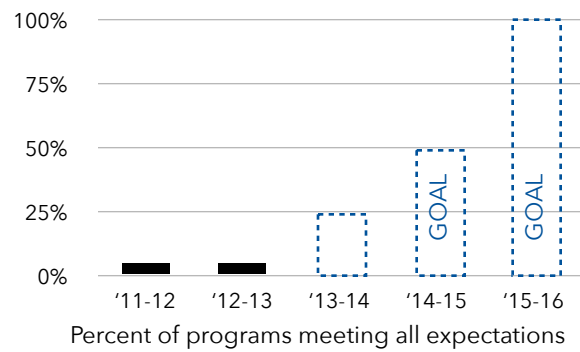
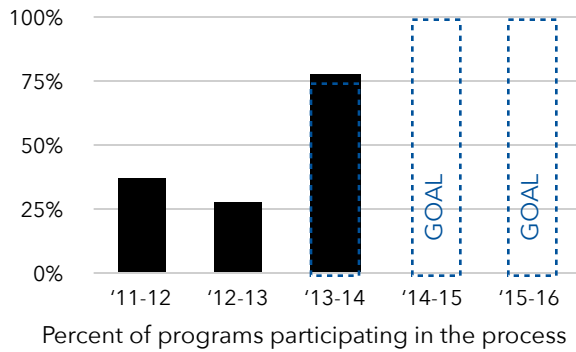


## Annual Assessment Goals



### HLC Assumed Practices related to assessment:

**A6 - Integrity:** The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion

**B2c4 - Teaching & Learning:** Faculty participate substantially in analysis of data and appropriate action on assessment of student learning and program completion.

**C6 - Evaluation & Improvement:** Institutional data on assessment of student learning are accurate & address the full range of students who enroll.

### HLC Criteria for Accreditation and Core Components related to assessment:

**3A:** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs

**3C:** ... roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning

**4A:** For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.

**4B:** The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

**5C:** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**5D:** The institution works systematically to improve its performance.

**Purpose of assessment:** To provide useful feedback to benchmark and improve

**Values:**

- Useful, timely
- Efficient, feasible
- Meets internal & external needs
- Sustained by faculty; supported by leadership
- Synthesizes info from existing & new instruments
- Continuously evaluated and improved

**What is assessment?**

- Define what you intend students to gain as a result of the program
- Determine the degree to which students attain what you intended
- Determine the impact of program activities on student development
- Document and use evidence for improvement

**Curriculum Map**

**To what end?** To develop a culture of learning

- Students and faculty are aware of: General Education & Major Program SLOs  
How activities contribute to development  
What St. Ambrose is doing to improve learning
- Assessment is intellectually stimulating, sustainable, and useful

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Curriculum maps communicate how curricular requirements are designed to contribute to student learning. They plan how we might determine the extent to which program activities contribute to learning.

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The most basic type of curriculum map...

	SLO #1	SLO #2	...
Required course/activity #1	X		
Required course/activity #2		X	
Required course/activity #3	X	X	
...			

X = This course is designed to contribute to student attainment of this outcome

If it helps your program, you can put additional information into the curriculum map, such as:

- An identification of which courses teach to each outcome and which courses assess each outcome
- The level at which a course addresses/assesses an outcome (introductory, developmental, mastery)
- An identification of the assessment instrument or data that will be used in the course (including assessments of student engagement or satisfaction)

SAMPLE CURRICULUM MAP # 4: A Hypothetical B.S. in Physics Program

Table with columns for Semester (Fall 2006), Unit Responsible (Department of Physics), Degree (B.S. in Physics), and Learning Outcomes (1-6). Rows include course titles like PHY 241, PHY 160, etc., and columns for Outcome Statement, Level, Feedback, and Assessment. Includes a table for Outcome Scores and Feedback Points at the bottom.

2010 SACCS-COC Annual Meeting // December 5, 2010 // Louisville, KY
W 16 -- Curriculum Mapping: A Methodology to Define, Document, Demonstrate, and Improve the Coherence of Program Curricula // Nuria M. Cuevas (ncuevas@nu.edu), Alexei G. Matveev (amatveev@nu.edu), and Enrique G. Zapatero (ezapatero@nu.edu) // Norfolk State University

Table mapping course content to student learning outcomes. Columns: Introductory Course, Research Methods, Advanced Content Course A, Laboratory / Practicum Course, Advanced Content Course B, Advanced Content Course C, Advanced Content Course D, Capstone Course. Rows include Content (SLO 1-3), Critical Thinking (SLO 4-5), Communication (SLO 6-7), Integrity / Values (SLO 8-9), and Project Management (SLO 10-11).

**A RUBRIC TO DETERMINE LEVELS OF PROGRAM OUTCOME CONTENT DELIVERY IN COURSES (I, E, R, A)**

Levels of <u>Program</u> Outcomes Content Delivery	General factors defining course level of content delivery in the context of the program outcome content domain	Course focus in the context of the program outcome content domain (Plaza et al.)	Focal cognitive behaviors in the context of the program outcome content domain (Bloom/Anderson et al.)	Action verbs in the statements of <u>course</u> learning outcomes / assessment tasks related to the program outcomes (Biggs)	Student intellectual tasks in the context of the program outcome content domain (Knefelkamp)
<b>Introduced (I)</b>	1. Students are not expected to be familiar with the program outcome-related content or skill at the collegiate level. 2. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. 3. Only one or a few aspects of a complex program outcome are addressed in the given course.	An indirect relationship exists between the course and the program outcome. In this case, the given program outcome itself is not the focus of the course, but at least one element of the course serves as a building block to the achievement of the given program outcome.	<i>Remembering:</i> Retrieve relevant knowledge from long-term memory by <ul style="list-style-type: none"> <li>○ Recognizing</li> <li>○ Recalling</li> </ul>	Understanding of the material related to the given program outcome is nominal <ul style="list-style-type: none"> <li>○ Identify</li> <li>○ Recognize</li> <li>○ Define</li> <li>○ Paraphrase</li> <li>○ Choose</li> <li>○ Select</li> <li>○ Calculate</li> <li>○ Arrange</li> <li>○ Find</li> <li>○ Follow (simple) instructions</li> </ul>	Learning basic information and definitions of terms and concepts. Learning to identify parts of the whole within the context of the program outcome. Beginning to be able to compare and contrast things.
<b>Emphasized (E)</b>	1. Students are expected to possess a basic level of program outcome-related knowledge and familiarity with the content or skills at the collegiate level. 2. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. 3. Several aspects of the program outcome are addressed in the given course, but these aspects are treated separately.	A more direct relationship exists between the course and the program outcome. A mixture of course elements supports the achievement of the given program outcome, but the final integration of the knowledge, skills, and attitudes necessary for its achievement is not accomplished in this course.	<i>Understanding:</i> Construct meaning from instructional messages, including oral, written, and graphic communication by <ul style="list-style-type: none"> <li>○ Interpreting</li> <li>○ Exemplifying</li> <li>○ Classifying</li> <li>○ Comparing</li> <li>○ Inferring</li> </ul> <i>Applying:</i> Carry out or use a procedure in a given situation by <ul style="list-style-type: none"> <li>○ Executing</li> <li>○ Implementing</li> </ul>	Understanding of the material related to the given program outcome as ' <i>knowing about</i> ' <ul style="list-style-type: none"> <li>○ Describe</li> <li>○ Account for</li> <li>○ Classify</li> <li>○ Structure</li> <li>○ Formulate</li> <li>○ Execute</li> <li>○ Solve</li> <li>○ Prove</li> <li>○ Do algorithm</li> <li>○ Apply method</li> </ul>	Can do compare-and-contrast tasks. Can see multiples – perspectives, parts, opinions, and evaluations. Perform basic analytic tasks. Use supportive evidence.
<b>Reinforced (R)</b>	1. Students are expected to possess an advanced level of the program outcome-related knowledge, skill, or competency at the collegiate level. 2. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. 3. Given program outcome is addressed in all of its complexity across multiple contexts or is turned reflexively on oneself.	A direct relationship exists between the course and the program outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome.	<i>Analyzing:</i> Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose by <ul style="list-style-type: none"> <li>○ Differentiating</li> <li>○ Organizing</li> <li>○ Attributing</li> </ul>	Understanding of the material related to the given program outcome as ' <i>appreciating relationships</i> ' <ul style="list-style-type: none"> <li>○ Analyze</li> <li>○ Explain</li> <li>○ Compare</li> <li>○ Contrast</li> <li>○ Integrate</li> <li>○ Summarize</li> <li>○ Design</li> <li>○ Relate</li> <li>○ Explain causes</li> <li>○ Apply theory (to its domain)</li> </ul>	Good at analysis. Able to critique with positives and negatives. Use supportive evidence well. Can relate learning to other issues in other classes or to issues in "real life" – if they will apply themselves to that task. Learning to think in abstractions.
<b>Advanced (A)</b>	1. Students are expected to possess an advanced level of program outcome-related knowledge, skill, or competency at the collegiate level. 2. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. 3. Given program outcome is addressed in all of its complexity across multiple contexts or is turned reflexively on oneself.	A direct relationship exists between the course and the program outcome. The course primarily focuses on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome.	<i>Evaluating:</i> Make judgments based on criteria and standards by <ul style="list-style-type: none"> <li>○ Checking</li> <li>○ Critiquing</li> </ul>	Understanding of the material related to the given program outcome as ' <i>far transfer</i> ', that is the ability to generalize to novel situations, and as involving metacognition <ul style="list-style-type: none"> <li>○ Discuss</li> <li>○ Assess</li> <li>○ Evaluate</li> <li>○ Theorize</li> <li>○ Generalize</li> <li>○ Hypothesize</li> <li>○ Predict</li> <li>○ Judge</li> <li>○ Reflect</li> <li>○ Transfer theory (to new domain)</li> </ul>	Can evaluate, conclude, and support own analysis. Can synthesize. Can adapt, modify and expand concepts because they understand the concepts. Relate learning in one context to learning in another with some ease. Look for relationships in the learning.

**GUIDE FOR ANALYSIS AND INTERPRETATION OF CURRICULUM MAPS**

	<i>Indicators</i>	<i>Guiding Questions</i>	<i>Measures</i>
<b>Outcomes Integration</b>	<b>A1= Outcome Discourse</b>	How explicitly is each intended program outcome communicated to students in individual courses?	<ul style="list-style-type: none"> <li>• Number of courses explicitly and implicitly reflecting the given program outcome on the syllabus (“<i>Outcome Communication</i>” score)</li> </ul>
	<b>A2= Outcome Coverage</b> a. Outcome Scope b. Course Breadth	a. In how many courses is each program outcome addressed? b. How many program outcomes are addressed in each course?	<ul style="list-style-type: none"> <li>• Number of courses addressing each program outcome (“<i>Outcome Scope</i>” score)</li> <li>• Number of program outcomes addressed by each course (“<i>Course Breadth</i>” score)</li> </ul>
	<b>A3= Outcome Weight</b> a. Outcome Saturation b. Course Depth	a. How comprehensively is each program outcome addressed in the program curriculum? b. What is the level of instruction in the given course in the context of program outcomes?	<ul style="list-style-type: none"> <li>• Sum of I, E, R, A scores for the given program outcome (“<i>Outcome Saturation</i>” score)</li> <li>• Sum of I, E, R, A scores for the given course (“<i>Course Depth</i>” score)</li> </ul>
	<b>A4= Outcomes Assessment</b>	a. How many assessment points for each program outcome are provided in the curriculum? b. Are students provided with diagnostic, formative, and summative feedback?	<ul style="list-style-type: none"> <li>• Number of courses integrating assessment of the given program outcome (“<i>Outcome Feedback Points</i>” score)</li> <li>• Number of courses integrating assessment of the given program outcome at each level -- I (diagnostic feedback), E/R (formative feedback), and A (summative feedback) (“<i>Developmental Assessment</i>” score).</li> </ul>
<b>Alignment of Structural Components</b>	<b>B1= Syllabus/Course Activities Alignment</b>	Do we teach what we tell students we will?	<ul style="list-style-type: none"> <li>• Ratio of the number of times a given program outcome was mentioned in the syllabi to the number of times it was actually addressed in the courses</li> </ul>
	<b>B2=Course Sequence / Course Activities Alignment</b>	a. Is each program outcome addressed at each developmental level of instruction? b. Does program course progression provide developmental scaffolding to students?	<ul style="list-style-type: none"> <li>• Number of courses addressing a given program outcome at I level, E level, R level, and A level</li> <li>• Developmental progression (logical order) in the level of instruction for the given program outcome (I is followed by E, E is followed by R, R is followed by A)</li> </ul>
	<b>B3=Course Activities / Assessment Alignment</b>	Do we teach what we assess? Do we assess what we teach?	<ul style="list-style-type: none"> <li>• Ratio of the number of times a given program outcome was addressed in the curriculum to the number of times it was assessed</li> </ul>
	<b>B4= Syllabus/ Assessment Alignment</b>	Do we assess what we tell students we will?	<ul style="list-style-type: none"> <li>• Ratio of the number of times a given program outcome was mentioned in the syllabi to the number of times it was assessed in the curriculum.</li> </ul>
	<b>B5= Program Outcomes / Course Assessment Alignment</b>	Do individual courses provide sufficient feedback to students on their achievement of program outcomes?	<ul style="list-style-type: none"> <li>• Number of program outcomes assessment points in the given course (“<i>Course Assessment Focus</i>” score).</li> </ul>
	<b>B6= Program Outcomes /Course Syllabus Alignment</b>	Do individual courses explicitly communicate program outcomes that will be addressed in the course?	<ul style="list-style-type: none"> <li>• Number of times program outcomes were mentioned explicitly or implicitly in the syllabus of the given course</li> </ul>