Institutional Report:
Quality of Program Learning Outcomes Assessment

Assessment Data: 2021-22
APR Report Year: 2022-23

Each 'program of study' completes an annual Student Learning Assessment Report as part of annual program review (APR) in Anthology Planning. 'Program of study' refers to an academic major or credential that has program learning outcomes which students are expected to demonstrate by the time they graduate. Programs report on how well students are achieving these learning outcomes in their annual assessment report.

Meta-assessment is an evaluation of our assessment practice. It is used to help us understand and improve the quality of our assessment at all levels. The process provides feedback to university areas, faculty and staff on our assessment reports. Considerable time and effort is invested in this process which is coordinated by Institutional Assessment and Accreditation. We use the Quality Assessment Rubric to evaluate assessment reports since 2016, which was adapted from James Madison University's APT Assessment Rubric and produces a quantifiable quality assessment score. This comprehensive rubric aligns with best practices and is used or has been adapted for use at other institutions. Using this standardized rubric provides an opportunity to benchmark our assessment practices and demonstrates our commitment to accountability.

The meta-assessment review is conducted each Spring. This is a formative exercise to learn where and how we might improve our practice. Programs should achieve a minimum rating of "ESTABLISHED."

Number of Programs Evaluated	Choice Count
2021-22	328

This table shows the number of programs of study for each department.

Department	Choice Count
Letters Arts & Social Sciences Dept.	14
Biological Sciences	7
Chemistry	6
Journalism & Mass Media	5
Politics & Philosophy	8
English	4
Modern Languages and Cultures	7
History	3
Music	10
Physics	5
Math & Stat Sci	12
Psychology/Communication	5
Culture, Society, and Justice	7
Agricultural Econ & Rural Soc	6
Agricultural & Ext Education	5
Family and Consumer Sciences	10
Animal Vet & Food Sci	11
Accounting and Management Information Systems	5
Business and Economics	15
Plant Sciences	6

Entomology Plant Path & Nemat	5
Soil & Water Systems	6
Education	0
Movement Sciences	15
Civil & Environmental Engr	4
Electrical & Computer Engr	6
Mechanical Engineering	3
Computer Science	5
Fish & Wildlife Sciences	5
Natural Resources	9
Natural Resources & Society	5
Forest Rangeland & Fire Sci	9
Law	1
Earth & Spat Sci	7
Environmental Science	7
Graduate Studies	10
Bioinformatics & Comp Biology	3
Curriculum & Instruction	15
Water Resources	5
Theatre Arts	5
Organizational Sciences	2
Leadership & Counseling	7
Nuclear Engr & Ind Mgmt	13
Chem & Biol Engr	7
Virtual Technology and Design	2

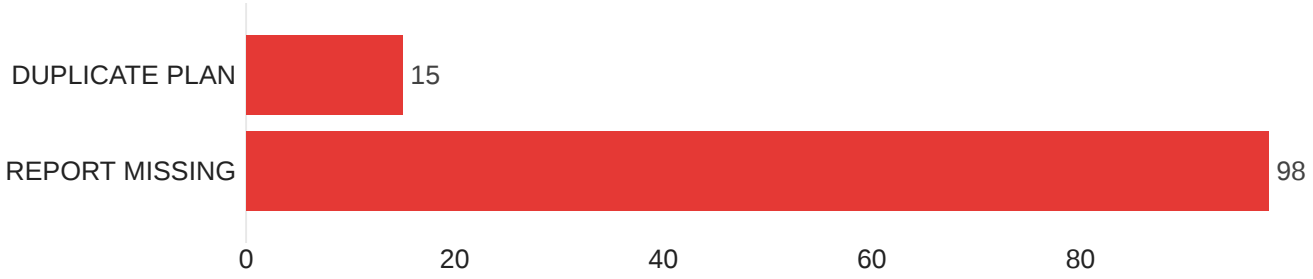
Executive Education	0
Professional Golf Mgmt (PGM)	6
Art & Design	4
Interior Architecture & Design	1
Architecture	2
Landscape Architecture	2
General Education	6

Number of Programs by Quality Assessment Rating

Rating Category	Choice Count
Beginning	6
Developing	69
Established	58
Mature	27

Number of Non-Compliant Programs

113 Responses



Explanation of Category	Choice Count
DUPLICATE PLAN: This appears to be a duplicate report (or mostly) that was already submitted for another UI program. UI is required to have assessment plans in place that are specific to the major and degree level for all degree programs. The rubric used in this evaluation is based on this assumption being met, and therefore, will not produce a meaningful score. This assessment plan is being recorded as NOT COMPLIANT.	15
REPORT MISSING: This unit's APR was missing a Student Learning Assessment Report for this program of study. UI is required to have an active assessment plan and reporting process, and collects these reports annually. The rubric used in this evaluation is based on this assumption being met, and therefore, will not produce a meaningful score. This assessment plan is being recorded as NOT COMPLIANT.	98
Total	113

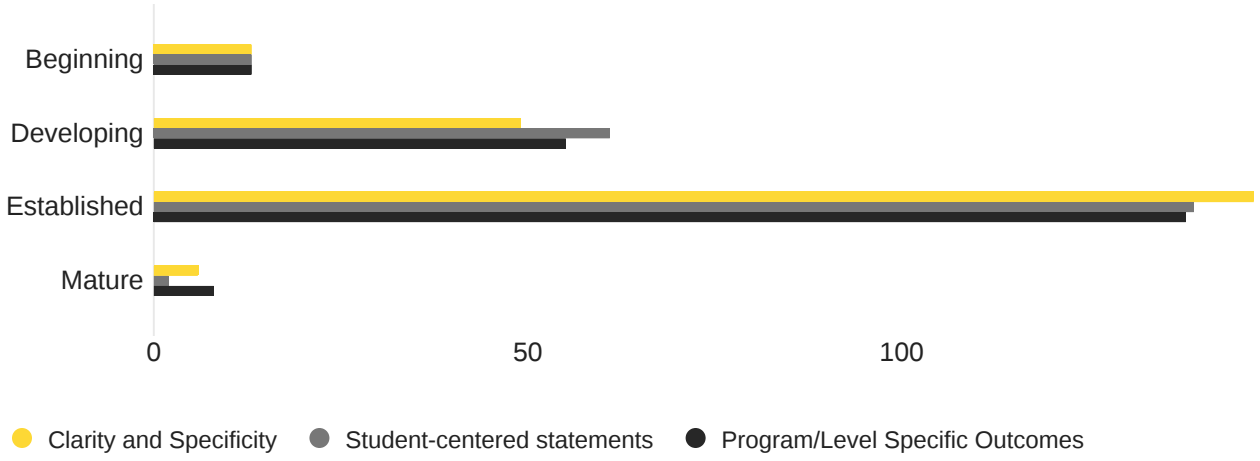
Quality Assessment Rubric Summary Results

Student Learning Outcomes

This section evaluates the quality of the program's learning outcome statements. The rubric used to evaluate this section is shown below. Programs who were rated non-compliant were not scored on this section. This section has a total of 20 points possible.

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
1. Identifying Measurable and Observable Program-Level Student Learning Outcomes			
Clarity and Specificity			
No student learning outcomes stated; or highly deficit (most programs have 3-5 student learning outcomes or more)	Student learning outcomes present, but written with imprecise verbs (e.g., *know*, *understand*), vague description of content/skill or attitudinal domain, and non-specificity of whom should be assessed (e.g., "*students*")	Student learning outcomes generally are written using precise verbs, informative descriptions of the content/skill or attitudinal domain, and specifications of whom should be assessed (e.g., "*graduating seniors in the Biology B.A. program.*")	All student learning outcomes are stated with clarity and specificity using precise verbs, informative description of the content/skill or attitudinal domain, and specification of whom should be assessed (e.g., "*graduating seniors in the Biology B.A. program.*") SLOs may be aligned with learning standards set by the industry-specific accreditor or professional association.
Student-centered Orientation			
No student learning outcomes are stated in student-centered terms	Some student learning outcomes are stated in student-centered terms	Most student learning outcomes are stated in student-centered terms	All student learning outcomes are stated in student-centered terms (i.e., what a student should know, think, or do)
Program and Level Specific Outcomes			
No student learning outcomes are specific to the program or related industry's content. Outcomes are very vague or general and could apply easily to any degree program.	Some learning outcomes are specific to the program, but not all. Or they are all program-specific, but not all are appropriate for the degree level (example: B.A. vs M.S.).	Most or all learning outcomes are program specific and most or all are appropriate for the learning occurring for the degree level.	All learning outcomes are clearly aligned to the content taught within the program and prepare graduates for employment in the related field. They are also appropriate for the degree level, referring to learning occurring during the specified level of study.

Q5 - Student Learning Outcomes



Number of Programs Achieving Each Rating

Attribute	Beginning	Developing	Established	Mature
Clarity and Specificity	13	49	147	6
Student-centered statements	13	61	139	2
Program/Level Specific Outcomes	13	55	138	8

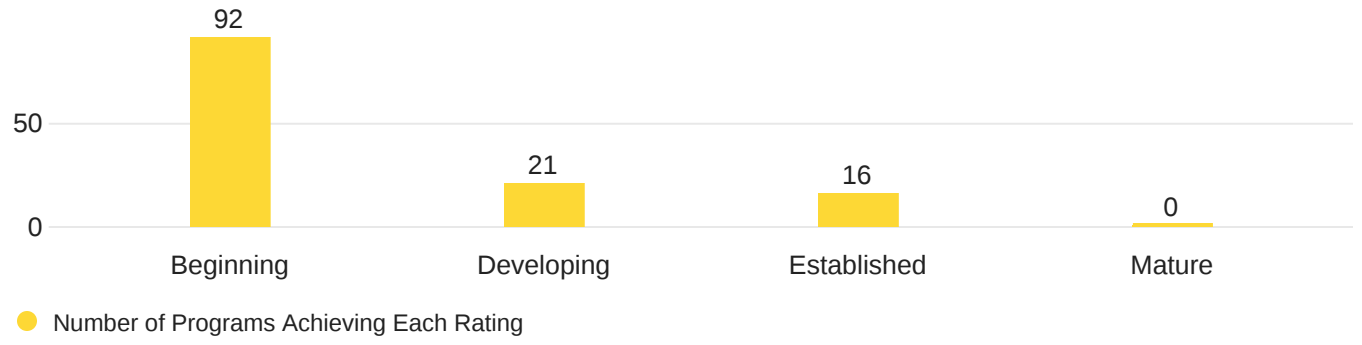
Overall Section Summary	Lowest	Highest	Mean	Median	Standard Deviation	Responses
Program Learning Outcomes	5.0	20.0	13.2	15.0	3.1	215

Curriculum Mapping (Bonus)

This section evaluates the quality of the program's curriculum map. The rubric used to evaluate this section is shown below. Historically, our assessment management system has not had a way to track this which is why this score is not calculated in the score used for the overall rating. Many programs have developed curriculum maps institution-wide and our new assessment management system now allows us to track this information. Programs who were rated non-compliant are not evaluated on this item.The total possible points for this section is 20 points.

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
Mapping the Curriculum			
No activities/courses listed or documentation uploaded, lacks evidence of curriculum alignment	Related activities/courses documented but alignment to student-learning outcomes is absent	Most student learning outcomes have classes or activities aligned to them	All student learning outcomes have classes or activities aligned to them

129 Responses



Number of Programs Achieving Each Rating

Quality Rating	Choice Count
Beginning	92
Developing	21
Established	16
Mature	0

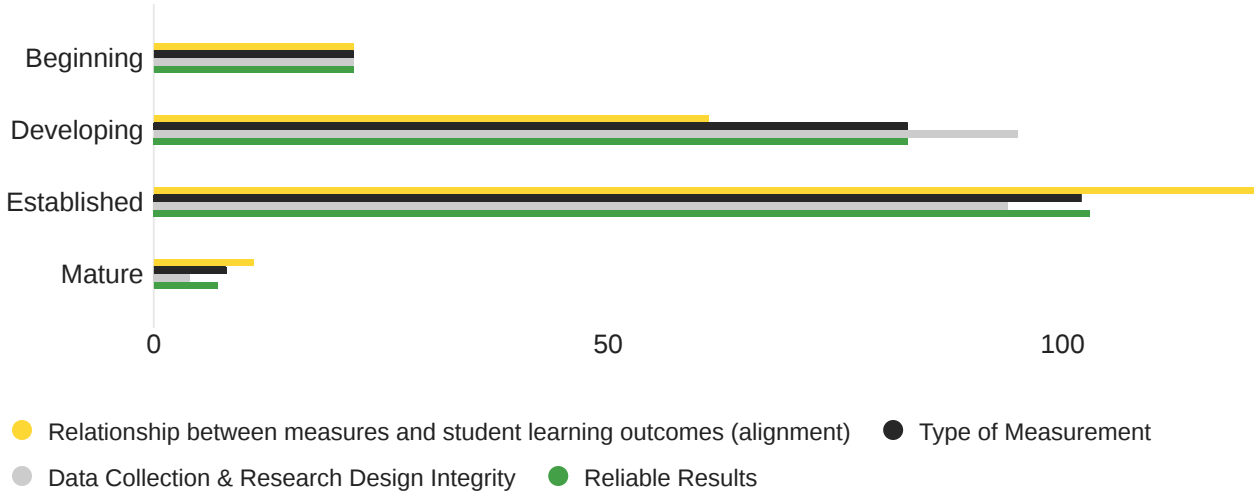
Overall Section Summary	Lowest	Highest	Mean	Median	Standard Deviation	Responses
Curriculum Mapping	0.0	15.0	4.2	5.0	4.4	215

Using Effective Measures for Assessment

This section evaluates the quality of measures used for assessment. Every program learning outcome must be evaluated using at least one direct measure. The rubric used to evaluate this section is shown below. Programs who are rated non-compliant are not evaluated on this item. The total possible points for this section is 20 points.

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
3. Using Effective Measures for Assessment			
A. Relationship between measures and student learning outcomes (alignment)			
No apparent relationship between student learning outcomes and measure indicated for one or more student learning outcomes	At a superficial level, it appears the content assessed by the stated measure matches the student learning outcomes, but no reassuring explanation or detail is given	General detail about how student learning outcomes relate to measures is provided. For example, the faculty wrote test items to match the student learning outcomes, or the instrument was selected "because its general description appeared to match our student learning outcomes"	Detail is provided regarding student learning outcomes and measurement match. For example, specific items on the test are aligned directly with the student learning outcome being assessed. The alignment and direct match are confirmed by faculty subject experts and documented accordingly.
B. Type of Measurement			
No measurement indicated for one or more student learning outcome(s)	Student learning outcomes are not assessed via direct measures (only with indirect measures)	Most student learning outcomes are assessed with direct measures	All student learning outcomes assessed using at least one direct measure (e.g., tests, essays, student work product)
C. Data Collection & Research Design Integrity			
No information is provided about the data collection process or data from direct measures is not collected, without reasonable justification (such as a 3-year cycle or other timeline)	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., 35 seniors took the test)	Enough information is provided to understand the data collection process, such as description of the sample, testing protocol, testing conditions, and student motivation. Several methodological flaws persist such as under-representative sampling, convenience sampling, or inappropriate test conditions.	The data collection is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
D. Reliable Results			
No process in place to check for inter-rater reliability, nor details provided on effort to improve reliability.	Reliability estimates (e.g., internal consistency, test-retest, inter-rater reliability) provided for more scores, although reliability tends to be poor. Or author states how efforts have been made to improve reliability (e.g., raters were trained on rubric).	Reliability estimates provided for most scores, most scores are marginal or better. Evidence of inter-rater reliability efforts and/or improvement of scores.	Reliability estimates provided and are good. Plus, other evidence of a multi-year process and improvement to inter-rater reliability made.

215 Responses



Number of Programs Achieving Each Rating

Attribute	Beginning	Developing	Established	Mature
Relationship between measures and student learning outcomes (alignment)	22	61	121	11
Type of Measurement	22	83	102	8
Data Collection & Research Design Integrity	22	95	94	4
Reliable Results	22	83	103	7

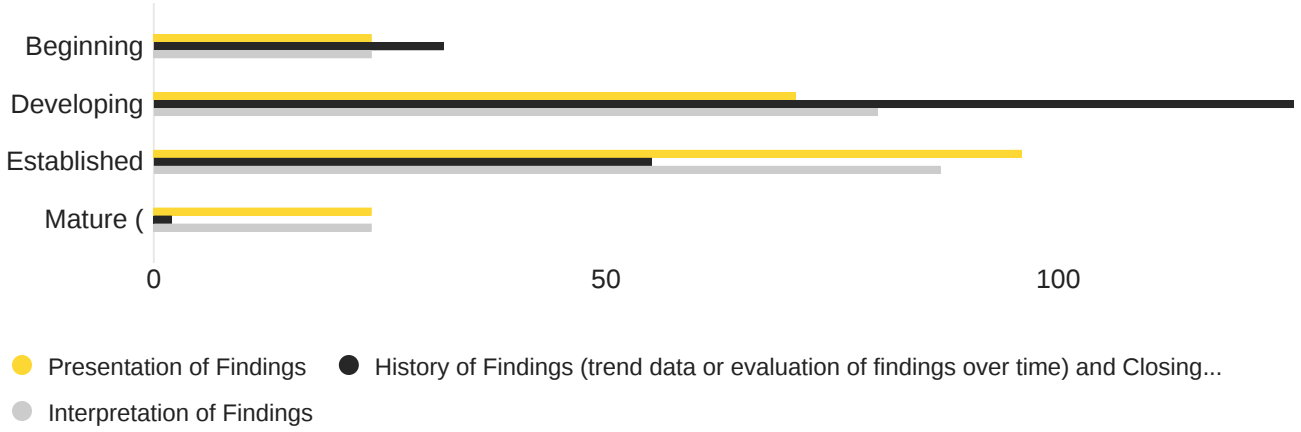
Overall Section Summary	Lowest	Highest	Mean	Median	Standard Deviation	Responses
Measures	5.0	20.0	12.3	12.5	3.4	215

Reporting Program-Level Findings of Assessment

This section evaluates the quality of reporting of assessment results. The rubric used to evaluate this section is shown below. Programs who were rated non-compliant are not evaluated on this item. The total possible points for this section is 20 points.

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
3. Reporting Program-Level Findings of Assessment			
A. Presentation of findings			
No findings presented for one or more direct measures of student learning outcomes, and no justification for lack of presentation	Findings are present, but it is unclear how they relate to the student learning outcomes or benchmark	Findings are present, and they directly relate to the student learning outcomes and the benchmark but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to the student learning outcomes and benchmark, are clearly presented, and were derived by appropriate statistical analysis.
B. History of findings (trend data or evaluation of findings over time) and closing the loop			
No documented 'closing of the loop' through documented reflection; or no past findings to reflect upon.	Only current year's findings provided or discussed in report; report lacks discussion of trend data.	Past iteration(s) of findings (e.g., last year's) provided for some assessment(s) in addition to current year's.	Past iteration(s) of findings (e.g., last year's) provided for majority of assessments in addition to current year's. Continuous findings allow for evaluating improvement; evidence of supportive and related discussion.
C. Interpretation of findings			
No interpretation attempted for one or more of direct findings reported; or there were no direct findings reported.	Interpretation attempted, but the interpretation does not refer back to the student learning outcomes or benchmark. Or the interpretations are clearly not supported by the methodology or findings.	Interpretations of findings seem to be reasonable inferences given the student learning outcomes, benchmark, and methodology.	Interpretation of findings seem to be reasonable given the student learning outcomes, benchmarks, and methodology. In addition, multiple faculty interpreted findings (not just one person).

215 Responses



Number of Programs Achieving Each Rating

Attribute	Beginning	Developing	Established	Mature
Presentation of Findings	24	71	96	24
History of Findings (trend data or evaluation of findings over time) and Closing the Loop	32	126	55	2
Interpretation of Findings	24	80	87	24

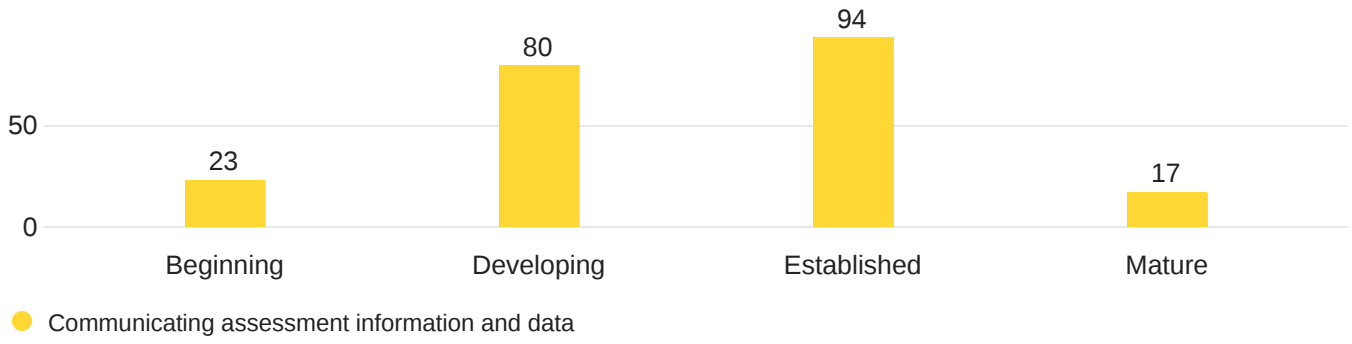
Overall Section Summary	Lowest	Highest	Mean	Median	Standard Deviation	Responses
Findings	5.0	20.0	12.0	13.3	3.7	215

Communicating Assessment Information and Data

This section evaluates whether program learning outcomes and assessment data is shared with constituents, including students and program faculty. The rubric used to evaluate this section is shown below. Programs who were rated non-compliant are not evaluated on this item. Total possible points for this section is 20 points.

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
5. Communicating Assessment Information and Data			
No evidence of communication documented or discussed	Information provided to limited number of faculty or communication process unclear	Information provided to all faculty, mode (e.g., program meetings, emails) and details of communication clear	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders

214 Responses



Number of Programs Achieving Each Rating

Quality Rating	Choice Count
Beginning	23
Developing	80
Established	94
Mature	17

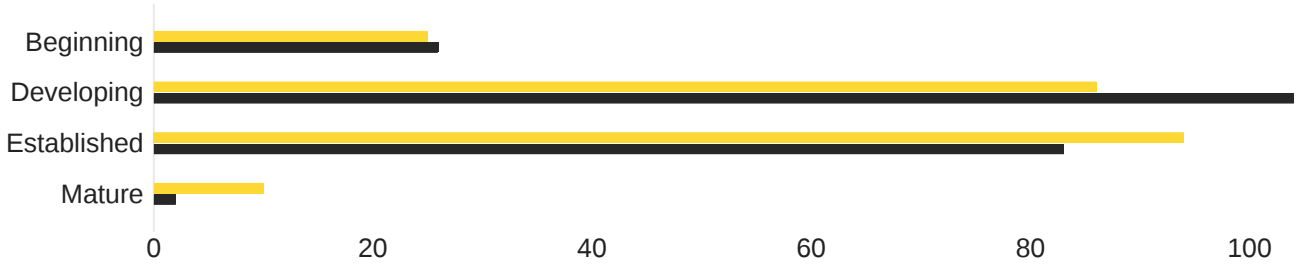
Overall Section Summary	Lowest	Highest	Mean	Median	Standard Deviation	Responses
Communication	0.0	20.0	12.4	15.0	4.0	215

Discussion/Use of Findings

This section evaluates the quality of the report that discusses use of assessment findings to make improvements. The rubric used to evaluate this section is shown below. Programs who were rated non-compliant are not evaluated on this item. Total points possible for this section is 20 points.

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
3. Reporting Program-Level Findings of Assessment			
A. Presentation of findings			
No findings presented for one or more direct measures of student learning outcomes, and no justification for lack of presentation	Findings are present, but it is unclear how they relate to the student learning outcomes or benchmark	Findings are present, and they directly relate to the student learning outcomes and the benchmark but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to the student learning outcomes and benchmark, are clearly presented, and were derived by appropriate statistical analysis.
B. History of findings (trend data or evaluation of findings over time) and closing the loop			
No documented 'closing of the loop' through documented reflection; or no past findings to reflect upon.	Only current year's findings provided or discussed in report; report lacks discussion of trend data.	Past iteration(s) of findings (e.g., last year's) provided for some assessment(s) in addition to current year's.	Past iteration(s) of findings (e.g., last year's) provided for majority of assessments in addition to current year's. Continuous findings allow for evaluating improvement; evidence of supportive and related discussion.
C. Interpretation of findings			
No interpretation attempted for one or more of direct findings reported; or there were no direct findings reported.	Interpretation attempted, but the interpretation does not refer back to the student learning outcomes or benchmark. Or the interpretations are clearly not supported by the methodology or findings.	Interpretations of findings seem to be reasonable inferences given the student learning outcomes, benchmark, and methodology.	Interpretation of findings seem to be reasonable given the student learning outcomes, benchmarks, and methodology. In addition, multiple faculty interpreted findings (not just one person).

215 Responses



Number of Programs Achieving Each Rating

Attribute	Beginning	Developing	Established	Mature
Documented program modification and/or improvements resulting from assessment findings	25	86	94	10
Documented improvement of assessment process	26	104	83	2

Overall Section Summary	Lowest	Highest	Mean	Median	Standard Deviation	Responses

Continuous Improvement	5.0	20.0	12.0	13.3	3.7	215

UI Quality Assessment Results

A summary of the college's overall quality assessment scores is shown below. Colleges can use the mean and median scores to better understand how they are doing as a college. The average score should fall within the "ESTABLISHED" or higher range. Non-compliant programs are not included in these calculations. The summary only includes data for programs that submitted a valid assessment report.

The maximum possible points is 100 points. The mean is shown below and only reflects programs that submitted a valid assessment plan.

Assessment Quality	Lowest	Highest	Mean	Median	Standard Deviation	Responses
Institutional Summary Scores	25.00	90.01	61.64	65.01	16.34	215

UI Average including Non-Compliant Programs

Assessment Quality	Min	Max	Mean	Median	Standard Deviation	Responses
Institutional Summary Score	0.00	90.01	40.40	50.00	32.14	328

Beginning	Developing	Established	Mature
1-29	30-65	66-80	81+
Submitted an assessment plan for the program but does not have a fully implemented process; and/or plan is not complete.	Is collecting some data, piloting efforts, engaged in conversations, and/or has operationalized a plan.	Some strategic and comprehensive assessment taking place for one or more learning outcomes. Some areas require further revision, clarification or additional evidence or analysis. Plan may need time to mature further.	Assessment plan fully supported by documentation and findings demonstrate student learning of most outcomes. Faculty are involved, evidence of meaningful analysis is presented, and the process is continuous, and being used to improve student learning and outcomes.

The scale was updated in 2020-21 to better reflect the quality of plans falling in each point range.

Year-to-Year Scores by Program of Study

Trend data, where available, is shown for programs below. Historical data that shows "N/A" means that the program did not submit a valid assessment report that year, or the program was not evaluated for valid reasons. Valid reasons include the program not existing back then or not existing in the assessment system in the past. Scores of "0" indicate a non-compliant assessment report was submitted by the progam. Programs who have been active for most of the past decade and submitted valid assessment reports, should have trend data available. In general, programs should show improvement of their quality assessment scores.

Note that no meta-assessment was conducted between 2017-18 and 2020-21 due to the transition and implementation of our new assessment management system.

*In 2015-16, curriculum mapping was counted in the overall rubric score, and a maximum of 120 points were possible. This was moved to a bonus category for 2016-17 because the system did not have a place to capture this information. Scores for years 2016-17 and later had a maximum of 100 points possible.

328 Responses

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Aerospace Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Africana Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Aging Studies (Minor)	N/A	N/A	N/A	N/A	N/A
American Indian Studies (Minor)	N/A	N/A	N/A	N/A	N/A
American Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Asian Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Asian Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Asian Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Economics (B.A., B.S.)	N/A	N/A	N/A	N/A	N/A
General Studies (B.G.S)	N/A	50.9	55.2	61.7	78.3
Military Science (Minor)	N/A	N/A	N/A	N/A	N/A
Naval Science (Minor)	N/A	N/A	N/A	N/A	N/A
Religious Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Women's Gender & Sexuality Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Studies (B.A., B.S.)	35	47.5	0	60.4	83.3
Biochemistry (B.S.Biochem.)	57.4	67.5	N/A	71.7	55.0
Biology (B.A., B.S.)	65.2	67.5	N/A	69.2	55.0
Biology (M.S.)	46.5	34.7	N/A	43.3	55.0
Biology (Ph.D.)	46.5	34.7	N/A	36.7	64.2
Medical Sciences (B.S.)	N/A	N/A	N/A	N/A	62.9

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Microbiology (B.S.Microbiol.)	N/A	N/A	N/A	61.7	56.3
Pre-Health Profession Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Chemistry - Forensics Option (B.S.)	39.5	42.5	36.8	73.8	50.0
Chemistry - Pre-Medical Option (B.S.)	39.5	42.5	36.8	73.8	50.0
Chemistry - Professional Option (B.S.)	39.5	42.5	36.8	73.8	50.0
Chemistry (M.S.)	45.5	39.7	36.8	57.9	50.0
Chemistry (Ph.D.)	50.2	33.7	42.5	53.3	50.0
Chemistry-General Option (B.S.)	39.5	42.5	36.8	73.8	50.0
Advertising (B.A., B.S.)	60.5	50	52.5	87.5	86.3
Broadcasting and Digital Media (B.A., B.S.)	52	60	48	87.5	88.8
Film and Television (B.A., B.S.)	N/A	46.5	63.7	95.0	88.8
Journalism (B.A., B.S.)	63	55	44.5	83.3	88.8
Public Relations (B.A., B.S.)	54.5	47.5	56.5	88.3	88.8
Bioethics (Minor)	N/A	N/A	N/A	N/A	N/A
Comparative/International Politics (Minor)	N/A	N/A	N/A	N/A	N/A
Philosophy (B.A., B.S.)	33.5	66.2	56.5	73.3	63.8
Philosophy, Politics & Economics (Minor)	N/A	N/A	N/A	N/A	N/A
Political Science (B.S., B.A.)	50.5	62.5	46	60.0	61.3
Political Science (M.A.)	N/A	N/A	N/A	N/A	N/A
Political Science (Ph.D.)	N/A	N/A	N/A	45.0	73.3
Public Administration (M.P.A.)	42.5	49	45.7	46.7	73.3
Creative Writing (M.F.A.)	N/A	56	65.5	83.8	75.0
English (B.A.)	N/A	25	N/A	78.8	75.0
English (M.A.)	54	64.9	81	78.8	75.0

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Teaching English as a Second Language (Minor)	N/A	N/A	N/A	N/A	N/A
French (B.A)	N/A	70.9	58.2	66.3	73.3
German (Minor)	N/A	N/A	N/A	N/A	N/A
International Studies (B.A.)	72.2	85	90	95.0	75.0
Latin-American Studies (B.A.)	57.9	71.4	53.8	66.3	70.8
Modern Language Business (B.A.)	N/A	N/A	N/A	25.0	75.0
Spanish (B.A.)	N/A	N/A	N/A	N/A	75.0
History (B.A.,B.S.)	N/A	77.4	70.5	82.5	88.3
History (M.A.)	49.9	61.4	0	70.4	83.3
History (Ph.D.)	N/A	N/A	N/A	N/A	76.7
Jazz Studies (Minor)	N/A	N/A	N/A	N/A	N/A
Music (M.A.)	N/A	N/A	N/A	51.3	75.0
Musical Theatre (Minor)	N/A	N/A	N/A	N/A	N/A
Music - Applied Music Emphasis (B.A., B.S.)	N/A	N/A	N/A	80.4	87.5
Music Education (B.Mus.)	53.9	34.5	80.3	66.7	83.3
Music Business (B.Mus.)	53.9	34.5	60.1	63.8	83.3
Music Composition (B.Mus.)	N/A	34.5	65.4	66.7	83.3
Music Composition (B.Mus.)	N/A	34.5	65.4	66.7	83.3
Music (M.Mus.)	N/A	N/A	N/A	25.0	75.0
Physics - Applied Physics Emphasis (B.S.)	N/A	N/A	N/A	85.8	35.0
Physics - General Physics Emphasis (B.S.)	N/A	N/A	N/A	85.0	35.0
Physics (B.A.)	N/A	N/A	51.51	86.3	35.0
Physics (M.S.)	N/A	N/A	40.67	85.8	50.0
Physics (Ph.D.)	N/A	N/A	43	86.7	60.8

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Data Science (GR Cert)	N/A	N/A	N/A	95.0	51.7
Mathematics - Applied - Computation Option (B.S.)	N/A	N/A	N/A	N/A	50.0
Mathematics - Applied - Mathematical Biology Option (B.S.)	N/A	N/A	N/A	N/A	50.0
Mathematics - Applied - Mathematical Biology Option (B.S.)	N/A	N/A	N/A	N/A	50.0
Mathematics - General Option (B.S.)	73.4	67.2	74.3	96.7	50.0
Mathematics (M.A.T.)	52.9	35.2	43.2	58.8	50.0
Mathematics (M.S.)	51.2	40.2	64.7	58.3	50.0
Mathematics (Ph.D.)	N/A	N/A	62	60.8	50.0
Statistical Science (M.S.)	N/A	N/A	74.84	69.6	50.0
Statistics - Actuarial Science and Finance Option (B.S.)	N/A	N/A	N/A	N/A	50.0
Statistics - General Option (B.S.)	N/A	N/A	N/A	96.7	50.0
Statistics (GR Cert)	N/A	N/A	N/A	77.9	N/A
Addictions (Minor)	N/A	N/A	N/A	N/A	N/A
Communication (B.A., B.S.)	N/A	N/A	N/A	77.5	78.3
Experimental Psychology (Ph.D.)	N/A	48.5	61.4	70.4	83.3
Psychology (B.A., B.S.)	80.2	54.2	63.3	72.9	78.3
Psychology (M.S.)	72.4	46.7	59	71.3	78.3
Criminology (B.S.)	N/A	N/A	N/A	75.4	65.0
Anthropology (B.A., B.S.)	45.5	50.2	63.7	69.2	68.3
Anthropology (M.A.)	N/A	N/A	N/A	N/A	N/A
Sociology (B.A., B.S.)	N/A	N/A	N/A	N/A	70.8
Diversity and Inclusion (UG Cert)	N/A	N/A	N/A	N/A	N/A
Archaeological Technician (UG Cert)	N/A	N/A	N/A	N/A	N/A

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Agricultural Economics - Agribusiness Emphasis (B.S.Ag.Econ.)	N/A	N/A	N/A	82.5	50.0
Agricultural Economics - Applied Economics Emphasis (B.S.Ag.Econ.)	N/A	N/A	N/A	54.2	50.0
Applied Economics (M.S.)	N/A	N/A	N/A	58.8	30.0
Applied Economics-Ag Econ Emph (M.S.)	N/A	N/A	N/A	N/A	N/A
Applied Economics-Agribus Emph (M.S.)	N/A	N/A	N/A	N/A	N/A
Agricultural Commodity Risk Management (UG Acad Cert)	N/A	N/A	N/A	64.6	35.0
International Agriculture (Minor)	N/A	N/A	N/A	N/A	N/A
Agricultural Education (B.S.Ag.Ed.)	N/A	N/A	N/A	55.0	45.8
Agricultural Education (B.S.Ag.Ed.)	N/A	N/A	N/A	55.0	N/A
Agricultural Education (M.S.)	N/A	N/A	N/A	54.2	48.3
Agricultural Science Communication & Leadership (B.S.Ag.L.S.)	N/A	N/A	N/A	59.2	48.3
Apparel Textile & Design (B.S.)	41.5	35	0	77.9	75.8
Family and Consumer Sciences (M.S.)	48.7	44	0	65.8	73.3
Food & Nutrition (B.S.)	70.7	58	68	72.5	72.1
Human and Community Engagement (Minor)	N/A	N/A	N/A	N/A	N/A
Child Development (B.S.)	59.5	46.5	49.5	67.5	55.8
Early Childhood Education (B.S.)	59.5	46.5	49.5	66.3	72.1
Family and Consumer Sciences (B.S.)	N/A	N/A	N/A	N/A	72.1
Nutritional Sciences (B.S.)	N/A	N/A	N/A	50.0	73.3
Dietetics (M.S.)	N/A	N/A	N/A	25.0	73.3
Human Development and Family Studies (B.S.)	N/A	N/A	N/A	82.5	68.3
Animal & Veterinary Science - Business Option (B.S.A.V.S.)	N/A	N/A	N/A	80.8	65.4

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Animal & Veterinary Science - Dairy Science Option (B.S.A.V.S.)	N/A	N/A	N/A	79.6	69.2
Animal & Veterinary Science - Pre-Vet Option (B.S.A.V.S.)	N/A	N/A	N/A	70.0	62.1
Animal & Veterinary Science - Production Option (B.S.A.V.S.)	N/A	N/A	N/A	N/A	61.3
Animal Physiology (Ph.D.)	45.4	46.7	65.5	65.0	50.0
Animal Science (M.S.)	47.7	39	0	70.4	50.0
Food Science - Fermentation Option (B.S.F.S.)	N/A	N/A	N/A	53.3	61.7
Food Science - Food Science Option (B.S.F.S.)	N/A	N/A	N/A	N/A	66.7
Food Science (M.S.)	N/A	N/A	N/A	N/A	50.0
Food Science (Ph.D.)	45.5	43	N/A	65.0	25.0
Food Science - Dairy Food Mgmt Option (B.S.F.S.)	N/A	N/A	N/A	25.0	56.3
Accountancy - Audit & Fraud Examination Emph (M.Acct.)	N/A	N/A	N/A	N/A	N/A
Accountancy - Taxation Emph (M.Acct)	N/A	N/A	N/A	N/A	N/A
Accountancy (M.Acct.)	66.25	68.5	91.008	61.7	69.2
Accounting (B.S.Bus.)	N/A	N/A	N/A	N/A	73.3
Management Information Systems (B.S.Bus)	N/A	N/A	N/A	N/A	79.2
Business Economics - Financial Economics Option (B.S.Bus.)	N/A	N/A	N/A	N/A	69.6
Business Economics - General Option (B.S. Bus)	68.2	55.4	54.67	84.2	65.8
Finance (B.S.Bus)	N/A	49.5	58.339	45.8	77.1
Management & HR - Entrepreneurship & Small Business (B.S.Bus)	N/A	N/A	N/A	N/A	73.3
Management & HR - HR Management Emphasis (B.S.Bus)	N/A	N/A	N/A	N/A	N/A
Management & HR - Management Emphasis (B.S.Bus)	N/A	37.5	47.671	41.7	N/A
Marketing - Entrepreneurship Emphasis (B.S.Bus)	N/A	N/A	N/A	N/A	N/A

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Marketing - General Marketing Emphasis (B.S.Bus)	N/A	38.5	57.005	55.4	N/A
Marketing - Sales Management Option (B.S.Bus)	N/A	N/A	N/A	N/A	N/A
Marketing-Marketing Analytics (B.S.Bus)	N/A	N/A	N/A	N/A	70.8
Operations and Supply Chain Management (B.S.Bus.)	N/A	59.7	74.174	58.3	72.5
Entrepreneurship (UG Cert)	N/A	N/A	N/A	48.8	N/A
Trading and Capital Management (UG Cert)	N/A	N/A	0	51.7	N/A
Trading and Capital Management (UG Cert)	N/A	N/A	0	51.7	N/A
Biotechnology & Plant Genomics (B.S.Pl.Sc.)	N/A	53	70.8	55.0	25.0
Crop Management (B.S.Pl.Sc.)	N/A	N/A	N/A	N/A	25.0
Crop Science (B.S.Pl.Sc.)	N/A	N/A	N/A	55.0	25.0
Horticulture & Urban Agriculture (B.S.Pl.Sc.)	N/A	N/A	N/A	55.0	25.0
Plant Science (M.S.)	N/A	N/A	N/A	N/A	25.0
Plant Science (Ph.D.)	N/A	N/A	N/A	N/A	25.0
Entomology (B.S.Ag.L.S.)	N/A	N/A	N/A	N/A	30.0
Entomology (M.S.)	41.5	30.5	39.84	58.8	25.0
Entomology (Ph.D.)	49.9	30.5	0	50.0	25.0
Plant Pathology (M.S.)	N/A	N/A	N/A	53.3	25.0
Plant Protection (Minor)	N/A	N/A	N/A	N/A	N/A
Agricultural Systems Management (B.S.S.W.S.)	40	46.4	77.34	69.6	45.8
Environmental Soil Science (B.S.S.W.S.)	N/A	52	60.3	62.5	40.8
Soil & Land Resources (M.S.)	56.5	69.4	65.2	75.4	47.9
Soil & Land Resources (Ph.D.)	56.5	60.4	62	71.3	51.3
Sustainable Food Systems (B.S.Ag.L.S.)	48.9	57.5	49.2	87.5	48.3
Water Science & Management (B.S.S.W.S.)	N/A	N/A	33.8	79.2	48.3

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Education (Ed.D.)	N/A	N/A	N/A	N/A	75.0
Education (Ph.D.)	61.2	25	62.003	58.3	75.0
Athletic Training (D.A.T.)	54.4	43.4	50.838	53.8	56.7
Athletic Training (M.S.A.T.)	65	76.4	73.172	66.7	75.0
ESHS - Physical Education Teacher Cert (BSESHS)	N/A	N/A	N/A	N/A	75.0
Movement & Leisure Sciences (M.S.)	80.2	75.7	76.34	38.3	55.0
Outdoor Recreation Leadership (Minor)	N/A	N/A	N/A	N/A	N/A
Physical Education (M.Ed.)	48.9	72.9	70.84	56.7	73.3
Recreation Sport and Tourism Management (B.S.Rec.)	71	63.5	64.006	60.0	68.3
Sustainable Tourism & Leisure Enterprises (Minor)	N/A	N/A	N/A	N/A	N/A
Dance (B.S.Dan.)	61	39	72.006	60.0	67.9
Athletic Leadership (UG Cert)	N/A	N/A	N/A	N/A	N/A
Movement and Leisure Sciences (Ph.D.)	N/A	N/A	N/A	N/A	N/A
Civil Engineering (B.S.C.E.)	88.9	72.4	92.341	54.2	57.5
Civil Engineering (M.S., M.Engr.)	44.9	45	48.171	48.3	71.3
Geological & Mining Engineering (Minor)	N/A	N/A	N/A	N/A	N/A
Geological Engineering (M.S.)	N/A	N/A	N/A	48.3	69.6
Computer Engineering (B.S.Comp.E.)	96.4	60.2	73.84	61.7	75.0
Computer Engineering (M.S., M.Engr.)	N/A	N/A	N/A	45.0	68.8
Electrical Engineering (B.S.E.E.)	N/A	N/A	N/A	68.3	75.0
Electrical Engineering (M.S., M.Engr.)	N/A	N/A	N/A	45.0	71.3
Electrical Engineering (Ph.D.)	N/A	N/A	N/A	45.0	72.1
Power Syst Protection & Relay (GR Cert)	N/A	N/A	N/A	N/A	N/A
Mechanical Engineering (B.S.M.E.)	97.4	85	98.008	85.0	79.6

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Mechanical Engineering (M.S., M.Engr.)	68.5	66.9	87.174	91.7	77.9
Mechanical Engineering (Ph.D.)	N/A	N/A	N/A	N/A	77.9
Cybersecurity (B.S.Engr.)	N/A	N/A	N/A	30.0	62.1
Computer Science (B.S.C.S.)	96.4	60.2	73.84	86.7	67.1
Computer Science (M.S.)	N/A	N/A	N/A	N/A	N/A
Computer Science (Ph.D.)	N/A	N/A	N/A	N/A	N/A
Secure & Depend Computing Syst (GR Cert)	N/A	N/A	N/A	N/A	N/A
Aquaculture (Minor)	N/A	N/A	N/A	N/A	N/A
Natural Res-Rest Ecol & Hab Mgt (M.N.R.)	68	74.5	78.34	38.3	50.0
Natural Res-Env Ed&Sci Comm Em (M.N.R.)	68	74.5	78.34	76.3	51.7
Natural Res-Fire Ecol & Mgmt (M.N.R.)	#N/A	#N/A	#N/A	#N/A	51.3
Natural Res-Integrated Nat Res (M.N.R.)	68	74.5	78.34	67.5	53.3
Natural Resources (M.S.)	36	35	67.005	58.3	59.6
Natural Resources (Minor)	N/A	N/A	N/A	N/A	N/A
Natural Resources (Ph.D.)	39.5	51	N/A	50.0	58.8
Parks, Protected Areas & Wilderness Conservation (Minor)	N/A	N/A	N/A	N/A	N/A
Remote Sensing/Env (GR Cert)	N/A	N/A	N/A	N/A	N/A
Parks Prt Areas & Wild (Minor)	N/A	N/A	N/A	N/A	N/A
Environmental Ed & Sci Comm (GR Cert)	N/A	N/A	N/A	N/A	N/A
Natural Resource Conservation - Cons Plan & Mgmt Opt (B.S.Nat.Resc.Consv.)	N/A	N/A	N/A	N/A	N/A
Natural Resource Conservation - Conservation Sci Opt (B.S.Nat.Resc.Consv.)	N/A	N/A	N/A	N/A	N/A
Fire Ecology and Management (B.S.Fire.Ecol.Mgmt.)	67.9	45.5	78.84	85.8	50.0
Fire Ecology, Mgt & Technology (GR Cert)	N/A	N/A	N/A	N/A	N/A

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Forest Operations (Minor)	#N/A	#N/A	#N/A	#N/A	N/A
Forest Resources (Minor)	#N/A	#N/A	#N/A	#N/A	N/A
Forestry (B.S.Forestry)	67.9	45.5	76.34	86.3	50.0
Renewable Materials (B.S.Renew.Mat.)	48.9	32.2	71.173	76.3	50.0
Restoration Ecology (UG Cert)	N/A	N/A	N/A	N/A	N/A
Geog Info Syst (UG Cert)	N/A	N/A	N/A	N/A	25.0
Climate Change (UG Cert)	N/A	N/A	N/A	N/A	25.0
Geography (B.S.)	49.7	48.5	80	35.0	25.0
Geological Sciences - Environmental Hydrogeology Option (BS)	49.7	48.5	80	50.0	30.0
Geological Sciences - Geological Education Option (BS)	N/A	N/A	N/A	N/A	30.0
Geological Sciences - Physical Geology Option (BS)	49.7	48.5	80	50.0	30.0
Groundwater Hydrology (Minor)	N/A	N/A	N/A	N/A	N/A
Environmental Science (M.S.)	39.5	51	N/A	60.0	50.0
Environmental Science (Ph.D.)	N/A	N/A	51	40.0	50.0
Environmental Science - Ecological Restoration Emph (B.S.Env.S.)	N/A	N/A	N/A	43.8	N/A
Environmental Science - Policy Planning and Mgmt Emph (B.S.Env.S.)	N/A	N/A	N/A	30.0	N/A
Environmental Science - Culture and Communication Emph (B.S.Env.S.)	N/A	N/A	N/A	43.8	50.0
Environmental Science - Integrated Sciences Emph (B.S.Env.S.)	N/A	N/A	N/A	30.0	N/A
Environmental Science - Sustainability Sciences Online Only (B.S.Env.S.)	N/A	N/A	N/A	30.0	N/A
Interdisciplinary Studies (M.A., M.S.)	N/A	N/A	N/A	N/A	N/A

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Interdisciplinary Science and Technology - Water Resources Emphasis(P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Sustainable Soil and Land Systems (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Sustainable Soil and Land Systems (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Climate Change (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Precision Nutrition for Animal and Human Health (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Precision Nutrition for Animal and Human Health (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Sustainable Food and Fiber (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Sustainable Food and Fiber (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Interdisciplinary Science and Technology - Geog Info Skills, Mapping and Monitoring (P.S.M.)	N/A	N/A	N/A	N/A	N/A
Bioinformatics & Comptnl Biol (GR Cert)	43.5	36	N/A	41.7	70.0
Bioinformatics & Comptnl Biol (M.S.)	50.9	49.4	58.005	68.8	73.3
Bioinformatics & Comptnl Biol (Ph.D.)	50.9	49.4	56.338	72.5	73.3
Secondary Education (M.A.T.)	N/A	N/A	N/A	23.3	40.0
Secondary Education (M.A.T.)	N/A	N/A	N/A	23.3	40.0
CTE - Business & Marketing Education (B.S.Ed.)	N/A	N/A	N/A	N/A	60.0
CTE - Engineering & Technology Education (B.S.Ed.)	N/A	N/A	N/A	N/A	60.8
CTE - Family & Consumer Sciences (B.S.Ed.)	N/A	N/A	N/A	N/A	60.8
CTE - Workforce Training & Development (B.S.Ed.)	N/A	N/A	N/A	N/A	62.1
Curr & Inst-Car & Tec Ed Emph (Ed.S.)	N/A	N/A	N/A	N/A	N/A

Program of Study	2015-16	2016-17	2017-18	2020-21	2021-22
Curr & Inst-Car & Tec Ed Emph (Ed.S.)	N/A	N/A	N/A	N/A	N/A
Curr & Inst-Car & Tec Ed Emph (M.Ed.)	N/A	N/A	N/A	N/A	71.7
Curr & Instr-Teacher Cert Emph (M.Ed.)	N/A	N/A	N/A	N/A	69.2
Curriculum and Instruction (M.Ed.)	62.4	78	75.84	60.0	69.2
Elementary Education (B.S.Ed.)	50.5	35	68.8	70.0	68.3

Overall Quality Assessment Rating Achieved

5 Responses

Academic Program (of study)	2021-22 Score
Climate Change (UG Cert)	Beginning
Secondary Education (M.A.T.)	Developing
Food Science (Ph.D.)	Developing
Agricultural Commodity Risk Management (UG Acad Cert)	Developing
Secondary Education (M.A.T.)	Developing