One Plan Fits All: Tailoring the Academic Assessment Plan Design

2012 Assessment Institute
Terry A. Senne, Ph.D., Gay James, Ph.D., & Mary Williford-Shade, M.F.A., C.M.A.,
Texas Woman's University

Outline

I. Goals Summary

II. Academic Institutional Improvement Assessment Plan – AIIAP Design – Goals 1 & 2
   Interactive Component 1 - AIIAP Design

III. Sharing of Processes & Benefits – Goals 3 & 4
   I. Dance Making: A Model for Informing a Culture of Program Assessment
   II. Assessment of an Externally Approved Program – BS Health Studies
   Interactive Component 2 - Processes

IV. Synthesis
   Interactive Component 3 - “Take-aways”

V. Session Evaluation
I. Presentation Goals

- **Goal 1** - To share a recently redesigned academic assessment plan that allows program faculty to determine the parameters of the plan and its cycle, based on their needs.

- **Goal 2** - To show how academic assessment plan sections tie directly to specific SACS Comprehensive Standards (CS) and Federal Requirement (FR) 4.2 and provide verification/documentation of the same.

- **Goal 3** - To share examples of processes used by faculty to develop the plan and its impact.

- **Goal 4** - To share benefits of the newly redesigned academic assessment plan.

- **Goal 5** - To provide opportunity for audience engagement and participation via guided small-group engagement, discussion, synthesis, reflection, and questions.

II. Academic Institutional Improvement Assessment Plan

*All AP Design*

- **History/Context of Redesign**

- **Contextual Components**

- **Sections of the AllAP - Embedded SACS CS & FR 4.2**
  - **Section I** - Alignment of Department/Program Mission to the TWU Mission
  - **Section II** - Alignment of Program Student Learning Outcomes (SLOs) to Department/Program Mission
  - **Section III** - Alignment of Program SLOs to the Curriculum
  - **Section IV** - Projected Program SLOs Assessment Cycle
  - **Section V** - Program SLOs to be Assessed during 2012-2013
  - **Section VI** - 2012-2013 Assessment Plan Implementation Coordination
History/Context of Redesign

- Shift from Institutional Effectiveness (IE) to Institutional Improvement (II)
- Input from department chairs and program coordinators
- Fresh start/clean slate perspective – a “rethink” on the academic assessment plan

Contextual Components of the Redesign

- Simplicity/ease
- Flexibility
- Meaningfulness
- Dynamic nature
### AIIAP – Section I

**Alignment of Department/Program Mission to TWU Mission**

- **Purpose** - To ensure direct alignment of department/program mission to TWU mission

- **Rationale** - Institutional mission drives everything within the institution!

- **Expectation** - Identify TWU mission elements that align with department/program mission

- **SACS CS 3.1.1** - The mission statement is current and comprehensive, accurately guides the institution’s operations...

- **FR 4.2** - The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

---

### AIIAP – Section I Example

**MA Counseling Psychology**

**Alignment of Department/Program Mission to TWU Mission**

<table>
<thead>
<tr>
<th>Texas Woman’s University Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Woman’s University builds on its long tradition as a public institution primarily for women by educating a diverse community of students to lead personally and professionally fulfilling lives. TWU prepares women and men for leadership and service through high quality undergraduate, graduate and professional programs on campus and at a distance. A TWU education ignites potential, purpose and a pioneering spirit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Program Mission</th>
<th>Alignment of Department/Program Mission to Institutional Mission</th>
</tr>
</thead>
</table>
| The MA degree program in Counseling Psychology provides systematic training within a practitioner-scientist model to prepare students for professional mental health practice in a wide range of settings. The program is grounded in feminist multicultural philosophy and pedagogy. The program has a particular focus on developing clinicians with a strong understanding of individuals within their gendered and sociocultural contexts. Particular attention is paid to human sexuality and family psychology. Graduates of the program are expected to be conversant with and competent in the diversity-sensitive applications of individual, systemic/family, and integrative theories. Program graduates enter the marketplace with a degree that is exceptionally flexible, allowing them to pursue state level credentials as Psychological Associates (PA), Licensed Professional Counselors (LPC), and/or Licensed Marriage and Family Therapists (LMFT; some additional coursework required). | - The program’s grounding in a feminist philosophy and pedagogy with an aim toward developing clinicians with a strong understanding of individuals in their gendered contexts is consistent with TWU’s mission as an institution primarily for women.  
- The program’s grounding in multicultural philosophy and pedagogy, coupled with the emphasis on developing clinicians with a strong understanding of individuals within their sociocultural contexts as well as the expectation that graduates are expected to be conversant with and competent in diversity-sensitive applications of theories, is consistent with TWU’s mission on educating a diverse community of students, one that ignites potential, purpose, and a pioneering spirit.  
- The program’s emphasis on preparing students for careers as clinicians is congruent with TWU’s mission on preparing students for service. At its core, a career encompassing the provision of counseling and psychotherapy is quintessentially about service provision. |
AIIAP – Section II
Alignment of Program SLOs to Department/Program Mission

- **Purpose** - To ensure direct alignment of program SLOs to department/program mission
- **Rationale** - Department/program mission drives nature and composition of degree programs (and everything else within the department/program)
- **Expectation** -
  - Identify Department/Program mission elements that align with program SLOs
  - Program SLOs must be meaningful and measurable
  - Minimum of 3 SLOs per program
  - SLOs must increase in complexity/rigor from one degree level to the next
- **SACS CS 3.3.1.1** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results...educational programs, to include student learning outcomes.
- **SACS CS 3.6.1** - The institution’s post-baccalaureate professional degree programs, master’s and doctoral degree programs are progressively more advanced in academic content than its undergraduate programs.
- **FR 4.2** - The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

AIIAP – Section II Example
MA Counseling Psychology
Alignment of Program SLOs to Department/Program Mission

<table>
<thead>
<tr>
<th>Department/Program Mission</th>
<th>Program Student Learning Outcomes (SLOs): By the end of the academic program, students will be able to:</th>
<th>Alignment of Program Student Learning Outcomes to Department/Program Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO 1 Choose to model a high degree of professionalism and effectively engage in reflective practice, self-assessment, and self-care</td>
<td>The program’s emphasis on developing and preparing students for professional mental health practice is congruent with this SLO. Reflective practice includes self-assessment, self-care, and professionalism and has been identified as one of the Competency Benchmarks adopted by the CCTC (Council of Chairs of Training Councils, 2007).</td>
</tr>
<tr>
<td></td>
<td>SLO 2 Develop and sustain productive collegial and professional relationships with others while integrating a critical understanding and application of individual and cultural diversity</td>
<td>The program’s emphasis on preparing students for professional mental health practice, with its grounding in multicultural philosophy and pedagogy and the expectation of providing diversity-sensitive application of theories, complements this SLO. As the basis of any therapeutic alliance is the ability to form and maintain relationships, this SLO captures a critical component of our mission. Relationships and Individual and Cultural Diversity are two Competency Benchmarks adopted by the CCTC (Council of Chairs of Training Councils, 2007).</td>
</tr>
<tr>
<td></td>
<td>SLO 3 Fully engage in quality counseling practice that is both ethically and legally sound</td>
<td>The program’s emphasis on preparing students for professional mental health practice is consistent with this SLO. All professional practice, including the independent licensure our program prepares students to pursue and obtain, is grounded in sound ethics and law. Interventions and Legal-Ethical Standards/Policy are two Competency Benchmarks adopted by the CCTC (Council of Chairs of Training Councils, 2007).</td>
</tr>
</tbody>
</table>
AIIAP – Section III
Alignment of Program SLOs to the Curriculum

- **Purpose** - To show the depth and breadth to which program SLOs are integrated/threaded throughout the curriculum

- **Rationale** -
  - To ensure and document direct alignment from course level through the institutional mission
  - Intentional integration of program SLOs
  - Curriculum map as visual representation

- **Expectation** - Use designated coding key to identify how program SLOs are addressed and assessed throughout the academic program

- **SACS CS 3.3.1.1** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results...educational programs, to include student learning outcomes

- **FR 4.2** - The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

---

AIIAP Section III – Example
BS Biology
Alignment of Program SLOs to the Curriculum

<table>
<thead>
<tr>
<th>COURSES/EXPERIENCES [List in order of course prefix number from lowest to highest. Include abbreviated course title. If appropriate, include program experiences that are essential but are not tied to a specific course.]</th>
<th>SLO 1 Students will be able to define, explain, and analyze basic biological content including: diverse structures and functions on the organismal, tissue, cellular and molecular levels; regulation of biological functions; and the integration between organisms and their environment.</th>
<th>SLO 2 Using principles of scientific inquiry, students will reason analytically and critically evaluate scientific literature.</th>
<th>SLO 3 Students will apply scientific techniques and effectively interpret and communicate scientific results</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1111 - Principles of Biology Lab</td>
<td>AD/P, FA</td>
<td>AD/C, FA</td>
<td>AD/S, FA</td>
</tr>
<tr>
<td>BIOL 1113 - Principles of Biology</td>
<td>AD/P, FA</td>
<td>AD/C, FA</td>
<td>AD/S, FA</td>
</tr>
<tr>
<td>BIOL 1121 - Principles of Biology II Lab</td>
<td>AD/P, FA</td>
<td>AD/C, FA</td>
<td>AD/S, FA</td>
</tr>
<tr>
<td>BIOL 1123 - Principles of Biology II</td>
<td>AD/P, FA</td>
<td>AD/C, FA</td>
<td>AD/S, FA</td>
</tr>
<tr>
<td>BOT 2111 - Plant Biology Lab</td>
<td>AD/P, FA</td>
<td>AD/S, FA</td>
<td>AD/S, FA</td>
</tr>
<tr>
<td>BOT 2113 - Plant Biology</td>
<td>AD/P, FA</td>
<td>AD/S, FA</td>
<td>AD/S, FA</td>
</tr>
<tr>
<td>BACT 3111 - General Microbiology Lab</td>
<td>AD/P, FA</td>
<td>AD/S, FA</td>
<td>AD/P, FA</td>
</tr>
<tr>
<td>BACT 3113 - General Microbiology</td>
<td>AD/P, FA</td>
<td>AD/S, FA</td>
<td>AD/P, FA</td>
</tr>
<tr>
<td>ZOOL 4241 - Mammalian Physiology Lab</td>
<td>AD/P, FA</td>
<td>AD/P, FA</td>
<td>AD/P, SA, CEPA</td>
</tr>
<tr>
<td>ZOOL 4243 - Mammalian Physiology</td>
<td>AD/P, FA</td>
<td>AD/P, FA</td>
<td>AD/P, SA, CEPA</td>
</tr>
<tr>
<td>BIOL 4681 - Biology Seminar</td>
<td>AD/S, SA</td>
<td>AD/P, SA</td>
<td>AD/P, SA</td>
</tr>
<tr>
<td>BIOL 4811 - Mol/Cell. Biol Lab.: Gene Expression</td>
<td>AD/P, FA</td>
<td>AD/P, SA, CEPA</td>
<td>AD/P, SA</td>
</tr>
<tr>
<td>BIOL 4813 - Mol/Cell. Biol.: Gene Expression</td>
<td>AD/P, FA</td>
<td>AD/P, SA</td>
<td>AD/P, SA</td>
</tr>
<tr>
<td>BIOL 4821 - Mol/Cell. Bio Lab: Genetics</td>
<td>AD/P, FA</td>
<td>AD/P, SA, CEPA</td>
<td>AD/P, SA</td>
</tr>
<tr>
<td>BIOL 4823 - Mol/Cell. Biol.: Genetics</td>
<td>AD/P, SA</td>
<td>AD/P, SA</td>
<td>AD/P, SA, CEPA</td>
</tr>
</tbody>
</table>
AIIAP - Section IV
Projected Program SLOs Assessment Cycle

- **Purpose** - Tentative projection of how program faculty will address/assess all program SLOs over the duration of the AIIAP
- **Rationale** - Provides documentation of when each program SLO will be addressed/assessed over life of the AIIAP
- **Expectation** -
  - At least 1 program SLO must be assessed on a yearly basis
  - Each SLO must be assessed for 2 or more consecutive years ("closing the loop")
  - Faculty determine how long to focus on each SLO (within the guidelines)
    - Consider accreditation self-study submission cycle
    - Consider academic program review cycle
    - Additional factors to consider
- **SACS CS 3.3.1.1** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results...educational programs, to include student learning outcomes

### AIIAP – Section IV Example
**MA Counseling Psychology**
Projected Program SLOs Assessment Cycle

<table>
<thead>
<tr>
<th>Program SLO Description</th>
<th>Yearly Cycle of SLO Assessment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the academic program, students will be able to:</td>
<td>List the academic years in which each SLO will be assessed.</td>
</tr>
<tr>
<td>SLO 1 - Demonstrate a high degree of professionalism and show the ability to engage in reflective practice, self-assessment, and self-care</td>
<td>2012-2013; 2013-2014</td>
</tr>
<tr>
<td>SLO 2 - Demonstrate the ability to develop and sustain productive collegial and professional relationships with others and demonstrate a critical understanding and application of individual and cultural diversity</td>
<td>2014-2015; 2015-2016</td>
</tr>
<tr>
<td>SLO 3 - Demonstrate a satisfactory ability to engage in quality counseling practice that is both ethically and legally sound</td>
<td>2016-2017; 2017-2018</td>
</tr>
</tbody>
</table>
AIIAP – Section V

Program SLO(s) to be Assessed during 2012-2013

- **Purpose** - To convey how the SLO(s) will be assessed and the expectation for quality of student performance.

- **Rationale** -
  - To ensure that assessment measures selected directly align with the intent of the SLO
  - To ensure “best practices” in assessment methods
  - To determine the acceptable level of student performance that will be used to track continuous improvement in student learning over time

- **Expectation** -
  - Multiple measures of assessment; at least 2 assessment measures per SLO
  - Selected measures must occur at/toward the end of degree program to document exit competencies
  - At least 1 direct assessment measure per SLO
  - 3 indicators of “quality of student performance” per SLO
    - Criterion for success
    - Realistic program goal
    - Stretch program goal

- **SACSCS 3.3.1.1** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results...educational programs, to include student learning outcomes

---

AIIAP – Section V Example

Program SLO(s) to be Assessed during 2012-2013

SLO 3 – By the end of the academic program, students will be able to effectively communicate and present ideas and critically respond to diverse audiences in written, verbal, technological and/or kinesthetic formats as researchers, choreographers, and/or educators.

<table>
<thead>
<tr>
<th>Assessments*</th>
<th>Direct or Indirect Measure?</th>
<th>Assessment Method</th>
<th>Criterion for Success</th>
<th>Realistic Program Goal</th>
<th>Stretch Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 - At the conclusion of DNCE 4133, Dance Production, students will develop a Professional Marketing Website for an Individual Dance Artist as a Teacher, Performer and Choreographer</td>
<td>Direct</td>
<td>Communication of Ideas Rubric composed of: 4 domains • Purpose/Artistic Vision • Development of Ideas • Coherence • Delivery 5 assessment criteria • Exemplary (5) • Accomplished (4) • Proficient (3) • Marginal (2) • Unacceptable (1) Separate rubric filled out by each member of the assessment committee comprised of three TWU undergraduate faculty</td>
<td>Proficient (3)</td>
<td>85% Proficient (3) and above</td>
<td>100% Proficient (3) and above</td>
</tr>
<tr>
<td>Assessment 2 - At the conclusion of DNCE 4243, Children’s Dance, students will create an Education Packet that includes a Personal Pedagogy Vision, an Oral Presentation, Lesson Plans and/or a Pedagogical writing on a practical teaching experience</td>
<td>Direct</td>
<td>Communication of Ideas Rubric composed of: 4 domains • Purpose/Artistic Vision • Development of Ideas • Coherence • Delivery 5 assessment criteria • Exemplary (5) • Accomplished (4) • Proficient (3) • Marginal (2) • Unacceptable (1) Separate rubric filled out by each member of the assessment committee comprised of three TWU undergraduate faculty</td>
<td>Proficient (3)</td>
<td>85% Proficient (3) and above</td>
<td>100% Proficient (3) and above</td>
</tr>
</tbody>
</table>
**Purpose** - To communicate how the implementation of the assessment plan will be coordinated within the department/program

**Rationale** -
- To ensure that program faculty determine in advance how the assessment plan will be implemented
- Faculty expectations and responsibilities are clearly designated prior to start of the assessment period

**Expectation** -
- Identify assessment measures and administration period
- Who will administer/collect assessment?
- Who will input data/conduct initial data analysis and when?
- When will data interpretation and development of changes to improve student learning occur and what faculty will be involved?
- When will changes be implemented to improve student learning?

**SACS CS 3.3.1.1** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results...educational programs, to include student learning outcomes

---

### AIIAP – Section VI Example

**MSW Social Work**

2012-2013 Assessment Plan Implementation Coordination

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Administration Period (Month/Year)</th>
<th>Who will administer/collect assessment?</th>
<th>Who will input data/conduct initial data analysis and when?</th>
<th>When will interpretation of the data and development of changes to improve student learning occur?</th>
<th>What faculty will be involved?</th>
<th>When will changes to improve student learning be implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1/Assessment 1 Field Instructor Evaluation</td>
<td>Field Instructor Evaluations are administered at the end of the Field Practicum, December, May, and August of each year</td>
<td>Field Instructors will complete the evaluation and submit the results to the Director of Field Education</td>
<td>Director of Field Education will submit individual level results for each of the 10 competencies to the Program Director the month following administration (June, January, and September). The Social Work Program Secretary will maintain an Excel spreadsheet of scores.</td>
<td>Each Fall, the faculty of the Social Work Program will meet to review the data and determine what, if any, changes are needed.</td>
<td></td>
<td>After a two consecutive cycles of failure to meet stated goals, faculty will develop course and/or curriculum changes to be made. Course changes may be made immediately, curriculum changes will be implemented during the beginning of a new academic year.</td>
</tr>
<tr>
<td>SLO 1/Assessment 2 ACAT Exam</td>
<td>ACAT exams will be administered during the final senior semester, April, November, and July of each year</td>
<td>Program Director will be responsible for administering the 3 hour exam</td>
<td>Exams are scored by ACAT and the scores are reported individually and aggregated. Scores are received by the Program Director and will be entered in an Excel spreadsheet by the Social Work Program Secretary.</td>
<td>Each Fall, the faculty of the Social Work Program will meet to review the data and determine what, if any, changes are needed</td>
<td></td>
<td>After a two consecutive cycles of failure to meet stated goals, faculty will develop course and/or curriculum changes to be made. Course changes may be made immediately, curriculum changes will be implemented during the beginning of a new academic year.</td>
</tr>
<tr>
<td>SLO 1/Assessment 3 Research Project</td>
<td>Research projects are completed during the Field Practicum final reports are submitted in May, December, and August of each year</td>
<td>Director of Field Education</td>
<td>The Director of Field Education will submit the scores to the Program Director for review and to the Social Work Program Secretary for entry into an Excel spreadsheet</td>
<td>Each Fall, the faculty of the Social Work Program will meet to review the data and determine what, if any, changes are needed</td>
<td></td>
<td>After a two consecutive cycles of failure to meet stated goals, faculty will develop course and/or curriculum changes to be made. Course changes may be made immediately, curriculum changes will be implemented during the beginning of a new academic year.</td>
</tr>
</tbody>
</table>
Interactive Task – AIIAP Design

- Groups of 3
- Guided Reflection & Discussion
- Discuss with one another the following questions:
  - What are your current thoughts about the AIIAP design?
  - What would be the strengths and challenges of using the AIIAP design at your own institution?
  - How could you tailor this assessment plan design in order to be practical for implementation at your own institution?
  - Comments or questions?

III. Sharing of Processes & Benefits

- Two different departmental/program processes shared
  - Dance Making: A Model for Informing a Culture of Program Assessment
    - Mary Williford-Shade, M.F.A., C.M.A.
    - Chair, Department of Dance
    - Co-Director, School of the Arts
  - Assessment of an Externally Approved Program – BS Health Studies
    - Gay James, Ph.D.
    - Chair, Department of Health Studies
    - Interim Chair, Department of Communication Sciences & Disorders
Dance Making

A Model for Informing a Culture of Program Assessment

Who am I and what am I going to talk about?
How does dance making & assessment making relate?

What did we learn about assessment as dance makers?
Developed an assessment language

Took greater ownership
Embraced change in another context

Engendered pedagogical conversations & discussions
Increased empowerment

Understood the need for assessment development
Conclusion

Assessment of an Externally Approved Program
Health Studies BS Program
Items For Consideration

- Use of Criteria/Standards
- Use of Curriculum Committee
  - Faculty & Courses
  - Use of Syllabus & Mapping
- Faculty driven assessment

Responsibilities & Competencies

- Responsibilities & Competencies for Health Education Specialists - 7 Areas
  - Area I: Assess Needs, Assets and Capacity for Health Education
  - Area II: Plan Health Education
  - Area III: Implement Health Education
  - Area IV: Conduct Evaluation and Research Related to Health Education
  - Area V: Administer and Manage Health Education
  - Area VI: Serve as a Health Education Resource Person
  - Area VII: Communicate and Advocate for Health and Health Education
ASSESS NEEDS, ASSETS & CAPACITY FOR HEALTH EDUCATION

- **COMPETENCY 1.1: Plan Assessment Process**
  - 1.1.1 Identify existing and needed resources to conduct assessments
  - 1.1.2 Identify stakeholders to participate in the assessment process
  - 1.1.3 Apply theories and models to develop assessment strategies
  - 1.1.4 Develop plans for data collection, analysis, and interpretation
  - 1.1.5 Engage stakeholders to participate in the assessment process
  - 1.1.6 Integrate research designs, methods, and instruments into assessment plan

Area I continued

- **COMPETENCY 1.2: Access Existing Information & Data Related to Health**
  - 1.2.1 Identify sources of data related to health
  - 1.2.2 Critique sources of health information using theory and evidence from the literature
  - 1.2.3 Select valid sources of information about health
  - 1.2.4 Identify gaps in data using theories and assessment models
  - 1.2.5 Establish collaborative relationships and agreements that facilitate access to data
  - 1.2.6 Conduct searches of existing databases for specific health-related data
Your Ideas for Assessment

- Examples
- SLO 5
- Possible changes to plan
- Discussion/Questions

Interactive Task – Processes

- Groups of 3
- Guided Reflection & Discussion
- Focus on one of the two processes shared. Discuss with one another the following questions:
  - What are your current thoughts about the process shared?
  - What would be the strengths and challenges of implementing this process as part of assessment planning at your institution?
  - How would you envision the use of this process for academic assessment planning within one or more programs at your institution?
  - Comments or questions?
IV. Synthesis

- AllIAP design model changed how departments and programs functioned in development of their SLOs assessment plan for Institutional Improvement
  - Went from isolated to collaborative role
  - Allowed for faculty buy-in (decision making in faculty’s hands)
  - Goal to be a meaningful, measurable, and sustainable process and implementation
  - AllIAP design model as dynamic and changing as appropriate

- AllIAP as a “living, breathing document”

Interactive Task – “Take-aways”

- Groups of 3
- Personal Reflection & Sharing
  - What can you “take away” from this session that will improve academic assessment planning and processes at your institution?
V. Session Evaluation

- Please complete the session evaluation. We appreciate your feedback.

Thank you!

- Contact information
  - Terry A. Senne, Ph.D., Director of Academic Assessment
    - tsenne@twu.edu
  - Gay James, Ph.D., Chair, Department of Health Studies
    - gjames@twu.edu
  - Mary Williford-Shade, M.F.A., C.M.A., Chair, Department of Dance
    - mwillifordshade@twu.edu