Q1 What date is the HLC Focused Visit?

Answered: 23   Skipped: 0

#	RESPONSES	DATE
1	Nov 17,18 2025	12/21/2024 11:55 AM
2	Nov 17-18, 2025	12/19/2024 9:32 AM
3	November 2025	12/19/2024 7:10 AM
4	Nov. 17-18, 2025	12/18/2024 4:17 PM
5	April 2025	12/18/2024 4:05 PM
6	16 Nov 2025	12/18/2024 4:04 PM
7	I know the date but I thought that when we met the focus for us was to place it on creating a culture of assessment.	12/18/2024 4:02 PM
8	a	12/18/2024 3:58 PM
9	I know the date as well as the location of the countdown calendar, however, I understood that thought our assessment meetings were NOT about the HLC and its upcoming visit, but instead, they were about building a culture of assessment. This question sends a mixed message to those who are vested in building a culture of continuous improvement.	12/18/2024 3:49 PM
10	I thought this was not about the HCL visit, but about creating a culture of assessment, reflection and the mission.	12/18/2024 3:47 PM
11	Nov 17/18 2025	12/18/2024 3:13 PM
12	December 17 & 18, 2024	12/18/2024 3:08 PM
13	Nov 17 & 18, 2025	12/18/2024 2:54 PM
14	November 2025	12/18/2024 2:41 PM
15	November 2025	12/18/2024 2:33 PM
16	Nov 2025	12/18/2024 2:17 PM
17	12/18/2024	12/18/2024 2:17 PM
18	11/2025	12/18/2024 2:15 PM
19	11-25	12/18/2024 2:14 PM
20	November	12/18/2024 2:11 PM
21	Nov. 17-18, 2025	12/18/2024 2:10 PM
22	2025	12/18/2024 2:10 PM
23	12/17/24	12/18/2024 2:09 PM

Q2 What are the following acronyms?

Answered: 23   Skipped: 0

ANSWER CHOICES	RESPONSES	
PSLO	100.00%	23
APR	95.65%	22
ILO	100.00%	23

#	PSLO	DATE
1	program student learning outcome	12/21/2024 11:55 AM
2	Program student learning outcome	12/19/2024 9:32 AM
3	Program student learning outcome	12/19/2024 7:10 AM
4	Program Student Learning Outcome	12/18/2024 4:17 PM
5	Program Student Learning Outcomes	12/18/2024 4:05 PM
6	Program Student Learning Outcome	12/18/2024 4:04 PM
7	Program Student Learning Outcomes	12/18/2024 4:02 PM
8	a	12/18/2024 3:58 PM
9	Program Student Learning Outcome	12/18/2024 3:49 PM
10	Program Student Learning Outcome	12/18/2024 3:47 PM
11	program student learning outcomes	12/18/2024 3:13 PM
12	Program Student Learning Objective	12/18/2024 3:08 PM
13	Program Student Learning Outcome	12/18/2024 2:54 PM
14	Program Student Learning Outcome	12/18/2024 2:41 PM
15	Student learning outcomes	12/18/2024 2:33 PM
16	Program student learning outcomes	12/18/2024 2:17 PM
17	Program Student Learning Outcome	12/18/2024 2:17 PM
18	Program student learning outcomes	12/18/2024 2:15 PM
19	Program study learning outcome	12/18/2024 2:14 PM
20	Program lstudent earning outcomes	12/18/2024 2:11 PM
21	Program Student Learning Outcome	12/18/2024 2:10 PM
22	Program student learnjng	12/18/2024 2:10 PM
23	Program students learning objectives	12/18/2024 2:09 PM

#	APR	DATE
1	academic program review	12/21/2024 11:55 AM
2	Academic Program Review	12/19/2024 9:32 AM
3	Annual program review	12/19/2024 7:10 AM
4	Academic Program Review	12/18/2024 4:17 PM

5	Academic Program Assessment	12/18/2024 4:05 PM
6	Academic Program Review	12/18/2024 4:04 PM
7	Annual Program Review	12/18/2024 4:02 PM
8	a	12/18/2024 3:58 PM
9	Annual Program Review	12/18/2024 3:49 PM
10	Annual Program Review	12/18/2024 3:47 PM
11	Academic program review	12/18/2024 3:13 PM
12	Academic Program Review	12/18/2024 3:08 PM
13	Annual Program Review	12/18/2024 2:54 PM
14	Academic Program Review	12/18/2024 2:41 PM
15	Academic program review	12/18/2024 2:17 PM
16	Academic Program Review	12/18/2024 2:17 PM
17	Annual progress report	12/18/2024 2:15 PM
18	Annual program review	12/18/2024 2:14 PM
19	Annual program progress report	12/18/2024 2:11 PM
20	Academic Program Review	12/18/2024 2:10 PM
21	Annual program review	12/18/2024 2:10 PM
22	Academic programs review	12/18/2024 2:09 PM
#	**ILO**	**DATE**
1	institutional learning outcome	12/21/2024 11:55 AM
2	Institutional Learning Outcome	12/19/2024 9:32 AM
3	Institutional learning outcome (we never talked about these and many are confused about what they are, how they're applied to our courses/programs)	12/19/2024 7:10 AM
4	Institutional Learning Outcome	12/18/2024 4:17 PM
5	Institutional Learning Outcomes	12/18/2024 4:05 PM
6	Institutional Learning Outcome	12/18/2024 4:04 PM
7	Institutional Learning Outcomes	12/18/2024 4:02 PM
8	a	12/18/2024 3:58 PM
9	Institutional Learning Outcome	12/18/2024 3:49 PM
10	Institutional Learning Outcomes	12/18/2024 3:47 PM
11	Institutional Learning outcome	12/18/2024 3:13 PM
12	Institutional Learning Outcome	12/18/2024 3:08 PM
13	Institutional Learning Objective	12/18/2024 2:54 PM
14	Institutional Learning Outcome	12/18/2024 2:41 PM
15	Individual learning outcomes	12/18/2024 2:33 PM
16	Institutional learning outcomes	12/18/2024 2:17 PM
17	Institutional Learning OUtcome	12/18/2024 2:17 PM
18	Institution wide learning Outcomes	12/18/2024 2:15 PM
19	Institutional learning outcome	12/18/2024 2:14 PM

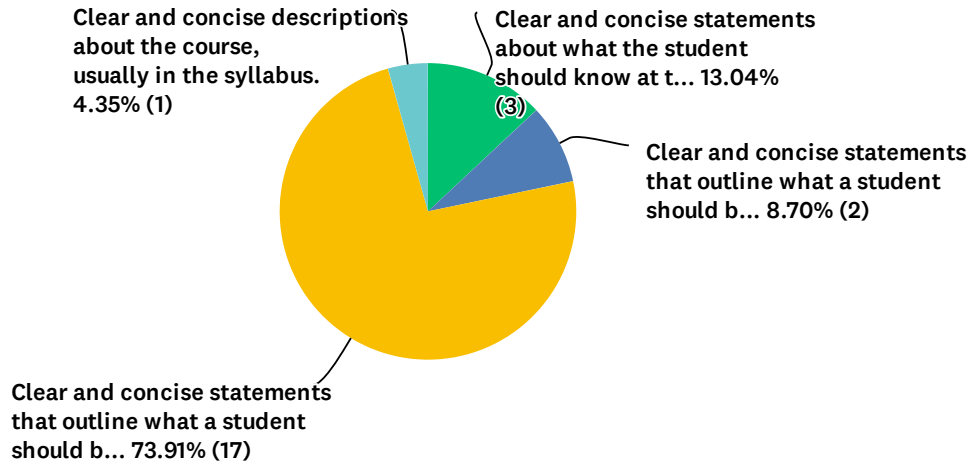| 20	Institutional learning outcomes	12/18/2024 2:11 PM
21	Institutional Learning Outcome	12/18/2024 2:10 PM
22	Institutional learning objectives	12/18/2024 2:10 PM
23	Institute learning objectives	12/18/2024 2:09 PM

Q3 Definition of course level assessment

Answered: 23   Skipped: 0

To assess the quality, viability, and effectiveness of degree progra... 4.35% (1)

A systematic process of evaluating the effectiveness of... 8.70% (2)

Course-level assessment measures how well students are meeting cour... 86.96% (20)
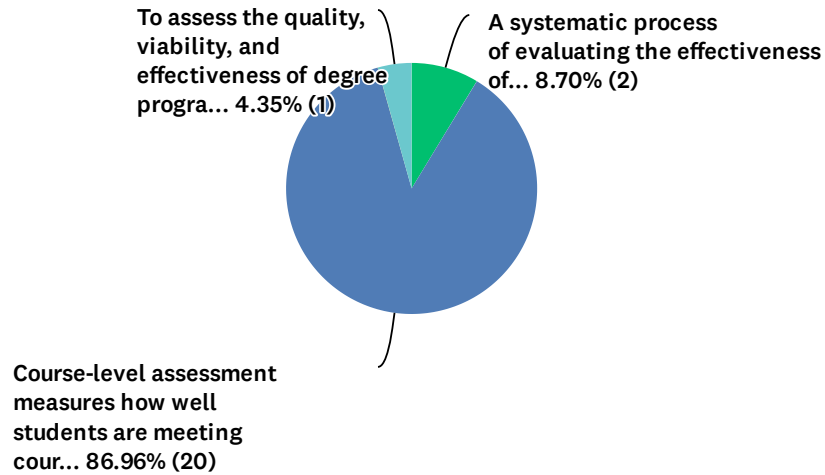
ANSWER CHOICES	RESPONSES	
A systematic process of evaluating the effectiveness of an entire academic program by examining how well students are achieving the learning outcomes set for that program,	8.70%	2
Course-level assessment measures how well students are meeting course outcomes and identifies areas for improvement	86.96%	20
All courses listed under Gen Ed are assessed according to a set of program student learning outcomes.	0.00%	0
To assess the quality, viability, and effectiveness of degree programs within each academic school, comprehensively.	4.35%	1
TOTAL		23

Q4 What is a Program Student Learning Outcome?

Answered: 23   Skipped: 0

Clear and concise descriptions about the course, usually in the syllabus. 4.35% (1)

Clear and concise statements about what the student should know at t... 13.04% (3)

Clear and concise statements that outline what a student should b... 8.70% (2)

Clear and concise statements that outline what a student should b... 73.91% (17)

ANSWER CHOICES	RESPONSES	
Clear and concise statements about what the student should know at the end of a course.	13.04%	3
Clear and concise statements that outline what a student should be able to demonstrate before starting a program.	8.70%	2
Clear and concise statements that outline what a student should be able to demonstrate upon completing the program.	73.91%	17
Clear and concise descriptions about the course, usually in the syllabus.	4.35%	1
TOTAL		23

Q5 Provide an example of a direct measure method for program student learning outcomes

Answered: 22   Skipped: 1

#	RESPONSES	DATE
1	A scored quiz on course material implemented by the professor.	12/21/2024 11:55 AM
2	Assessment of student performance through tangible artifacts such as exams, presentations, essays	12/19/2024 9:32 AM
3	Assessing a student assignment using a common rubric	12/19/2024 7:10 AM
4	Rubric scores for capstone projects, senior theses, essays, exhibits, portfolios or performances	12/18/2024 4:17 PM
5	Test	12/18/2024 4:05 PM
6	Pre and Post qurveys and quizes.	12/18/2024 4:04 PM
7	a	12/18/2024 3:58 PM
8	Pre- and Post- Tests	12/18/2024 3:49 PM
9	Using rubrics within a course to address writing, aligned to a standard and an outcome, using a required paper and evaluating same within the course.	12/18/2024 3:47 PM
10	use of a rubric to grade an course assignment	12/18/2024 3:13 PM
11	Earning passing grades on exams. Solving formula problems.	12/18/2024 3:08 PM
12	rubric scores for capstone projects	12/18/2024 2:54 PM
13	A score on an exam.	12/18/2024 2:41 PM
14	knowledge	12/18/2024 2:33 PM
15	Student publications	12/18/2024 2:17 PM
16	A direct measure method for program student learning outcomes (SLOs) refers to an assessment that evaluates student performance based on actual work or demonstrations of knowledge and skills. An example of this would be a portfolio assessment.	12/18/2024 2:17 PM
17	Assignments	12/18/2024 2:15 PM
18	Assignment or testing that would demonstrate student learning by outcomes	12/18/2024 2:14 PM
19	Grades	12/18/2024 2:11 PM
20	Graded essay	12/18/2024 2:10 PM
21	Research paper	12/18/2024 2:10 PM
22	General education rubric (outcomes)	12/18/2024 2:09 PM

Q6 Provide an example of an indirect measure method for program student learning outcomes

Answered: 21   Skipped: 2

#	RESPONSES	DATE
1	A survey requesting feedback from students about their perceptions of knowledge/skills acquired from the course.	12/21/2024 11:55 AM
2	Collecting student data such as students' impressions of a program through surveys and course evaluations	12/19/2024 9:32 AM
3	Start/end of the semester student survey	12/19/2024 7:10 AM
4	Focus groups with students, faculty, or employers	12/18/2024 4:17 PM
5	Oral Presentation	12/18/2024 4:05 PM
6	Written senior thesis project	12/18/2024 4:04 PM
7	a	12/18/2024 3:58 PM
8	A survey administered to students	12/18/2024 3:49 PM
9	Successfully completing a national credentialling examination	12/18/2024 3:47 PM
10	student opinion of the usefulness of a course	12/18/2024 3:13 PM
11	Surveys and feedback forms completed by students at end of the semester.	12/18/2024 3:08 PM
12	survey on engagement	12/18/2024 2:54 PM
13	Graduate survey	12/18/2024 2:41 PM
14	Job placement	12/18/2024 2:17 PM
15	In an exit survey, graduating students are asked to rate how well they believe the program prepared them to achieve specific learning outcomes. For example, they might respond to questions such as, "How confident do you feel in applying critical thinking skills learned in the program?" or "How effective was the program in helping you develop communication skills?" While these responses provide valuable insights into students' perceptions, they do not directly measure their actual learning or skills.	12/18/2024 2:17 PM
16	Peer evaluation	12/18/2024 2:15 PM
17	Groups, surveys, tracking after and identify careeer paths	12/18/2024 2:14 PM
18	Presentations	12/18/2024 2:11 PM
19	Student survey or questionnaire	12/18/2024 2:10 PM
20	Retroactive survey	12/18/2024 2:10 PM
21	Instructor made rubrics	12/18/2024 2:09 PM

Q7 Do you have any other comments, questions, or concerns?

Answered: 17   Skipped: 6

#	RESPONSES	DATE
1	--How can we make the assessment process more inclusive and less off-putting to some faculty? --How do we address data collection in Canvas for courses that are part of multiple programs (such as Gen Ed and BFA)?	12/19/2024 9:32 AM
2	Faculty in our school are still confused about who is supposed to do what outside of collecting artifacts	12/19/2024 7:10 AM
3	I just would like more time actually doing the assessment collection ahead of the presentations, as the presentations spend more time presenting and little time on assessment. Thus, an assessment day defeats the purpose and simply becomes a presentation day(s).	12/18/2024 4:17 PM
4	None	12/18/2024 4:05 PM
5	Comments on Artifact Collection and Assessment Processes Several concerns regarding the discussed approach to artifact collection and assessment: Relevance of Artifacts in the Age of AI: Many proposed artifacts, such as student writing projects, may become obsolete as students increasingly use AI tools. Without safeguards, assessments will measure AI utilization rather than student learning or growth. This necessitates a shift toward artifact types that accurately reflect student competencies, independent of AI influence. Faculty Workload and Data Efficiency: The sheer volume of classes being used as sources for program artifacts is overwhelming and counterproductive. Assessments should focus on fewer, strategically chosen artifacts to provide clear, progressive insights into student outcomes. Additionally, faculty are already overburdened, and adding assessment responsibilities exacerbates this issue. Need for Independent Review: To ensure objectivity and alleviate faculty concerns about assessments being used punitively of their teaching, there should be external and independent reviews of artifacts, data, and conclusions. Such reviews could enhance transparency and credibility while addressing existing fears constructively. Faculty Inclusion in Decision-Making: Faculty, especially those involved in teaching the classes that will be used for artifacts, must have a voice in determining what artifacts and metrics are assessed. Excluding faculty, as seen in the master's degree program, undermines the relevance and buy-in needed for effective assessment. Rigorous Assessment for Master's Degree Programs: The current master's degree assessment process requires significant improvement. Allowing unqualified students to graduate damages both the program's reputation and the students' future prospects. Master's defenses should be externally evaluated with rigorous standards to ensure students are genuinely prepared for advanced academic or professional endeavors.	12/18/2024 4:04 PM
6	Respectfully, a quiz for faculty seems inappropriate - please do not consider my answers,answers; I simply couldn't submit the survey without answers. There are things to ask to improve the productivity of the exercise to benefit all - this isn't asked in this survey. Such as, what portions of the exercise could be improved and why? What could be added or deleted to improve the productivity of the sessions? Etc. It was great to see colleagues and talk about our programs. Much thanks for all your effort!	12/18/2024 3:58 PM
7	This was a practical example of an effective professional development opportunity - it was great to hear what other departments are doing.	12/18/2024 3:49 PM
8	Great couple days. Appreciated our colleagues sharing their progress and creative solutions. THANKS TO JERAD FOR ALL THE HARD WORK.	12/18/2024 3:47 PM
9	I think we need to define our course objectives clearly, completely and unambiguously in a syllabus. This helps in developing program assessments painlessly.	12/18/2024 3:13 PM
10	Faculty (all attendees) need to conduct themselves respectfully during the sessions - no talking among themselves or otherwise interrupting the speaker. Presentations need to have a time limit that is announced before the meeting/conference. Presenters need to speak slower, and more clearly with a clear presentation structure with Overview, Detail & Explanations,	12/18/2024 3:08 PM

	Summary sections. Coordinate use of microphones for use of speaker and anyone with a question or comment.	
11	Thank you for all that you'all have done so far. There is so much to ponder in the area of assessments and data crunching. Best of luck to all of us in working together, collaboratively and with much success. Please ensure we have Indigenous representation within the HLC visits.	12/18/2024 2:54 PM
12	This assessment provides me with valuable insights to analyze and assist other students. I am grateful to be part of such a remarkable educational realm of Indigenous scholars and professors who are actively shaping and improving the path for future generations.	12/18/2024 2:17 PM
13	Na	12/18/2024 2:14 PM
14	That was a well engaged learning activity	12/18/2024 2:11 PM
15	No	12/18/2024 2:10 PM
16	More time to work on assessment with programs. Many of us are balancing multiple assessments and program assessments.	12/18/2024 2:10 PM
17	No	12/18/2024 2:09 PM

Q8 Please rate your overall experience with Fall 2024 Assessment Days

Answered: 23   Skipped: 0

3.7★
average rating

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	8.70% 2	4.35% 1	21.74% 5	34.78% 8	30.43% 7	23	3.74