

## Step I – Collect Data

### Standard 2 Required Evidence & Raw Data Undergraduate & Graduate Programs

#### Required Documentation

- Summaries of studies regarding:
  - a) Effectiveness of the degree program, and
  - b) Effectiveness of graduates
- Evidence that annual goals are set and assessment of success occurs
- Summaries of studies of alumni and former students' satisfaction with their preparation
- Findings from surveys of student satisfaction
- Meeting minutes of curriculum developmental bodies and advisory groups "...faculty have the primary responsibility in the design, integrity and implementation of curriculum" (2.A.7)
- Instruments and procedures used to measure educational program effectiveness
- Select examples of student work that illustrate the different levels of achievement at different points in the program
- Documentation of students' success towards program outcomes, including collections of student work
- Examples of assessment tools used to assess student achievement (tests) or competency (tasks) that "reveal beginning and ending competencies"
- Any outside evaluation or accreditation reports that may relate to the program
- Copies of the program's student evaluation form and a summary of students' evaluations of faculty and courses
- Materials and forms used in the academic advising process
- Summaries of grade distribution studies
- Copies of policies regarding admission of students, retention of students, remedial work, awarding of credit, and policies governing public service
- Completed self-study report

#### Evidence Generated by the Curriculum Analysis Process

- Evidence the curriculum has coherent design in breadth, depth, sequencing and assessments
- Program exit outcomes: knowledge, skills, dispositions
- Program proficiency levels: exit (capstone or equivalent) and midpoint (300-level or equivalent)
- Evidence the general education outcomes are integrated into the degree requirements
- Evidence library skills are integrated into the learning process
- Instruments and procedures used to measure educational program effectiveness
- Documentation of students' success towards program outcomes
- Examples of assessment tools used to assess student achievement (tests) or competency (tasks) that "reveal beginning and ending competencies"

**Standard 2**  
**Additional Required Evidence & Raw Data**  
**Graduate Programs**

**Required Documentation**

- Copy of the graduate catalog or graduate program documentation
- Description of the degree offered (can be indicated in the graduate catalog)
- General AND specific graduate admission requirements
- General and special graduation requirements by schools, departments or degree programs
- Graduate faculty vitas
- Summaries of studies of graduates or former students satisfaction with their preparation
- Summaries of studies that indicate the degree of success with graduates obtaining employment in fields relevant to their studies
- Summaries of surveys of student satisfaction
- Documentation of internal program review
- Summaries of surveys of employer satisfaction
- Results of national ranking
- Policy on the acceptance of graduate credit, including transfer credit
- Policy on granting credit for internships, field experience or clinical practice

**Evidence Generated by the Curriculum Analysis Process**

- Evidence the curriculum has coherent design in breadth, depth, sequencing, and assessments
- Program exit outcomes: knowledge, skills, dispositions
- Program proficiency levels: exit and midpoint
- Documentation of students' success towards program outcomes
- Examples of assessment tools used to assess student achievement (tests) or competency (tasks) that “reveal beginning and ending competencies”
- Examples of student work that illustrate the different levels of achievement at different points in the program
- Instruments and procedures used to measure educational program effectiveness