EARN ALL A’S
TO MAXIMIZE PROGRAM OUTCOMES

• **Awareness**
  All faculty are aware of or knowledgeable about the most current program competencies, standards, or student learning outcomes that have been identified or mandated by their respective accrediting agency, professional organization, or the University.

• **Alignment**
  Each program competency or standard is aligned appropriately with student learning outcomes that are associated with specific courses or designated educational experiences in the program. This alignment is reflected in course syllabi so that students are aware of what is expected of them.

• **Assessment**
  Programs implement systematic and continuous methods of collecting data and information about student learning and affect -- such as, class assignments, oral presentations, research papers, collaborative projects, final exams, comprehensive exams, interviews, internships, field experiences, licensure and board exams, e-portfolios, surveys of students’ attitudes and interests, satisfaction surveys — just to name a few. Formative and summative methods of assessment are aligned appropriately with competencies, standards and student learning outcomes. Additionally, both quantitative and qualitative methods of data collection and analyses are employed, and the results are used to report program status and to inform decisions about plans for program improvement.

• **Accountability**
  Program policies and procedures are clear and unambiguous to the public and University stakeholders, including students, faculty, staff, administrators and the Board of Trustees. Programs ensure that stakeholder performance and management of resources meet expected benchmarks.

• **Accreditation**
  Program competency or credibility is certified through a process that involves presentation of appropriate or different types of evidence. If the first 4 A’s are achieved, “Accreditation” will be accomplished with ease.