policies on academic honesty and integrity.			

Appendix 3: Criterion 3. Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

HLC Criteria	Person(s) Responsible	Action	Evidence
3.A. The rigor of the institution's academic offerings is appropriate to higher education.			
1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.			
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.			
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).			
3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.			
1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.			

HLC Criteria	Person(s) Responsible	Action	Evidence
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.			
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.			
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.			
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.			
1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.			
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.			

HLC Criteria	Person(s) Responsible	Action	Evidence
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.			
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.			
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.			
6. Instructors are accessible for student inquiry.			
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities are appropriately qualified, trained and supported in their professional development.			
3.D. The institution provides support for student learning and resources for effective teaching.			
1. The institution provides student support services suited to the needs of its student populations.			
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.			
3. The institution provides academic advising suited to its offerings and the needs of its students.			
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and			

<i>HLC Criteria</i>	Person(s) Responsible	Action	Evidence
learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).			
3.D. The institution provides support for student learning and resources for effective teaching.			

Appendix 4: Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

<i>HLC Criteria</i>	Person(s) Responsible	Action	Evidence
4.A. The institution ensures the quality of its educational offerings.			
1. The institution maintains a practice of regular program reviews and acts upon the findings.			
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.			
3. The institution has policies that ensure the quality of the credit it accepts in transfer.			
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.			
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.			
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these			

HLC Criteria	Person(s) Responsible	Action	Evidence
purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.			
4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.			
1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.			
2. The institution uses the information gained from assessment to improve student learning.			
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.			
4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.			
1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.			
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.			
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.			

<i>HLC Criteria</i>	Person(s) Responsible	Action	Evidence
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)			

Appendix 5: Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

HLC Criteria	Person(s) Responsible	Action	Evidence
5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.			
1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.			
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.			
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.			
5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.			
1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.			
2. The goals incorporated into the mission and any related statements are realistic in light of the			

HLC Criteria	Person(s) Responsible	Action	Evidence
institution's organization, resources and opportunities.			
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.			
4. The institution's fiscal allocations ensure that its educational purposes are achieved.			
5.C. The institution engages in systematic and integrated planning and improvement.			
1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.			
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.			
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.			
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.			
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.			
6. The institution implements its plans to systematically improve its operations and student outcomes.			

Appendix 6: Student Learning Outcome Worksheet

Look up the course description in the [university course catalog](#). Copy and paste it into the box below.

The university's mission statement and a list of sample Bloom's verbs are provided for your reference.

Mission Statement	Bloom's Verbs (lowest to highest)
<i>We empower all students to excel in their lives and chosen careers through integrated learning, research, innovation, and experience.</i>	<ul style="list-style-type: none"> • Remembering: define, duplicate, list, memorize, recall, repeat, reproduce, state • Understanding: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase • Applying: choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write • Analyzing: compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test • Evaluating: appraise, argue, defend, judge, select, support, value, evaluate • Creating: assemble, compose, construct, create, design, develop, express, formulate

Next, use the workspace below to begin thinking about student learning outcomes you could write for your course.

Examples

Outcome	Bloom's Verb	Knowledge or Skill	Product or Performance to be Measured
1	Evaluate	Arguments for opposing points of view	In a sample legal case involving trademark infringement
2	Analyze	The figurative language in three poems	One-page paper
3	Develop	Interpretive arguments	In discussion and written work
4	Utilize	Proper citations and formatting	Research paper
5	Demonstrate	Leadership skills and abilities	Directing a project team

Workspace

Outcome	Bloom's Verb	Knowledge or Skill	Product or Performance to be Measured
1			
2			
3			
4			
5			

Appendix 7: Program Assessment Checklist

STANDARD REQUIREMENTS	
Mission Statement	<ul style="list-style-type: none"> Explains the program's purpose Distinguishes this program from others in the department Clearly indicates which parts of the university's mission or strategic plan the program supports.
Program Learning Outcomes	<ul style="list-style-type: none"> Create three or more Program Learning Outcomes (PLOs) using the following instructions: <ol style="list-style-type: none"> List all the skills, knowledge, abilities, and attitudes the program's graduates should attain through their completion of the program as reflected in the Student Learning Outcomes (SLOs) for each course Consider expectations of professional organizations or disciplinary accrediting organizations Using the information generated in steps 1 and 2 , create three or more¹⁰ student-centered PLOs that employ active verbs from Bloom's Taxonomy (see Appendix 6) and indicate how each PLO will be measured using the formula: <ul style="list-style-type: none"> Active verb + knowledge or skill + measure OR Active verb + measure + knowledge or skill Example: "create (active verb) a cohesive body of 10 or more artworks (measure) demonstrating proficiency in at least two creative media (skill)" Ensure PLOs are differentiated between undergraduate, graduate, or certificate programs in the program Use terminology and concepts appropriate to the discipline and degree level. Include at least three objectives per PLO that clarify the learning process leading to student achievement. Example (for the B.A. in English) <ul style="list-style-type: none"> PLO: develop a thesis statement and sustain a coherent written argument about a work of literature using secondary sources <ul style="list-style-type: none"> Objective 1: utilize appropriate writing conventions and skills Objective 2: write a well-structured analysis of a work of literature Objective 3: locate, evaluate, and utilize secondary sources when analyzing a work of literature
Curriculum Map	<ul style="list-style-type: none"> Use the template attached (Appendix 10) or create a similar spreadsheet (ex: Microsoft Excel) to cross-reference the PLOs with all courses in the degree program.

¹⁰ Note that every PLO must be measured and evaluated, so fewer PLOs are more manageable for the purpose of program assessment.

	<ul style="list-style-type: none"> • Indicate which courses address the PLO and whether they introduce the PLO (I), reinforce the PLO (R), or expect student mastery of the PLO (M). • Also indicate where the PLO is assessed (A). This generally occurs at the point where mastery is expected at or near the end of a degree program. • Share the map with faculty using a collaborative online platform such as Google Docs and ask them to indicate whether the course(s) they teach introduce, reinforce, or require mastery of the PLOs. • Courses coded M/A (mastery and assessment) should be entered in the assessment plan.
ASSESSMENT PLAN	
Explanation	<p>The program's assessment plan should describe routine practices for determining whether the program's graduates have attained the skills, knowledge, and attitudes intended in the program as described in the PLOs. Therefore, measures should be embedded in the most advanced and comprehensive courses in the program, usually occurring at the end of students' studies, and requiring students to demonstrate skills and knowledge gained over several courses.</p> <p>The program may use professional certification, licensure, or other national exams if appropriate. Other measures could include evaluation of a capstone project, portfolio (digital or physical), exhibition or performance, research project, practicum experience (ex: student teaching for elementary education majors), master's thesis, doctoral dissertation and oral defense, or other measures appropriate to the discipline.</p>
Description of Measure	<ul style="list-style-type: none"> • Ensure that each PLO has at least one direct measure. • Include the course number and a brief description of the assessment. • Provide a description of the measure that <ul style="list-style-type: none"> ○ Connects the measure to the PLO ○ Lists which skills, knowledge, abilities, or attitudes the student must demonstrate ○ Explains the assessment students will complete ○ Describes the scoring guide or rubric (listing indicators and scale) that will be used to score the assessment • Use of rubrics is strongly encouraged because they allow specific identification of areas where students performed well or struggled. • If using an exam, results should be disaggregated by question or section, focusing only on those items directly related to the PLO rather than summative exam scores. • Use of course grades to measure student achievement of PLOs is discouraged because these sometimes include points for student activities unrelated to PLOs such as attendance and participation or may be impacted by penalties unrelated to student learning such as missing or late assignments. • The measure and its assessment may be factored into students' overall course grade, thus serving "double duty" to measure an SLO and a PLO.

	<ul style="list-style-type: none"> Where appropriate, a single measure may be used to assess more than one PLO if accompanied by clear differentiation of assessment criteria for each PLO assessed. For example, a student's research project could demonstrate achievement of PLOs for technical communication, research methodologies, and analytical thinking.
Target	<ul style="list-style-type: none"> State the intended target for student achievement (ex: 80% of students will score at "meets (3)" or "exceeds (4)" on the project rubric) Include a rationale for the target selected (examples) <ul style="list-style-type: none"> Does the target reflect a disciplinary or professional standard? Was the target based on previous years' results? If implementing a new assessment, indicate that the first administration will collect baseline data.
Data Collection and Evaluation Timeline	<ul style="list-style-type: none"> Indicate when data collection will occur (ex: end of Fall semester, end of Spring semester, both fall and spring, etc.) Indicate how and when data will be evaluated (ex: the Program Assessment Committee will meet the last week of Fall semester to evaluate data collected)
Key Personnel	<ul style="list-style-type: none"> State the names and titles of faculty or other personnel responsible for collecting and analyzing data collected through the planned assessment State the names and titles of other personnel involved, such as those responsible for uploading data, evidence, or other documentation to the Institutional Assessment repository.
Supporting Documentation	<ul style="list-style-type: none"> Provide documentation for all assertions made in the plan and report. Documentation may include instructions or descriptions of assignments given to students and subsequently used as a measure of achievement of PLOs, scoring guides or rubrics for those assignments. Any item mentioned in the assessment narrative should be attached.
ASSESSMENT FINDINGS	
Summary of Findings (current year)	<p>For each measure:</p> <ul style="list-style-type: none"> Provide a quantitative summary of findings disaggregating results to indicate strengths and areas for improvement. Indicate the numbers and percentages of students who participated in the assessment.
Explanation and Analysis	<ul style="list-style-type: none"> Describe the strengths indicated by the assessment's findings. Describe the areas for improvement, differentiating between findings for the program overall, faculty, student groups, etc. Indicate specific skills, knowledge, abilities, or attitudes students demonstrated or failed to demonstrate. Compare the results of this year's assessment to previous years.

	<ul style="list-style-type: none"> • Attach documentation supporting any assertions made in the report. This may include reported results, a redacted copy of a completed assessment, a scored rubric, etc. Any item mentioned in the description should be included as evidence.
Reflection	Summarize the successes and areas for improvement indicated by the assessment results and the reasons why these results were achieved.
Recommendations	Based on the reflection, make a list of suggestions the program could implement in response to the assessment results.
ANALYSIS AND ACTION PLAN	
Results of Previous Action Plans	<ul style="list-style-type: none"> • Summarize the results from the action plan (as described above). • Consider using a bullet point list of PLOs with sub-bullets summarizing work the program implemented in the past.
Analysis and Findings from Past Three Years	<ul style="list-style-type: none"> • Summarize results from the past three years by listing the PLOs and briefly discussing: <ul style="list-style-type: none"> ○ Changes over the last three years ○ Continuous improvement activities implemented during this timeframe ○ The impact of these activities on student learning
Sharing and Discussion of Findings	<ul style="list-style-type: none"> • Describe how the program will share, discuss, and act upon the findings. • Provide names and titles of all individuals involved in this process. • Attach a copy of meeting minutes, if available.
Action Plan	<ul style="list-style-type: none"> • List all PLOs requiring action. • Use sub-bullets to list actions the program will implement during the next assessment cycle
Completion	<ul style="list-style-type: none"> • The Program Assessment Committee (or similar entity) reviews and signs-off on the plan. • A committee representative uploads the plan to the Institutional Assessment site by the deadline.

Appendix 8: Program Assessment Report Template

Academic Unit:

Report Submission Date:

Date of Last Report Submission:

Contact Information

	Primary Contact	Others Involved in Report
Name:		
e-mail:		
Phone Number:		

Academic Unit Descriptors

A. List degrees offered including majors, minors, certificates and other curricula.

(Bachelor's, Master's, Doctoral, Graduate Certificates, Undergraduate Certificates)

Degree Level	Program Name	Credits Total

B. Accreditation or professional program that guides standards within the discipline (If applicable). If your accrediting body uses a standard format for program assessment, use that format in lieu of this template.

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C. Rankings or significant recognitions

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Program Assessment Goals

- A. List goals associated with the program assessment. Goals should reflect what you would like to accomplish with assessment activities (e.g., identify curriculum weaknesses for a specific program). Not every program needs to be assessed every year, but all programs should be assessed at least once every five years. Targeted assessment activities in your unit are encouraged each year.

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B. Program Learning Outcomes and Curriculum

Program Learning Outcome	Assessment	Standard(s) Expected	Was the standard achieved? (Yes/No)

Program Learning Outcome – list each outcome individually (add rows if needed)

State assessment measure – these can be direct or indirect measures of student learning

Describe the standard expected for the specific outcome – this = may be a benchmark for students or a specific achievement rate for a defined competency.

C. Insert or Describe and Attach Degree Program Curriculum Map

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D. Describe the Assessment Design

Example: Number of courses assessed, number of students and artifacts reviewed, etc.

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Assessment Data and Results

Include results for each individual program learning outcome.

Identification of Program Strengths and Weakness in Achieving Program Learning Outcomes

A . Program Strengths and Weaknesses in achieving Program Learning Outcomes

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B. Actions that will be taken to address weaknesses

Include a general timeline for actions.

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C. Strategic Program Goals to Improve Student Learning

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Appendix 9: Course Assessment Checklist

STANDARD REQUIREMENTS	
Description	<ul style="list-style-type: none"> Explains the course's purpose Distinguishes this course from others in the program Clearly indicates how the course supports the program's mission, which is aligned with the university's mission
Student Learning Outcomes	<ul style="list-style-type: none"> Create three or to five Student Learning Outcomes (SLOs) using the following instructions: <ol style="list-style-type: none"> Examine the Program Learning Outcomes (PLOs) for the program in which the course is located Consider expectations of professional organizations or disciplinary accrediting organizations Reference SLOs for other courses in the program, especially those immediately preceding or following the course. Using the information generated in steps 1 - 3 , create three to five¹¹ student-centered SLOs that employ active verbs from Bloom's Taxonomy (see Appendix 6) and indicate how each SLO will be measured using the formula: <ul style="list-style-type: none"> Active verb + knowledge or skill + measure OR Active verb + measure + knowledge or skill Example: "write (active verb) a persuasive essay (measure) demonstrating proficiency in formulating a cogent argument for a controversial viewpoint (skill)" Ensure the SLOs are appropriate to the level of the course (introductory, intermediate, advanced, graduate, minor, elective, certificate, etc.) Use terminology and concepts appropriate to the discipline and degree level. Include at least three objectives per SLO that clarify the learning process leading to student achievement. Example (for the B.A. in English) <ul style="list-style-type: none"> SLO: write a persuasive essay demonstrating proficiency in formulating a cogent argument for a controversial viewpoint <ul style="list-style-type: none"> Objective 1: Students will utilize appropriate writing conventions and skills Objective 2: Students will write a topic sentence and outline for a 5-paragraph essay Objective 3: Students will employ appropriate transitions between paragraphs to sustain the flow of ideas throughout a written work

¹¹ Note that every SLO must be measured and evaluated, so fewer SLOs are more manageable for the purpose of course assessment.

Curriculum Map	<ul style="list-style-type: none"> Refer to the program's curriculum map to identify whether the course is intended to introduce, reinforce, or demonstrate mastery of a PLO.
ASSESSMENT PLAN	
Explanation	Course assessment should be a routine practice for determining whether students have attained the skills, knowledge, and attitudes SLOs.
Description of Measure	<ul style="list-style-type: none"> Ensure that each SLO has at least one direct measure. Include a brief description of the assessment that <ul style="list-style-type: none"> Connects the measure to the SLO Lists which skills, knowledge, abilities, or attitudes the student must demonstrate Explains the assessment students will complete Describes the scoring guide or rubric (listing indicators and scale) that will be used to score the assessment Use of rubrics is strongly encouraged because they allow specific identification of areas where students performed well or struggled. If using an exam, results should be disaggregated by question or section, focusing only on those items directly related to the SLO rather than summative exam scores. Use of course grades to measure student achievement of SLOs is discouraged because these sometimes include points for student activities unrelated to SLOs such as attendance and participation or may be impacted by penalties unrelated to student learning such as missing or late assignments. The measure and its assessment may be factored into students' overall course grade, thus serving "double duty" to measure an SLO and contribute to the course grade. Where appropriate, a single measure may be used to assess more than one SLO if accompanied by clear differentiation of assessment criteria for each SLO assessed. For example, a student's research project could demonstrate achievement of SLOs for technical communication, research methodologies, and analytical thinking.
Target	<ul style="list-style-type: none"> State the intended target for student achievement (ex: 80% of students will score at "meets (3)" or "exceeds (4)" on the project rubric)
Data Collection and Evaluation Timeline	<ul style="list-style-type: none"> Indicate when data collection will occur Indicate how and when data will be evaluated
Supporting Documentation	<ul style="list-style-type: none"> Provide documentation for all assertions made in the plan and report. Documentation may include instructions or descriptions of assignments given to students and subsequently used as a measure of achievement of SLOs, scoring guides or rubrics for those assignments. All documentation mentioned in the assessment narrative should be attached.

SLO ASSESSMENT REPORT	
Summary of Findings	<p>For each measure:</p> <ul style="list-style-type: none"> • Provide a quantitative summary of findings disaggregating results to indicate strengths and areas for improvement. • Indicate the numbers and percentages of students who participated in the assessment.
Explanation and Analysis	<ul style="list-style-type: none"> • Describe the strengths indicated by the assessment's findings. • Describe the areas for improvement, differentiating between findings for the course overall, instructional methods or strategies, etc. • Indicate specific skills, knowledge, abilities, or attitudes students demonstrated or failed to demonstrate. • Compare the results of this year's assessment to previous years (if available). • Attach documentation supporting any assertions made in the report. This may include reported results, a redacted copy of a completed assessment, a scored rubric, etc. Any item mentioned in the description should be included as evidence.
Reflection	Summarize the successes and areas for improvement indicated by the assessment results and the reasons why these results were achieved.
Action Plan	<ul style="list-style-type: none"> • List all SLOs requiring action. • Use sub-bullets to list actions to implement during the next time the course is taught
Completion	<ul style="list-style-type: none"> • Submit the SLO report to the program director or department chair by the end of the second week of the subsequent semester.

Appendix 10: Create a Program Map

1. Enter three to five Program Learning Outcomes (PLOs) in the column at left.
2. Enter course abbreviations in the top row.
3. Indicate which courses address the PLO and to what level using the code: I = Introduced, R = Reinforced, M = Mastery, A = Assessed

	ART 2110	ART 2120	ART 2090	ART 2080	ART 2060	ART 2280	ART 3280	ART 2070	ART 2140	ART 2150	ART 2430	ART 2580	ART 3470	ART 3660	ART 4000
1. Graduates will be able to demonstrate that they know the materials and procedures of the studio disciplines taught at Wright State															
2. Graduates will be able to demonstrate that they have integrated drawing skills into their aesthetic sensibilities				I			R								M/A
3. Graduates will be able to know the important events in the evolution of art history	I	I													
PLO 4															
PLO 5															

NOTE: this is a partial sample for demonstration purposes taking information available at <https://www.wright.edu/sites/www.wright.edu/files/page/attachments/Art-BFA-%28ART%29->

[Baccalaureate-Degree-.pdf](#) . It contains only some of the courses offered in Art. Consider using an Excel spread sheet instead of a table in Word such as this to create a more comprehensive table containing all the courses offered in the program.

Workspace

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10	Course 11	Course 12	Course 13	Course 14	Course 15
PLO 1															
PLO 2															
PLO 3															
PLO 4															
PLO 5															