



# NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

ASSOCIATE VICE CHANCELLOR  
FOR ACADEMIC AFFAIRS/  
INSTITUTIONAL PLANNING,  
ASSESSMENT AND RESEARCH

## Outline for Annual Assessment and Program Evaluation Report

- I. **Brief Overview of Department and Program(s)**
- II. **Strategic Plan [This should be included for the department where the program(s) being assessed and evaluated reside(s)].**
  - A. Vision
  - B. Mission
  - C. Goals/Objectives (include each goal/objective and the information below for each one)
    1. Outcomes Achieved/Results for Each Goal
    2. Assessment Measurements (qualitative or quantitative measures e.g., surveys, retention data, questionnaires, etc.)
    3. Assessment Procedures (Describe the procedures for using the assessment measurements to collect data or information required.)
    4. Administration of Assessment Procedures (Who is responsible for conducting or administering assessment procedures?)
    5. How findings from assessments are used to improve the program (Describe how findings will be/were used for program improvement, e.g., curriculum revision, enrollment management, budget planning, etc.)
- III. **Briefly describe how the program's/department's strategic plan is related to the college's/school's mission, goals and strategic plan as well as the University's mission and goals.**
  - A. Student Profile (data for past three-five years, including the current academic year)
    1. Admission Requirements (SAT scores and high school GPA). If the program does not have an admission requirement, include the average SAT and high school GPA.
    2. Total enrollment in department and program(s)
    3. Number of majors in honor program
    4. Number of transfers (average admission GPA)
    5. Progression requirement (if applicable)
    6. Enrollment in degree credit distance learning

- B. Academic Major/Program (past three years)
  - 1. Results of any licensure examinations (for a three-year period)
  - 2. Accreditation reviews
  - 3. Internal program reviews (outside consultants)
  - 4. Retention and graduation rates
  - 5. Graduates (alumni surveys)
  - 6. Continuing education and employment
  - 7. Results of employer surveys (if available)
  - 8. Evaluation of student experiences

**IV. Faculty Development and Quality**

- A. Faculty personnel policies regarding appointment, promotion, tenure and merit salary increases on basis of:
  - 1. Teaching/Learning – evaluation of instructors and instruction
  - 2. Discovery – Research and scholarly productivity and creative activities
  - 3. Engagement – Service activities
- B. Faculty profile – distributed by:
  - 1. Highest degree earned
  - 2. Rank and tenure
  - 3. Age ranges (do not include faculty names)
  - 4. Sex
  - 5. Race

**V. Progress Toward University's Mission**

- A. Access (past three to five years)
  - 1. Enrollment patterns and trends – undergraduate and graduate students, where applicable (age, sex, race)
  - 2. Enrollment of undergraduate transfers
  - 3. Enrollment in degree-credit distance learning
  - 4. Awarding of degrees (past three years)
  - 5. Degrees by division or level

- B. Faculty Development (description of these activities over a three-year period)
  - 1. Discovery (Organized research)
    - a. Number of applications
    - b. Number of awards or grants and total amount
  - 2. Engagement (Public and community service)
    - a. Number and value of grants and contracts
    - b. Community service activities
  - 3. Other scholarly and creative activities (publications, presentations, portfolios, exhibits, performances, etc.)
- C. Interdisciplinary Activities

**VI. Analysis and Summary of Data**

- A. Identify trends (Opportunities and Threats)
- B. Discuss strengths of the department/program(s)
- C. Discuss challenges and potential solutions
- D. Discuss your analysis of the 3 – 5 years enrollment trends in your department /program
- E. Discuss the analysis of retention trends in your department/program

**VII. Student Learning Outcomes (Please complete each of the attached forms (A-D) for each program being reviewed.)**

- A. List student learning outcomes for the program scheduled for review. Each program should identify the competencies e.g., knowledge, skills or behaviors expected of graduates of the program, which is determined by an awareness of who the students are and what you expect them be able to do when they graduate **(Form A)**.
- B. List any other program goals not included in the strategic plan. Program goals could include job placement, enrollment in graduate school, success on licensure examinations, employment skills, etc. **(Form A)**.
- C. List evaluation methods (qualitative and quantitative assessment measures). List them as locally developed measures (faculty made tests, presentations, portfolios, etc.) **Form B**, or commercially developed measures (tests, surveys, etc.) **Form C**.
- D. Findings from assessment measures for student learning outcomes and program goals. Describe the findings or results of assessment measurements **(Form D)**.
- E. Describe changes made to improve the program as a result of assessing student learning outcomes and program goals, e.g., curriculum, etc. Describe the process for making changes, e.g., who was involved in the decision making process and how decisions were made **(Form D)**.