St. Ambrose Assessment & Evaluation

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Resources

SAU Assessment	www.sau.edu/Assessment.html
Association of American Colleges & Universities (AAC&U)	www.aacu.org/resources/assessment
VALUE Rubrics	www.aacu.org/value
Association for Institutional Research (AIR)	www.airweb.org
Measuring Quality Inventory	apps.airweb.org/surveys
Higher Learning Commission of the North Central Association	www.ncahlc.org
Guiding Values	/guiding-values-new-criteria-for-accreditation.html
Assumed Practices	policy.ncahlc.org/Policies/assumed-practices.html
Criteria & Core Components for Accreditation	policy.ncahlc.org/Policies/criteria-for-accreditation.html
National Council on Measurement in Education (NCME)	ncme.org
National Institute for Learning Outcomes Assessment	www.learningoutcomeassessment.org
Degree Qualifications Profile	www.learningoutcomeassessment.org/DQPCorner.html
New Leadership Alliance for Student Learning & Accountability	www.newleadershipalliance.org
Some Nationally Normed Instruments Administered by SAU	
Collegiate Learning Assessment (CLA+)	cae.org/performance-assessment/category/cla-overview/
National Survey of Student Engagement (NSSE)	nsse.iub.edu
Student Satisfaction Inventory	noellevitz.com

Institutional Environment

Mission

St. Ambrose University – independent, diocesan and Catholic – enables its students to develop intellectually, spiritually, ethically, socially, artistically and physically to enrich their own lives and the lives of others.

Vision

St. Ambrose will be recognized as a leading Midwestern university rooted in its diocesan heritage and Catholic Intellectual Tradition. Ambrosians are committed to academic excellence, the liberal arts, social justice and service.

Guiding Principles

Catholicity: We treasure and build on our strong Catholic identity in relationship with the Diocese of Davenport. As an independent institution of higher learning, St. Ambrose University embodies our faith tradition through teaching, learning, scholarship, and service, through openness to those of other faith traditions, and through the pursuit of justice and peace.

Integrity: We believe that as individuals we are capable of living in the fullest measure when our lives are freely based on values that acknowledge a loving God and a life-affirming moral code. Therefore, we teach, learn, and work in a climate of mutual respect, honesty, and integrity where excellence and academic freedom are cherished.

Liberal Arts: We are committed to the richness of the liberal arts tradition through quality instruction that fosters development of a broad awareness of humanity in all its dimensions. Ambrosians use their knowledge, talents, and career skills in service to others.

Life-long Learning: We believe that people at all stages of life need educational opportunities. Therefore, we offer learning programs with student-centered teaching that lead to baccalaureate and professional graduate degrees in curricula through the doctoral level as well as non-degree offerings at the undergraduate and graduate levels. To meet the needs of our diverse student body, we use a variety of delivery systems and formats in the Diocese of Davenport, the State of Iowa, and other authorized locations. We collaborate with other organizations to offer further opportunities around the world.

Diversity: We believe in the inherent God-given dignity and worth of every person. Therefore, we strive to develop an understanding of human cultures, achievements, capabilities, and limitations to promote justice and peace and use our talents in service to others and the world. We welcome people from other countries and cultures to study, learn, and work at St. Ambrose. Likewise, we encourage Ambrosians to teach, learn, engage in scholarship, and serve abroad.

External Environment

Excerpts from the HLC Guiding Values related to assessment:

1. Focus on student learning

   A focus on student learning encompasses every aspect of students' experience at an institution... [including] the breadth, depth, currency, and relevance of the learning they are offered; their education through co-curricular offerings; the effectiveness of their programs; what happens to them after they leave the institution.

4. A culture of continuous improvement

   A process of assessment is essential to continuous improvement and therefore a commitment to assessment should be deeply embedded in an institution's activities. Assessment applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness. For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice, or benchmarks in their assessments.

5. Evidence-based institutional learning and self-presentation

   Assessment and the processes an institution learns from should be well-grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality assurance function of accreditation, evidence is critical.

HLC Assumed Practices related to assessment:

A. Integrity: Ethical and Responsible Conduct

6. 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.

B. Teaching and Learning: Quality, Resources, and Support

2. Faculty Roles and Qualifications
    c. Faculty participate substantially in:
        4. analysis of data & appropriate action on assessment of student learning & program completion

C. Teaching and Learning: Evaluation and Improvement

6. Institutional data on assessment of student learning are accurate & address the full range of students who enroll

D. Resources, Planning, and Institutional Effectiveness

4. The institution maintains effective systems for collecting, analyzing, and using institutional information

HLC Criteria for Accreditation and Core Components related to assessment:

Criterion Three. Teaching and Learning: Quality, Resources, and Support

3.A. The institution's degree programs are appropriate to higher education.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom 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.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion Four. Teaching and Learning: Evaluation and Improvement

4.A. The institution demonstrates responsibility for the quality of its educational programs..

1. The institution maintains a practice of regular program reviews.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. 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.

4.B. 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.

Criterion Five. Resources, Planning, and Institutional Effectiveness

5.C. The institution engages in systematic and integrated planning.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

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

Guidelines on Assessment endorsed by the HLC:

1. Set ambitious goals

- The institution's statements of learning outcomes clearly articulate what students should be able to do, achieve, demonstrate, or know upon the completion of each undergraduate degree.
- The outcomes reflect appropriate higher education goals and are stated in a way that allows levels of achievement to be assessed against an externally informed or benchmarked level of achievement or assessed and compared with those of similar institutions.
- Institutional practices, such as program review, are in place to ensure that curricular and co-curricular goals are aligned with intended learning outcomes.
- The institution and its major academic and co-curricular programs can identify places in the curriculum or co-curriculum where students encounter or are expected or required to achieve the stated outcomes.
- Learning outcome statements are presented in prominent locations and in ways that are easily understood by interested audiences.

2. Gather Evidence of Student Learning

- Policies and procedures are in place that describe when, how, and how frequently learning outcomes will be assessed.
- Assessment processes are ongoing, sustainable, and integrated into the work of faculty, administrators, and staff.
- Evidence includes results that can be assessed against an externally informed or benchmarked level of achievement or compared with those of other institutions and programs.
- Evidence also includes assessments of levels of engagement in academically challenging work and active learning practices.
- Results can be used to examine differences in performance among significant subgroups of students, such as minority group, first-generation, and non-traditional-age students.

3. Use Evidence to Improve Student Learning

- Well-articulated policies and procedures are in place for using evidence to improve student learning at appropriate levels of the institution.
- Evidence is used to make recommendations for improvement of academic and co-curricular programs.
- There is an established process for discussing and analyzing these recommendations and moving from recommendation to action. Where feasible and appropriate, key recommendations for improvement are implemented.
- The impact of evidence-based changes in programs and practices is continuously reviewed and evaluated.

4. Report Evidence and results

- Regular procedures are in place for sharing evidence of student learning with internal and external constituencies.
- Internal reporting includes regularly scheduled meetings, publications, and other mechanisms that are accessible to all relevant constituencies (e.g., faculty, staff, administrators, students, the governing body).
- Reporting to external constituencies via the institutional website includes evidence of learning as well as additional descriptive information and indicators of institutional performance (e.g., retention rates, time to degree).
- Reporting on student learning outcomes is both accessible to and appropriate for the relevant audience.
- The results of evidence-based changes in programs and practices are reported to appropriate internal and external constituencies.

Source: New Leadership Alliance (2012). Committing to Quality: Guidelines for Assessment and Accountability in Higher Education

Synthesized from 1995, 2004, and 2011 Assessment Plans:

St. Ambrose University has been involved in the process of assessing institutional student learning outcomes for more than 65 years. Archival data shows that SAU participated in the National College Sophomore Testing Program from 1947-1954 and tested first-year students as early as 1950.

> "American education has become evaluation-conscious. Objective tests and other instruments that are not so objective have been used and misused to evaluate individuals, instructors, departments, colleges, and even the educational systems of entire states. Some of this evaluation is significant and useful. Much of it is harmless and also useless."
>
> – Edward E. Cureton, The Report of the 8th Annual National College Sophomore Testing Program April 17 to May 5, 1939.

A more coordinated approach to assessment began in 1991, with the formation of a task force on mission, values, and assessment. This task force, along with the Educational Policies Committee, Faculty Development Committee, General Education Task Force, and the Strategic Plan Action Team, examined how best to assess students. This work led to the development of the University's first academic assessment plan, which was approved by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education in 1995.

> "The purpose of doing assessment at St. Ambrose University is to systematically gain information regarding how well our students are learning what we intend them to learn, and to use this knowledge to improve their educational experience."
>
> – 1995 St. Ambrose Assessment Plan

In 2004, in planning for a 2007-08 HLC site visit, the Assistant Vice President of Academic Affairs for Assessment and the University Assessment Coordinator evaluated the University Assessment Plan in comparison to guidelines provided by the HLC. In response to this evaluation, the Assessment Plan was updated to include the assessment of co-curricular programs and to identify specific assessments aligned to institutional outcomes. Further work in preparation for the HLC site visit included developing a common assessment vocabulary; creating a warehouse of assessment resources and programmatic assessment plans; refining the assessment requirements for academic and co-curricular program reviews; training faculty to write student learning outcomes; developing an annual assessment review process; aligning institutional assessments with institutional outcomes; developing an Office of Institutional Research and Assessment; and developing an institutional assessment website.

> "The mission of the ad hoc St. Ambrose University Assessment committee is to evaluate current university-wide assessment activities; prepare a systematic and institutional model for university-wide assessment; and implement a systematic university-wide assessment program."
>
> – Mission of the 2003 Assessment Task Force

The 2004 revision of the SAU Assessment Plan declared, "The primary purposes of assessment are to determine whether St. Ambrose University is currently meeting its goals and objectives for teaching and learning, and to improve the quality of teaching and learning in the future. At times, students will be asked to participate in the assessment process by completing specialized assessment activities. These assessment activities can be completed in a variety of settings (such as the classroom, at home, or at a testing center) as well as in a variety of ways (such as online, paper-and-pencil, in small or large groups) depending upon the activity. All students, regardless of class level or enrollment status, are asked to assist with this important process." This statement of purpose received approval from the Educational Policies Committee in Fall of 2002.

In 2003, in parallel with the development and evaluation of the University Assessment Plan, the task force on assessment was reconstituted. From 2003-2008, this task force evolved from an ad hoc group to a presidentially appointed University Assessment and Evaluation Advisory Board. This Advisory Board, described later in this document, continues to evaluate the progress of assessment and evaluation activities at SAU.

In 2011, the plan received a major revision reflecting what was learned through cycles of implementing and evaluating institutional assessment activities. This 2011 Institutional Assessment & Evaluation Plan documented the continuing development of a culture of learning at St. Ambrose and instituted an annual assessment process for academic programs.

In 2013, the plan was revised to reflect an evolution in our assessment practices in the face of new internal and external demands. The plan, detailing a reinvigorated annual assessment process, demonstrated increased institutional expectations for assessment at the institution- and program-levels. It also introduced a new rubric-based assessment process to determine student attainment of the new General Education student learning outcomes.

This 2014 revision to the plan focuses on evaluation more than assessment. Just as expectations for the assessment of student learning have increased, so have expectations for the evaluation of institutional and programmatic activities. The plan documents many of our evaluation activities, such as the institutional prioritization process, the Delaware Study, and surveys administered by co-curricular offices. This plan also begins documenting how assessment and evaluation results inform planning and budgeting.

Purpose and Values of Assessment

Purpose

The mission of St. Ambrose, focused on student development, demands that we investigate the extent to which learning occurs and the degree to which our institutional activities contribute to that learning. **The purpose of assessment at St. Ambrose is to provide useful feedback to students, faculty, and external stakeholders required for benchmarking and improving institutional effectiveness.**

"The primary purposes of assessment are to determine whether St. Ambrose University is currently meeting its goals and objectives for teaching and learning, and to improve the quality of teaching and learning in the future."
– 2004 St. Ambrose Assessment Plan

"The purpose of assessment at SAU is to improve institutional effectiveness in fulfilling its mission, vision, & goals. Assessment documents the extent to which students achieve the intended learning outcomes. Assessment results can be used to determine the extent to which institutional activities contribute to student learning.
– 2011 St. Ambrose Institutional Assessment & Evaluation Plan

Values

The following values guide the implementation and evaluation of assessment at St. Ambrose.

1. Effective assessment provides timely results used to improve student learning & institutional effectiveness
2. Effective assessment is efficient & feasible, using existing instruments, data, & procedures when possible
3. Effective assessment meets both internal demands and external expectations
4. Effective assessment synthesizes information from high-quality assessment instruments for benchmarking
5. Effective assessment is developed & sustained by faculty & staff, with strong support from campus leaders
6. Effective assessment is continuously evaluated and improved
7. Effective assessment aligns with our institutional commitments to student development & integrated learning
8. Effective assessment comes in many forms, but is informed by scholarship and good practice

Assessment & Evaluation Committee

Purpose

The purpose of the Assessment & Evaluation Advisory Board is to promote a culture of student learning by:

- serving as a consultative body to SAU and its curricular and co-curricular units.
- sharing assessment and evaluation resources and results with the university community
- evaluating the progress of university-wide assessment and evaluation activities

Membership

Members of the Committee are appointed by the President in consultation with the Vice President for Academic and Student Affairs. The Committee includes the University Assessment Coordinator (Chair), the Dean for Academic Programs, faculty from each College, and staff.

Assessment vs Evaluation

Terminology

As was stated on the St. Ambrose Assessment web page in 2005:

> *We are reserving the term 'assessment' for activities specifically related to student learning outcomes. The term 'evaluation' relates to all other activities that we develop goals and objectives for, measure outcomes for, and work to improve those outcomes to ensure that we are meeting our goals and objectives.*

General Education Student Learning Outcomes

Graduates of St. Ambrose University will:

- Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world
- Develop competencies that produce Liberal Arts perspectives in order to influence culture
- Evaluate truth claims derived from Philosophy & Theology in order to scrutinize the relationship between faith and reason
- Critically explore complex issues using knowledge and skills from the liberal arts and catholic intellectual tradition

How Students Address General Education Outcomes

- Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world

  This outcome will be addressed by students demonstrating competency in:

  - critical thinking,
  - teamwork,
  - globalization, and
  - diversity, especially through such fundamental skills and knowledge as:
  - oral and written communication,
  - research,
  - quantitative reasoning,
  - health,
  - creative expression, and
  - a second language.

- Develop competencies that produce Liberal Arts perspectives in order to influence culture

  This outcome will be addressed by students examining the global richness of the liberal arts, including:

  - the natural sciences,
  - the arts,
  - the social sciences, and
  - the humanities.

- Evaluate truth claims derived from Philosophy & Theology in order to scrutinize the relationship between faith and reason

  This outcome will be addressed by students reflecting on the core truth claims and spiritual and ethical values derived from philosophy and theology especially in the Catholic intellectual tradition, including:

  - diversity,
  - peace, and
  - service.

- Critically explore complex issues using knowledge and skills from the liberal arts and catholic intellectual tradition

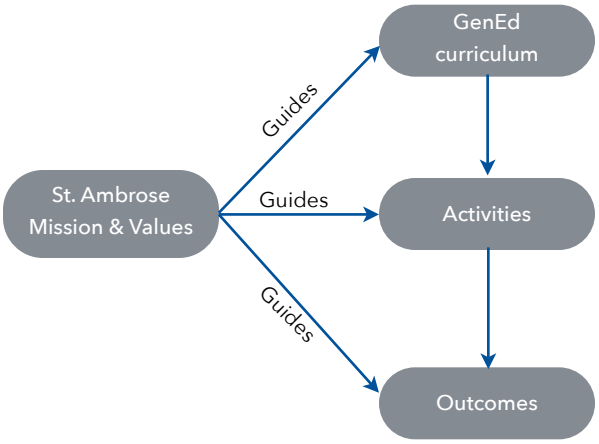
  This outcome will be addressed by students integrating these various dimensions of a signature Ambrose education through:

  - signature integration concentrations,
  - interdisciplinary minors,
  - second majors in Economics or the Arts & Sciences, or
  - participation in Honors 1.

Model of Assessment and Evaluation

The 2011 Assessment Plan established the following simplified model of student learning:

- The institutional mission and vision guide curriculum development, educational activities, and student learning outcomes.
- The curriculum guides educational activities for students (in- and out-of-class).
- Participation in educational activities influences student learning.



What is evaluated?	How is it evaluated?	When is it evaluated?
Alignment of curriculum with outcomes	EPC Program Reviews GenEd Committee Reviews	Annually
Alignment	EPC Program Reviews	Annually
Engagement	NSSE	3-year cycle ('14-15)
Satisfaction	SSI, ASPS Course evaluations	3-year cycle ('15-16) Each semester
Satisfaction	Alumni Survey	Annually
Learning	CLA+ Embedded VALUE Rubrics	3-year cycle ('13-14) Annually

Evaluating Curriculum Alignment

If the curriculum guides educational activities (which, in turn, influence student learning), then the curriculum must be aligned with the intended student learning outcomes. For SAU, this means that the General Education curriculum must be aligned with General Education student learning outcomes.

The degree to which the General Education curriculum aligns with institutional outcomes is evaluated, primarily, through the academic program review process. As part of the Educational Policy Committee's (EPC) program review process, each academic program offering General Education courses must identify how outcomes from those courses align with General Education student learning outcomes. For a program review to be approved by EPC, programs must obtain a letter of support from the Director of General Education.

Links to Assessment Instruments:

ASPS (Adult Student Priorities Survey)

CLA+ (Collegiate Learning Assessment)

NSSE (National Survey of Student Engagement)

SIR II (Student Instructional Report)

SSI (Student Satisfaction Inventory)

VALUE Rubrics

Beginning in in the 2014-15 academic year, EPC's *Course Summary Sheet* will require faculty who propose new General Education courses to:

1. Identify course outcomes that align with the General Education critical thinking outcome
2. Identify whether the course addresses fundamental skills, liberal arts perspectives, or Catholic Intellectual Tradition outcomes
3. Identify an area of focus for the course within the outcome
4. Identify course outcomes that align with the General Education outcome, area of focus, and at least one fundamental skill

This course summary sheet is displayed in Appendix A. As EPC implements this new *Course Summary Sheet*, the University Assessment Coordinator will synthesize this information to determine the degree to which the curriculum aligns with the General Education outcomes.

The alignment of existing courses with the General Education outcomes will be evaluated primarily through the use of VALUE rubrics embedded within General Education courses (see pages 11-12). As part of this process, faculty teaching General Education courses identify the extent to which their course content and activities align with VALUE rubric components that have been identified as assessing our General Education outcomes. For more information, see pages 11-12.

Evaluating Student Engagement with Institutional Activities

In 2003, George Kuh, founding Director of the Center for Postsecondary Research and the National Survey of Student Engagement, summarized more than two decades of research into the impact of postsecondary education on student development by stating:

> *... the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.... Those institutions that more fully engage their students in the variety of activities that contribute to valued outcomes of college can claim to be of higher quality in comparison with similar types of colleges and universities*
>
> – Kuh, G. (2003). The National Survey of Student Engagement: conceptual framework and overview of psychometric properties, p.1

Recognizing this link between student engagement and student learning, St. Ambrose evaluates the level of engagement of its students as they work towards attaining our General Education student learning outcomes.

The degree to which students are engaged at SAU is evaluated, primarily, through the National Survey of Student Engagement (NSSE). NSSE, a nationally-normed survey, defines student engagement in terms of two features:

1. the amount of time and effort students put into their studies and other educationally purposeful activities.
2. how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning

Student responses to NSSE items are combined to form five benchmarks of student engagement:

1. Level of academic challenge
2. Active and collaborative learning
3. Student-faculty interaction
4. Enriching educational experiences
5. Supportive campus environment

Scores on these benchmarks can be tracked over time and compared to meaningful peer groups.

At SAU, the NSSE has been administered on a 3-year rotation to freshmen and seniors since 2005-06. This 3-year rotation allows for status comparisons (comparisons to national norms for the administration year), cross-sectional comparisons (seniors compared to freshmen for the administration year), and longitudinal comparisons (seniors compared to the scores from the year they were freshmen).

The NSSE is administered by the test publisher and coordinated by the University Assessment Coordinator. The summer following administration, the University Assessment Coordinator analyzes NSSE results in comparison to national norms, Carnegie peers, and a consortium of Catholic Colleges and Universities. Results are summarized and disseminated to university constituents the following Fall.

During the Spring of 2014, the Assessment Coordinator met with the University Life Committee to develop goals for NSSE participation and results. These goals include:

- Improve response rates to 40% overall and no less than 20% among any major subgroup of students
- Improve average scores on the five major NSSE benchmarks to meet or exceed those of the top 50% of institutions
- Improve scores on five diversity-related NSSE items to meet or exceed the top 50% of institutions
- Add 11 items from the "experiences with diverse perspectives" module to the 2015 survey administration

Results from recent NSSE administrations appear on the St. Ambrose Assessment website.

Evaluating Student Satisfaction with Institutional Activities

Student satisfaction with educational activities, and many other aspects of SAU, is primarily evaluated with data from the Student Satisfaction Inventory (SSI) published by Noel-Levitz. The 98 items on the SSI provide information about 12 scales:

1. Academic Advising
2. Campus Climate
3. Campus Support Services
4. Instructional Effectiveness
5. Concern for the individual
6. Registration Effectiveness
7. Responsiveness to Diverse Populations
8. Safety and Security
9. Service Excellence
10. Student Centeredness
11. Campus Life
12. Recruitment and Financial Aid

Within the Instructional Effectiveness scale, the SSI asks students to rate the following:

3. Faculty care about me as an individual
8. The content of the courses within my major is valuable
16. The instruction in my major field is excellent
25. Faculty are fair and unbiased in their treatment of individual students
39. I am able to experience intellectual growth here
41. There is a commitment to academic excellence on this campus
47. Faculty provide timely feedback about student progress in a course
53. Faculty take into consideration student differences as they teach a course
58. The quality of instruction I receive in most of my classes is excellent
61. Adjunct faculty are competent as classroom instructors
65. Faculty are usually available after class and during office hours
68. Nearly all of the faculty are knowledgeable in their field
69. There is a good variety of courses provided on this campus
70. Graduate teaching assistants are competent as classroom instructors

Responses to these items provide evidence of student satisfaction with our General Education activities.

Similar to the NSSE, the SSI has been administered to freshmen and seniors on a 3-year rotation since 2000. The Assessment Research Analysts summarizes results from the SSI and disseminates them to the campus community for review. SSI results appear on the St. Ambrose Assessment website.

In 2007 and 2012, the Adult Student Priorities Survey (ASPS) was also administered. The ASPS is designed to assess the satisfaction of adult learners. The Assessment Research Analysts summarizes results from the SSI and disseminates them to the campus community for review.

Course Evaluations

Course evaluations completed by students at the end of each semester also provide evidence of student satisfaction with General Education activities. St. Ambrose administers the SIR II course evaluation survey. Published by ETS, the SIR II provides an externally benchmarked measure of 8 dimensions of instruction:

1. Course organization and planning
2. Faculty communication
3. Faculty/student interaction
4. Assignments, exams and grading
5. Instructional methods and materials
6. Course outcomes
7. Student effort and involvement
8. Course difficulty, workload and pace

The Dean of University Academic Programs maintains SIR II results and disseminates them to faculty teaching the courses and College Deans. As we implement the new General Education program, we can synthesize SIR II results from General Education courses to determine student satisfaction.

SIR II summary reports appear on the St. Ambrose Assessment website.

Evaluating Student Learning

To assess the degree to which students attain General Education outcomes, St. Ambrose employs two methods:

1. The administration of externally-benchmarked, standardized assessments
2. The use of externally-developed rubrics to rate student performance on key assignments in General Education courses

Externally-benchmarked, Standardized Assessments

To allow for comparisons with students at other institutions, SAU has administered externally-normed, standardized assessments of student achievement. In 1996, the Academic Profile (published by ETS) was administered to students as part of an overall assessment of the General Education program. In 2002, the Collegiate Assessment of Academic Proficiency (CAAP, published by ACT) was administered to assess institutional critical thinking outcomes.

The 2004 revision to the University Assessment Plan then set a 3-year rotation for administering standardized measures to assess institutional student learning outcomes. This led to the administration of the Academic Profile (AP) in 2004-05 and 2007-08 (then renamed the MAPP - Measure of Academic Proficiency and Progress). In both 2004 and 2007, the exams were administered to approximately 200 freshmen in New Student Seminar classes and to 30-60 senior volunteers.

In 2010, the University Assessment Coordinator evaluated the alignment of the AP/MAPP exam with St. Ambrose General Education outcomes, the participation rates were we able to obtain, and the usefulness of the results. Based on this analysis, and a comparison to other available standardized assessments, it was recommended to replace the multiple-choice AP/MAPP with the constructed-response Collegiate Learning Assessment (CLA).

The CLA was piloted to a sample of freshmen and 100 seniors in 2011-12. Satisfied that the CLA assesses some important General Education outcomes, the CLA was put on a 3-year rotation. In 2013-14, the updated CLA+ was administered to 137 students.

The CLA+, which combines constructed- and selected-response items, attempts to measure the following skills:

1. Critical Thinking
2. Writing
3. Analysis & problem solving
4. Writing effectiveness
5. Writing mechanics
6. Recognition of logical fallacies in arguments
7. Scientific and quantitative reasoning
8. Critical reading and evaluation

The alignment of the CLA+ with our General Education outcomes is displayed on page 13.

The University Assessment Coordinator administers the CLA+ to seniors and disseminates results to the campus community. CLA+ results appear on the St. Ambrose Assessment website.

Externally-developed Rubrics to Rate Key Assignments Embedded Within General Education Courses

While the CLA+ and other externally-developed assessments provide valuable data for external benchmarking, these standardized measures do not assess all St. Ambrose General Education student learning outcomes. Because of this, the "Embedded Assessment System" was developed and piloted in 2006.

The Embedded Assessment System capitalizes on faculty expertise to synthesize data from assignments, assessments, and instructor observations of student performance in General Education courses. At the end of the Fall 2006 semester, faculty teaching General Education courses in the Humanities disciplines were asked to record the number of students in their courses who made unsatisfactory, basic, proficient, or distinguished progress towards meeting the General Education student learning outcomes addressed in their courses. Faculty were also asked to identify the artifacts used to assess each student's level of progress.

Because a common rubric was used to rate student performance across all General Education courses, the descriptors were intentionally left vague:

Below expectations: Student performance is regularly below expectations for students at this level. Substantial improvement is needed.
Approaching: Student performance does not meet expectations consistently; student performance is approaching expectations.
Meeting: Student performance consistently meets expectations for students at this level in this student learning outcome.
Exceeding expectations: Evidence suggests student performance in this outcome regularly exceeds expectations for students at this level.

(continued on the next page)

Following the Fall 2006 pilot, the Embedded Assessment System was implemented in Spring 2007 for outcomes related to the Humanities and in Spring 2008 for outcomes related to the Natural Sciences. Data were collected by the Associate Vice President for Assessment and Institutional Research.

The Embedded Assessment System was suspended from 2009-2012, as the General Education Committee worked to develop a new program and student learning outcomes. During this time, the embedded assessment process was evaluated and modified. A new, refined embedded assessment system was reinstated during the 2013-14 academic year.

This new embedded assessment system, like the previous system, still takes advantage of key assignments, assessments, and faculty expertise embedded within General Education courses. Instead of using a vague common institutional rubric, however, the new system takes advantage of the VALUE rubrics developed by AAC&U in 2010.

The VALUE (Valid Assessment of Learning in Undergraduate Education, see Appendix B) rubrics provide a standardized set of definitions, criteria, and characteristics that can be used to evaluate the quality of student work in the following areas:

- Civic Engagement
- Ethical Reasoning
- Integrative Learning
- Oral Communication
- Reading
- Global Learning
- Creative Thinking
- Information Literacy
- Intercultural Competence
- Problem Solving
- Teamwork
- Critical Thinking
- Inquiry and Analysis
- Foundations for Lifelong Learning
- Quantitative Literacy
- Written Communication

Faculty teaching General Education courses are asked, at the end of the semester, to rate their students' performance using the rubric that is most appropriate for their course. For example, instructors in a General Education communication class would be asked to rate student performance using the oral communication rubric. The alignment of the VALUE rubrics with our General Education outcomes is displayed on page 13.

These faculty are then asked to submit the number of students in their course falling within each category of the rubric (e.g., 3 students scored a 2 on organization, 12 students scored a 3, etc.). In the future, as we further develop this assessment system, we hope to record this information at the student-level (e.g., Student A scored a 3 in organization, a 4 in delivery, etc.).

Additionally, faculty submitting VALUE rubric results are asked to identify the sources of evidence they used to rate student performance. To evaluate the usefulness of the rubric and the alignment of the course with our General Education outcomes, faculty are also asked to evaluate the extent to which their course content and activities address the criteria and characteristics as defined in the rubric. Faculty are also asked to provide feedback on how the rubric can be adapted to better align with our General Education outcomes and institutional culture.

Data from this Embedded Assessment System will be collected and synthesized by the University Assessment Coordinator each summer and disseminated to the Director of General Education.

Evaluating Student Satisfaction With Learning

To evaluate how satisfied SAU graduates are with their learning while at SAU, an alumni survey was administered annually from 2003-2014. The survey, developed and administered by the Career Center, was sent each year to students who graduated (a) during the previous year and (b) five years earlier. In addition to asking students about their employment status and professional development, the survey asked students to rate:

- Their perception of the importance of each General Education student learning outcome
- Their level of satisfaction with the preparation they received in each of the General Education outcomes
- Their satisfaction with 15 aspects of their academic department and major
- Their overall level of satisfaction with SAU

The Assessment Research Analyst analyzed and disseminated results from this survey. Satisfaction with General Education student learning outcomes were shared with the Director of General Education.

Alignment of Assessments With General Education Outcomes

To summarize the approaches used to assess General Education student learning outcomes, the following table displays the alignment between outcomes and the various assessment methods. The table, which is maintained by the University Assessment Coordinator, shows the assessment items and/or score scales that can be used to assess each General Education outcome.

Student Learning Outcome	NSSE	CLA+	Alumni Survey	VALUE Rubric	Other	Options
Fundamental Skills and Knowledge						
Critical thinking		Critical Thinking Logical Fallacies	X	Critical Thinking		UniLOA
Teamwork			X	Teamwork		
Globalization			X	Global Learning	Global Perspectives Inventory	
Diversity			X	Intercultural Competence		UniLOA
Oral communication	1b, 11d		X	Oral Communication		UniLOA
Written communication	1c, 1d, 3c, 3d, 3e, 11c	Mechanics, Effectiveness	X	Written Communication	WAC data, Placement essay	UniLOA
Research	6c, 11d	Critical Evaluation	X	Information Literacy	Information Literacy Exam	SAILS, WGCTA, iSkills
Quantitative reasoning	4a, 4b, 11f, 11m	Quantitative Reasoning	X	Quantitative Literacy	ALEKS Placement	
Health	1k, 6b, 7b, 9d, 11o		X			
Creative expression			X	Creative Thinking		
Second language	7e, 7f		X		STAMP4S	
Liberal Arts Perspectives						
Natural Sciences		Scientific reasoning	X	Inquiry & Analysis	Bio/Chem Placement	
Arts	6a		X	Creative Thinking		
Social Sciences		Analysis Prob. Solving	X	Inquiry & Analysis		
Humanities	3ab		X	Reading		
Catholic Intellectual Tradition						
Justice	6c, 11n		X	Ethical Reasoning		Defining Issues Test
Peace			X			
Service	11l, 6e, 8a, 8b, 8c		X	Civic Engagement		UniLOA
Integrated Learning						
	1i, 2c, 7c, 7h		X	Integrative Learning, Problem Solving, Lifelong Learning	Capstone rubric	

Notes: This table displays the alignment between various institutional assessments and SAU General Education student learning outcomes.
Cells display the assessment items or score scales that align with each outcome
NSSE items are from NSSE version 1.0
"Other" assessments may not be administered to representative samples of SAU students

Rotation

Scheduled Rotation of Assessment & Evaluation Instruments

During the 2015-16 academic year, the University Assessment Coordinator will review the Measuring Quality Inventory and update the scheduled rotation of assessments. It's anticipated that some assessments, such as the CLA+ and NSSE, will remain on a 3-year rotation, while other instruments may move to a 6-year rotation.

For now, the following table displays the scheduled rotation of General Education assessment activities:

Assessment Instrument	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Embedded VALUE Rubric	Fundamental Skills	Liberal Arts	CIT	Evaluate Assessment	Fundamental Skills	Liberal Arts	CIT
CLA+	Fall/Spring	Fall/Spring			Fall/Spring		
NSSE			Spring			Spring	
SSI/ASPS	Spring			Spring			Spring
Alumni Survey	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer
EPC Program Reviews	Throughout	Throughout	Throughout	Throughout	Throughout	Throughout	Throughout
Workshops		4 workshops	3 workshops				
Other	STAMP4S						

The Assessment & Evaluation Committee will develop and maintain a more detailed calendar of activities each year.

Logistics

Administering, Analyzing, Reporting Results from General Education Assessments

The following table displays the logistics of administering, analyzing, and disseminating results from institutional assessments:

	Administered...			Analyzed...		Disseminated...	
Assessment	when	by	to	by	when	how	by
Embedded VALUE	Each semester	Univ. Assessment Coordinator	faculty teaching GenEd courses	Univ. Assessment Coordinator	Following summer	Presentation, Blackboard	Univ. Assessment Coordinator
CLA+	Fall & Spring semesters	Univ. Assessment Coordinator	200 seniors	Univ. Assessment Coordinator	Following summer	Presentation, Website	Univ. Assessment Coordinator
NSSE	Spring semester	Univ. Assessment Coordinator	Freshmen & Seniors	Univ. Assessment Coordinator	Following summer	Presentation, Website	Univ. Assessment Coordinator
SSI/ASPS	Spring semesters	Assessment Research Analyst	Freshmen, Seniors, Adult Students	Assessment Research Analyst	Following summer	Presentation, Website	Assessment Research Analyst
Alumni Survey	Spring/Summer	Career Center	Graduating seniors & 5-year alumni	Assessment Research Analyst	Following summer	Presentation, Website	Assessment Research Analyst
EPC Program Reviews	Throughout the year	EPC	Programs with GenEd courses	Assessment Coordinator & Director of GenEd review GenEd assessment		EPC Minutes	Chair of EPC
Workshops	As needed	Univ. Assessment Coordinator	Faculty who need or request help				

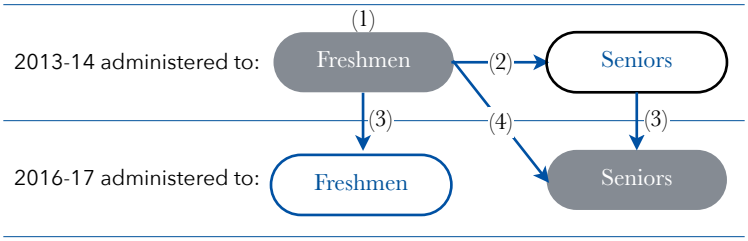
Using General Education Assessment Results

To encourage the use of assessment data in guiding strategic planning, summaries of all assessment and evaluation results will be shared with the Vice President for Academic Affairs. The results will also be shared with University stakeholders by posting summaries online and/or hosting presentations.

The Dean of University Academic Programs and University Assessment Coordinator will work to develop an annual report summarizing results from assessment and evaluation activities.

General Analysis Methods

Beginning with the 2004-05 administration of the Academic Profile, most standardized assessments have been administered to freshmen and seniors on a 3-year rotation. The following diagram demonstrates this 3-year rotation:



As the diagram shows, this 3-year rotation allows for 4 different analyses:

1. Current Status
   The results can be used to determine the current status of freshmen and seniors in 2012-13. From this, areas of relative strength and weakness can be identified.

2. Cross-sectional analysis
   Results can also be compared between freshmen and seniors within a single year. This would provide weak evidence of institutional effectiveness. A value-added analysis would strengthen this evidence.

3. Longitudinal analysis
   Results from 2012-13 freshmen can be compared to from freshmen in 2015-16. This would provide evidence for the effectiveness of any changes to the first-year curriculum/experience.

4. Cohort analysis
   The results can be used to determine the current status of freshmen and seniors in 2012-13. From this, areas of relative strength and weakness can be identified.

General Analysis Methods

Value-added analyses attempt to estimate the contribution of SAU to student learning outcomes, controlling for other factors such as incoming student ability. Some assessments, such as the CLA, provide value-added scores by controlling for student SAT/ACT scores. While the use of value-added scores to evaluate individual instructors has been controversial, value-added modeling will be carefully used to estimate overall institutional effectiveness whenever possible.

Analysis of Embedded VALUE Assessment System

As previously described, General Education course instructors will rate student performance using VALUE rubrics. Because each individual instructor has their own level of expectations for students at the end of the course, it is difficult to track results from this System over time. Appendix C in the 2011 Assessment Plan provides a statistical approach (nonparametric effect sizes) to synthesize and analyze results longitudinally. Workshops will also be provided for faculty in order to estimate and improve rater consistency.

Establishing Criteria

To maximize the usefulness of results from institutional assessment and evaluation methods, the Assessment & Evaluation Committee will strive to set criteria (a priori) for determining if the institution is meeting its goals for each assessment. These criteria will be derived from previous results, as well as through discussions with faculty, staff, and campus leadership

Ongoing Evaluation of General Education Assessment

The Assessment & Evaluation Committee will conduct an ongoing evaluation of the usefulness, appropriateness, cost-effectiveness, meaningfulness, and overall quality of institutional assessment methods. This evaluation will be guided by resources from the Higher Learning Commission, such as the Assessment Culture Matrix and the Statement on the Assessment of Student Academic Achievement, as well as resources from other experts and professional organizations.

This evaluation will include a look at the quality and alignment of student learning outcomes, assessment measures, and assessment methods. It will also include evaluations of methods used to administer, analyze, and disseminate results from assessment measures to the campus community. The evaluation will also ensure assessment methods are meeting accreditation requirements.

Evaluation of the Quality of General Education Assessment Instruments

The University Assessment Coordinator will work to document the quality of all measures used for institutional assessment and the validity of inferences made from assessment results. See the academic program review section of this plan for more information about evaluating the quality of assessment instruments.

MAP-Works®

MAP-Works®, Making Achievement Possible, is a comprehensive, student retention and success program. Since 2011, first-year students have been administered a series of web-based surveys at four key points in their first year. Faculty, staff, and administrators have been able to use results from MAP-Works® to intervene effectively and help students find success.

The University Assessment Coordinator summarizes results from each MAP-Works administration and shares those results with the Director of First Year Experience and the Dean of University Academic Programs.

Students also see their survey results and are provided with helpful tools for navigating their transition to college. MAP-Works® identifies students early in the term allowing for immediate support and intervention.

As part of our institutional Quality Initiative Proposal, we plan to administer MAP-Works® to second-year students.

A sample of MAP-Works® results appears on the St. Ambrose Assessment website.

The Outcomes Survey

Beginning in 2014-15, the Career Center will administer The Outcomes Survey in an effort to gather data related to post-graduation success. The survey – published by CSO Research, Inc – is designed to collect employment and graduate school admissions data from recent college graduates.

National College Health Assessment

The American College Health Association's NCHA was first administered to 308 students in 2011 to assess health habits, behaviors, and perceptions.

AlcoholEdu®

This survey was first administered pre-test/post-test to 333 students in 2011-12 as part of an online alcohol prevention program.

LIPSS

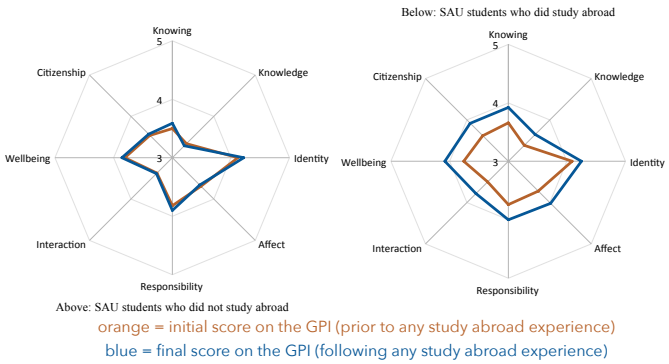
During the 2012-13 academic year, St. Ambrose participated in the Linking Institutional Policies to Student Success (LIPSS) project hosted by Florida State University. LIPSS attempted to identify specific institution-wide policies that might be leveraged to increase college student engagement. Results are available on the St. Ambrose Assessment website.

Global Perspectives Inventory

During the 2010-2011 academic year, the St. Ambrose Center for International Education administered the GPI at the beginning and end of the semester to 155 residential students and 46 students who studied abroad. The results, displayed below, provided evidence of the impact of study abroad on the global perspectives of our students.

Other Institutional Evaluation Instruments

Faculty and staff who wish to administer other institutional evaluation instruments make requests through the Office of Assessment.



Overview

In addition to institutional activities related to student engagement, satisfaction, and achievement within the General Education program, St. Ambrose also requires all academic major and degree programs to participate in ongoing assessment of student learning. This assessment is implemented and evaluated through EPC program reviews and the annual assessment process.

History of Academic Program Assessment at St. Ambrose

While EPC program reviews have long required academic departments to submit assessment-related information, it wasn't until 2006 that St. Ambrose began developing a more systematic, ongoing process of documenting the assessment of its academic programs. In the summer of that year, academic programs were encouraged to submit a simple form documenting their assessment activities for the year. The form asked department chairs to document:

1. Assessment/Evaluation Activities Engaged in During the Academic Year
2. Changes Made During the Academic Year as a Result of Assessment/Evaluation Activities
3. Changes Anticipated During the Next Academic Year as a Result of Assessment/Evaluation Activities
4. Evidence of improvements from changes made as a Result of Assessment/Evaluation Activities
5. What resources are needed, based on assessment or evaluation evidence, for improvement?

This process was intended to fulfill three purposes:

1. To encourage faculty to recognize that assessment is an ongoing process
2. To allow the institution to track assessment activities and evaluate academic program assessment
3. To encourage the use of assessment results for planning

This annual assessment process was suspended after the 2007-08 academic year due to low response rates (only 9 academic departments completed the form that year).

In an effort to meet increasing internal and external expectations for assessment, a new annual assessment process was proposed in 2011. To encourage participation, faculty were informed that participating in the annual assessment process would ensure their programs met minimum institutional assessment standards. EPC also agreed that programs could substitute the annual assessment process for the more onerous assessment section of their five-year program review. This new annual assessment process received a statement of support from the Educational Policies Committee in Spring 2011.

By the end of the 2011-12 academic year, 36 (86%) of the 42 academic departments at St. Ambrose participated in the annual assessment process, with 32 (76%) departments meeting at least some of our expectations for assessment. The University Assessment Coordinator shared the results of this annual assessment process with the Assessment & Evaluation Committee, the Academic Deans, and faculty within each College.

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In discussing the annual assessment results with the campus community, the annual assessment process was once again updated during the 2012-13 academic year to reflect best practices in assessment. This 2013 update to the annual assessment process reflects increasing institutional expectations for assessment. The most significant change is that instead of requiring academic *departments* to submit annual assessment information, the process requires all *major and degree programs* to participate. The new process also expects and encourages academic programs to seek out external benchmarks, to develop curriculum maps aligning outcomes with curricular requirements, and to condense their schedule of assessments so that all program student learning outcomes are assessed at least twice every five years.

The following pages describe this annual assessment process.

Annual Assessment Process

In August of each academic year, the University Assessment Coordinator sends department chairs a link to the online annual assessment form (see Appendix C) along with a list of major and degree programs that will participate in the annual assessment process. As the form in Appendix C shows, the annual assessment form allows programs to document:

1. Basic program information
    a. Name of the department where the program is housed
    b. Name of the major or degree program
    c. Name of the Chair of the Department or Program Director
    d. Name of an individual within the program who is willing to serve as the assessment contact
    e. Date of the program's next EPC program review
    f. Name of the program's external accrediting body, if applicable
2. Program assessment plan
    a. Student learning outcomes
    b. Assessment tools and methods used to assess each outcome
    c. Methods used to ensure the quality of assessment tools and methods used
    d. Identification of who will be assessed using each tool or method
    e. Logistics
    f. A schedule of when each assessment tool will be administered next
    g. (option) Criteria for determining if assessment results met faculty expectations
3. Program curriculum map (visualizing how curricular requirements align with student learning outcomes)
4. Results from program assessment activities

The form also contains a rubric displaying institutional expectations for assessment along with space for the Assessment & Evaluation Committee to provide feedback to faculty.

Department chairs are able to update or modify information on the assessment form at any time. Likewise, members of the Assessment & Evaluation Committee are able to add comments and provide feedback on any program's annual assessment form at any time.

Then, by July 1st each year, department chairs are asked to submit results from that year's assessment activities, along with any comments they have about the feedback they received from the Assessment & Evaluation Committee.

Evaluation of the Annual Assessment Process

The Assessment & Evaluation Committee reviews annual assessment forms throughout the academic year and provides feedback to faculty. To do this, a rubric was developed to document our institutional expectations for assessment in the following areas:

1. The assessment model
2. Student learning outcomes
3. Number and type of assessment tools or methods used
4. Quality of assessment tools and measures used
5. The schedule of assessment
6. Documented results of assessment activities

By the end of the academic year, the Assessment & Evaluation Committee summarizes their evaluations of the annual assessment forms and provides a "state of assessment report" to the Vice President of Academic & Student Affairs. A sample of this report can be found in Appendix F.

The sections that follow explain our institutional expectations for assessment in greater detail.

Expectations for the Annual Assessment Process

As explained earlier, the overall expectation is that every degree or major program at St. Ambrose is expected to participate fully in the annual assessment process. This expectation is supported and enforced by the Educational Policies Committee during each program's annual review process.

While each academic program is free to choose the most appropriate, useful, and effective methods for assessing their student learning outcomes, the following expectations for assessment allow for an evaluation of our assessment activities.

Expectations for Assessment Models

All academic programs are expected to document assessment models that are logical, feasible, and will yield useful information. Assessment models should assess not only the level of mastery attained by students nearing the end of the program, but the growth in student performance throughout the program.

Assessment models should also assess the degree to which program activities (courses, faculty, student opportunities) contribute to student learning. One way of documenting this contribution is through the creation of a curriculum map. The minimum expectation is that programs display how each course in the program contributes to each student learning outcome in the program. Some programs develop more detailed curriculum maps that also show how courses contribute to the progression of student performance in each outcome. The annual assessment form in Appendix C displays a template programs may use in developing their curriculum maps.

Assessment models are also expected to demonstrate how all faculty contribute to the assessment process.

Expectations for Student Learning Outcomes (SLOs)

For quite some time, all academic departments at St. Ambrose have been expected to have documented student learning outcomes. Departments were supported in meeting this expectation through assistance from the University Assessment Coordinator (in consultation or through workshops such as the 2006 workshop on developing high-quality outcomes).

In reviewing these outcomes, it became apparent that while *departments* had outcomes, not all academic *programs* had documented SLOs. Many departments documented a single set of outcomes even though the department may have housed multiple major or degree programs.

Beginning in 2013-14, the annual assessment process was updated to require high-quality SLOs for all major and degree programs. Student learning outcomes are high quality if they are:

1. Clearly stated (not only understood by experts in the discipline)
2. Student-focused (not stated in terms of what the course instructor attempts to do)
3. Specific (not vague)
4. Statements of knowledge, skills, and/or attitudes expected for students (not statements about processes)
5. Appropriate for the level of the program (not too simple or complex for the undergraduate or graduate program)

Programs are encouraged to review SLOs developed by professional organizations or similar programs at other universities. To assist in determining if outcomes are appropriate for the level of the program, faculty are encouraged to consult the Degree Qualifications Profile developed by the Lumina Foundation.

Expectations for the Quantity, Quality, Type, and Frequency of Assessment

Because assessment instruments differ in quality and scope, a strict number of instruments needed to adequately assess program SLOs cannot be mandated across all academic programs. Programs are encouraged to assess each SLO using as many instruments as they need to confidently (reliably) make inferences about student achievement. At a minimum, programs are expected to assess each outcome using results from at least two instruments.

To ensure inferences made from assessment data are valid, programs are expected to work to document and evaluate the quality of the instruments they use to assess each SLO. This evaluation of instrument quality requires a great deal of time and resources. Therefore, whenever possible, information from test developers or external researchers would be sourced as evidence of assessment quality. When this information is not available (for internally developed assessments), programs should work to develop plans to collect evidence of the quality of their chosen assessment instruments.

When using internally-developed measures, programs are expected to take some basic steps to ensure inferences made from these assessments are valid:

1. Consult with other faculty within the program to ensure instruments align with the intended outcomes (each measure actually assesses something relevant to the outcome).
2. When student performance is evaluated across different courses or instructors, faculty should work to locate or develop a common rubric to ensure consistency in ratings.
3. When feasible, programs should use multiple faculty to evaluate (at least a sample of) student performance.
4. When possible, programs should use an externally-benchmarked instrument.

Assessments are often classified into many different dichotomies (direct/indirect; formative/summative; objective/subjective; criterion-/norm-referenced; formal/informal; performance/written; standardized/classroom; selected-/constructed-response; internal/external), with claims made that certain types of assessment are inherently superior to other types. Programs are encouraged to remain flexible in choosing assessment procedures/instruments.

The following guidelines are intended to assist programs in choosing the types of assessment that best measure student performance:

1. Assessment instruments with documented evidence of quality are preferred to instruments with little/no available evidence of quality.
2. Externally-benchmarked assessments should be used whenever possible to allow comparisons of student performance to external norms or criteria.
3. Programs are expected to assess each SLO using information from at least one direct measure of student performance. This information may be supplemented by indirect measures.

Direct Measures are analyses of actual student behaviors or products. Examples: analyses of written tests, essays, portfolios, presentations, performances, and simulations

Indirect Measures are analyses of perceptions about student performance. Indirect measures indicate rather than provide evidence of actual student achievement. Examples: surveys, interviews, focus groups

While indirect measures do not provide valid evidence that SLOs have been achieved, they do provide useful information regarding student perceptions, satisfaction, and engagement. This information is important to collect, analyze, and use, especially in regards to institutional student engagement goals.

Course grades typically represent many factors outside any one particular SLO. Because of this, course grades and student GPAs are not recommended as measures of student performance on programmatic SLOs. Programs may use course grades if they can document evidence that course grades do represent student performance on any particular SLO (and do not include many other irrelevant factors). This could be the case if a course uses standards-based assessment and grading.

Most academic program SLOs are statements of expectations for students who *complete* the program. Therefore, assessing student learning outcomes once -- near the end of the program -- could be used to determine the level at which students attained each outcome.

Even though students may not be able to meet intended outcomes until graduation, it is important to continually monitor student progress. Therefore, programs are encouraged to assess student learning outcomes multiple times throughout a student's career. Programs could assess students at a baseline level (close to the start of the program), developmental level (at a midpoint of the program), and mastery level (close to program completion) to help gauge program effectiveness. Additionally, programs should strive to assess the satisfaction, performance, and status of their alumni.

Expectations for the Documentation of Assessment Results

Programs are encouraged to document and report assessment results in a format that best serves the needs of the program. At a minimum, programs are expected to report participation rates alongside the results. Programs should also provide a brief explanation of how assessment results compare to expectations of faculty in the program.

Programs are expected to report results from the assessment of at least one SLO every year. Over the course of five years, programs are expected to report results from the assessment of all their SLOs.

During the 2013-14 academic year, the University Assessment Coordinator hosted 4 workshops to train faculty in the new annual assessment process. Materials from these workshops, which clarify expectations for annual assessment reporting, are displayed in Appendix E.

Assessment Expectations for Program Reviews

In addition to the annual assessment process, academic program assessment activities are evaluated during the formal program review process conducted by the Educational Policies Committee. Each summer, EPC members retreat to review and modify program review standards. For the 2013-14 academic year, EPC will require the following assessment-related information:

For each academic department:

1. A statement of support from the Assessment & Evaluation Committee:
    a. Is the academic program performing appropriate assessment?
    b. Does the program appear to be meeting student learning outcomes?
    c. Identification of areas the program should work towards strengthening prior to the next review
    d. Identification of areas of strength
2. An evaluation of resources, strengths, weaknesses, opportunities, and threats based on trends in enrollment and productivity.

For each academic program within the department:

1. Program evaluation results from surveys (students, graduates, employers, stakeholders), course evaluations, departmental achievements/awards, focus groups, advisory boards, etc.
2. A collection of annual assessment forms submitted since the last program review
3. An explanation of how SLOs are appropriate to the program's mission and students
4. Documentation of how the program analyzes and uses evidence of student learning
5. A description of how faculty within the program share responsibility for student learning and its assessment
6. A reflection on assessment results and a description of findings
7. Proposals to improve SLOs or curricular requirements
8. A description of how the program evaluates and improves its assessment efforts
9. A description of how the program informs stakeholders of what and how well students are learning

During the 2014-15 academic year, EPC will work to evaluate and improve the program review process in comparison to best practices and HLC standards.

Placement Testing

Placement tests are administered by the Placement Office within the Student Success Center. Faculty establish standards for placement tests to ensure proper course placement for students.

Currently, placement tests are administered in the following areas:

Chemistry

Students who intend to major in Biology, Chemistry, Exercise Science, Pre-Medicine or Physical Therapy are required to take the 45-minute, multiple choice Chemistry Placement Test. Test scores determine student readiness for required Chemistry and Biology courses.

Second Language

The 30-minute online Second Language Placement Test is intended for students who have not successfully completed at least 3 years of the same language in high school or who plan to major or minor in a modern language.

Writing

Incoming freshmen are asked to write a 500-word placement essay. Scores from the essays, which are read and scored by a panel of St. Ambrose readers, are used to place students in either ENGL 100 or ENGL 101. Students with ACT English scores above 23 and high school GPAs greater than 2.5 are not required to write the placement essay.

Mathematics

Beginning in the 2013-14 academic year, student ACT Math scores were used to place students in courses fulfilling the quantitative problem solving General Education requirement. Students with ACT Math scores below 22 are able to enroll in MATH 099, QUANT 131, or CSCI/MATH 281. Students with ACT Math scores between 22-27 are able to enroll in QUANT 131, STBE 137, MATH 171, or CSCI/MATH 281. Students with ACT Math scores above 27 have fulfilled our General Education requirement and are able to enroll in QUANT 131, STBE 137, MATH 171, MATH 191, MATH 210, STAT 213, or CSCI/MATH 281.

Beginning in summer of 2014, incoming freshmen were allowed to place out of MATH 099 by successfully completing on online developmental math program.

Credit by Exam

Students may be able to reduce the amount of time ordinarily required to earn a bachelor's degree by achieving high scores on the College-Level Examination Program, the Advanced Placement Program, and/or the International Baccalaureate Program.

St. Ambrose University can award a student up to 60 credit hours total of college credit total from these exams.

Advanced Placement (AP) Program

St. Ambrose University recognizes most of the subject examinations of the AP Examination Program of the College Board. Students who have participated in an Advanced Placement program while in high school may be eligible to receive credit based on performance in the AP exams. The Records & Registration Office maintains a list of AP course equivalency.

International Baccalaureate (IB) Program

St. Ambrose University recognizes several of the subject examinations of the IB Examination Program. St. Ambrose offers credit for the Higher Level examinations. The Records & Registration Office maintains a list of IB course equivalency.

College Level Examination (CLEP) Program

St. Ambrose University recognizes most of the subject examinations of the College-Level Examination Program of the College Board. CLEP credits may be used to fulfill general education and elective requirements. They also may be used to fulfill major requirements with Departmental approval. Credits are not given for introductory courses when there are previously-earned credits for a more advanced course in the same area. The Records & Registration Office maintains a list of CLEP course equivalency.

Academic Program Evaluation Activities

Prioritization Process
Delaware Study
Program Review information

Co-Curricular Evaluation

Expectations for Co-Curricular Unit Evaluation

Beginning in Fall 2005, all co-curricular and administrative offices or departments that consult with the Academic Support Committee (ASC) were required to submit an evaluation plan to the ASC. The plans were expected to contain:

- A mission statement
- Goals and objectives
- Specific plans for evaluating/assessing the goals and objectives
- A timeline for implementation
- A letter from the supervising Vice President of record indicating that he or she has reviewed and supports the plan

The Academic Support Committee reviews and evaluates annual reports of these offices and meets with directors of these offices on a regular basis, at least once every five years. ASC addresses concerns about the policies and procedures of the above offices raised by members of the campus community. ASC makes policy recommendations to the appropriate officers and directors and to the Faculty Assembly. The Committee submits regular reports to the University official responsible for assessment as part of the University's on-going assessment of academic support services to help ensure organizational excellence and accountability to the Higher Learning Commission of the North Central Association and other external agencies. Procedures for submitting reports to be considered by the Committee can be found on the ASC pages of the Chief Academic Officer webpage. After Committee review, a file of these reports is kept in the Chief Academic Officer's office.

Uses of Assessment Results

Academic Program Evaluation Activities

Prioritization Process
Delaware Study
Program Review information

Appendix A: Course Summary Sheet

Summary Sheet for **(course number and title)** • **0 credit hours**: (department name)

Course Information:

- Catalog description:
- Prerequisite skills or courses:
- Course Type(s): ☐ General Education ☐ Requirement for major ☐ Writing Intensive (☐ WI guidelines met)
- Delivery Format(s): ☐ Traditional, face-to-face ☐ Accelerated ☐ Distance (☐ CIDT checklist completed)
- Credit Hour Policy: 0.00 hours of direct faculty instruction
  0.00 hours of out-of-class work
  0.00 hours (or equivalent) of: (explain any lab, internships, practica, studio work, or other academic work leading to the award of credit hours)

Instructional Resources:

- Frequency of offering:
- Explain how the program has adequate resources to staff this course with content experts:
- Identify any additional resources needed to effectively teach this course:
- If this course has not been offered in the past 3 years, provide a justification for keeping the course:

Student Learning Outcomes:

- List the student learning outcomes for this course:
  (1. Students will...)
- Explain how course outcomes are appropriate for the course level:
  (lower- and upper-level courses should have different outcomes)

General Education Outcomes

- All General Education courses are expected to address critical thinking.
  ☒ Critical Thinking
  Course outcomes that align with critical thinking are outcomes #: (identify outcomes by # from previous page)

- Identify the General Education outcome and area of focus most aligned with this course. Check one box:
  ☐ Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world
  Area of focus: (Choose one...)
  Course outcome(s) aligned with area of focus: outcome(s) #

  ☐ Develop competencies that produce Liberal Arts perspectives in order to influence culture
  Area of focus: (Choose one...)
  Course outcome(s) aligned with area of focus: outcome(s) #
  Fundamental Skill/Knowledge: (Choose one...)
  Course outcome(s) aligned with fundamental skill/knowledge: outcome(s) #

  ☐ Evaluate truth claims derived from Philosophy & Theology in order to scrutinize the relationship between faith & reason
  Area of focus: (Choose one...)
  Course outcome(s) aligned with area of focus: outcome(s) #
  Fundamental Skill/Knowledge: (Choose one...)
  Course outcome(s) aligned with fundamental skill/knowledge: outcome(s) #

St Ambrose University

BENCHMARKING SAU GENERAL EDUCATION OUTCOMES

Outcome 1: Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world. (Fundamental Skills and Knowledge)

Instructor: _____

Course Number: _____

Section: _____

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Complete this rubric by recording the number of students who completed the identified course with their corresponding levels (1-4) for each construct noted.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Identify the source(s) of evidence used to determine the scores of your students noted above:

Consider the following questions and provide feedback: How are these 5 constructs addressed in my course? Are all addressed? If not, why? What (if anything) is missing from this rubric that is valued at SAU for Oral Communication development? Other insight gained from using this rubric to baseline student progress towards general education Outcome 1?

Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.

2013-14 Annual Assessment Form

Deadlines:
January 1, 2014: Complete Program Info
Complete Plan
May 15, 2014: Complete Curriculum Map
July 1, 2014: Complete Results

As you document your assessment activities, you may want to refer to the rubric.

Process:

* In August, Department Chairs will receive any assessment forms previously submitted

* During the Fall semester, faculty should work to develop and document student learning outcomes and assessment plans for each major or degree program within the department

* During the Spring semester, the Assessment & Evaluation Advisory Board will review program assessment information and may provide feedback

* Before the end of the academic year, faculty should work to document a curriculum map for each major or degree program within the department. The map should illustrate how curricular requirements align with intended student learning outcomes.

* By July 1, results from the year's assessment activities should be documented.

Note: This document will be shared with EPC.

If you would like any help with the form or in designing an assessment plan, contact Brad Thiessen, x6160
thiessenbradleya@sau.edu

Online Annual Assessment Form

Top: Page 1 (Instructions)

Bottom: Page 2 (Program Information)

Program Information

Department:	Name of Department that houses this program
Program:	Name of degree or major program (e.g., B.A. in Assessment Studies)
Chair/Director:	Name of Department Chair or Program Director
Assessment contact:	Name of individual in the program to contact with any assessment-related issues
Date of next EPC review:	Date of next EPC Program Review
Name of external accrediting body, if applicable:	

Replace the blue text

Assessment Plan

Program: Name of degree or major program (e.g., B.A. in Assessment Studies)

	Student Learning Outcomes	Assessment Methods/Instruments	Quality	Who will be assessed?	Logistics	Schedule	Criteria
1	Insert program student learning outcomes. The rubric may help you develop outcomes that meet institutional expectations.	Identify at least 2 tools/methods you intend to use to assess student performance. Try to have at least one direct measure for each outcome. If possible, identify an externally normed or benchmarked assessment for some outcomes.	How will you ensure this assessment is high-quality? Is it externally benchmarked? Will you use multiple raters or a common rubric?	Identify who will be assessed (e.g., all students in the program, a sample of students, students in a particular class, all graduating majors).	How will you administer the assessment and collect/report results? Who is responsible? Is this assessment tied to a particular class?	When do you next plan on administering this assessment? It is expected that each outcome is assessed twice in a 5-year period.	This column is optional. How will you determine if assessment results meet your expectations?
2							
3							
4							
5							
6							
7							
8							
9							
10			Replace the blue text;	continue as needed			

Online Annual Assessment Form

Top: Page 3 (Assessment Plan Template)

Bottom: Page 4 (Curriculum Map Template)

Curriculum Map

Program: Name of degree or major program (e.g., B.A. in Assessment Studies)

		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Course 1	Assumed prerequisites					
	Level addressed					
	Assessed by					
	Mastery to pass					
	Logistics					
	Quality assurance					
Course 2	Assumed prerequisites					
	Level addressed					
	Assessed by					
	Mastery to pass					
	Logistics					
	Quality assurance					
Course 3	Assumed prerequisites					
	Level addressed					
	Assessed by					
	Mastery to pass					
	Logistics					
	Quality assurance					

This form can be populated once program information and SLOs have been submitted

Assessment Results

Program: Name of degree or major program (e.g., B.A. in Assessment Studies)

Online Annual Assessment Form

Top: Page 5 (Space for reporting assessment results)

Bottom: Page 6 (space for feedback from Assessment Committee)

Feedback from the Assessment & Evaluation Advisory Committee

Appendix D: Annual Assessment Rubric

Rubric to evaluate Annual Assessment Forms (2013-14)

Component	Rating Scale (in terms of expectations)	Comments
Assessment Model. The program has developed a high-quality, feasible model to assess both the program and its majors. The model demonstrates how program requirements contribute to student learning.	0 = Below (no assessment model has been provided)	Assessment of majors is just that – measuring the degree to which majors attain the program student learning outcomes. It may be possible to assess majors in a single capstone course. Program assessment refers to measuring the degree to which program activities (courses, faculty, student opportunities) contribute to student learning (for both majors and non-majors). Typically, program assessment asks if the program's courses contribute (individually and collectively) to its planned outcomes.
	1 = Approaches (the model lacks detail; does not assess both the program and its majors; is not effective and/or feasible; ignores sources of data)	
	2 = Meets (the model is logical; assesses both program and its majors; will generate useful info; curriculum map provided; all faculty contribute)	
	3 = Exceeds (The model assesses both program and its majors; curriculum map provided; all faculty contribute; all courses contribute data)	A curriculum map demonstrates how courses align with (and contribute to the assessment of) program outcomes.
SLOs. Program student learning outcomes are clear and student-focused (stated in terms of what students should be able to know, think, or do as a result of program activities)	0 = Below (outcomes are not clear and/or not student-focused; outcomes are actually processes/activities)	Example: Given a description of a student with a particular disability, students identify 3+ ways to differentiate instruction.
	1 = Approaches (most outcomes are student-focused and clear; some outcomes not appropriate for the level of degree - undergraduate vs graduate)	Non-example: Students will be taught methods of differentiated instruction (not student-focused)
	2 = Meets (all outcomes are student-focused and clear; all outcomes are appropriate for the level of degree of the program)	Non-example: Students will participate in... (process; not outcome)
	3 = Exceeds (SLOs specify conditions under which students will demonstrate the behavior and criteria for success; affective outcomes are included; external benchmarks demonstrate appropriateness of outcomes)	Non-example: Students will understand differentiated instruction (too vague)
Types of measures. Multiple measures are used to assess each outcome, with at least one direct measure per outcome.	0 = Below (no direct measures are identified for any SLOs)	Direct assessments are analyses of actual student behaviors or products. Examples: analyses of written tests, essays, portfolios, presentations, performances, and simulations
	1 = Approaches (Multiple measures are identified for each SLO; at least one SLO does not have a direct measure)	
	2 = Meets (Multiple measures per SLO; At least one direct measure per SLO)	Indirect assessments are analyses of reported perceptions about student performance. Typically, indirect measures indicate rather than provide evidence of actual student achievement. Examples: surveys, interviews, focus groups
	3 = Exceeds (2+ measures per SLO; 1+ direct measure per SLO; at least one measure is externally benchmarked)	
Quality of measures. The program uses high-quality measures to assess each SLO	0 = Below (no evidence of quality is provided; measures appear to be low-quality and do not align with SLOs; measures may not generate useful info)	Example: 0 = SLO was assessed by asking students about their writing skills.
	1 = Approaches (measures appear to align with SLOs, but no evidence of quality is provided)	Example: 1 = Course instructor rated student essays for clarity and organization
	2 = Meets (evidence of quality, or a plan to collect such evidence, is provided; measures align with SLOs; measures attempt to ensure consistency - multiple raters, common rubric)	Example: 2 = Two faculty members rated student essays using departmental rubric.
	3 = Exceeds (evidence of quality is provided or identified; measures are high-quality; at least one measure is externally benchmarked)	Example: 3 = Two faculty members rated student essays using a rubric provided by a national organization.
Schedule. All SLOs will be assessed multiple times over a 5-year period.	0 = Below (the schedule will not assess each outcome over a 5-year period)	
	1 = Approaches (All SLOs will be assessed over a 5-year period; at least one SLO is assessed each year)	
	2 = Meets (each SLO will be assessed at least twice over a 5-year period; at least one SLO will be assessed each year)	
	3 = Exceeds (All program SLOs will be assessed at least once every 3 years)	
Results. The program provides a brief discussion of results to determine the degree to which SLOs were met	0 = Below (results were not provided for the SLOs to be assessed)	
	1 = Approaches (results were provided, but explanation/discussion is lacking; the degree to which the SLO was attained is unclear)	
	2 = Meets (results, including participation rates, were provided; assessment results are compared to criteria set by the program; plans for improvements are discussed)	
	3 = Exceeds (results, participation rates, and comparisons to external benchmarks are provided)	

Assessment Workshop: Overview Octob

Each Chair or Director has access to an online annual assessment form: docs.google.com
- While programs aren't required to use these forms, programs are required to meet expectations
- Deans and the Assessment Committee can view these forms and provide feedback
- You can give faculty permission to edit the assessment form
- Email me if you have any issues with the form: thiessenbradleya@sau.edu

The forms contain 7 worksheets:

1. Cover sheet
Deadlines: January 1 = Complete program information and assessment plan (at least SLOs)
May 15 = Complete curriculum map
July 1 = Submit assessment results
Goals: All academic programs will participate by May 2015
All academic programs will meet all institutional expectations by July 2016

2. Program Information (basic contact information)
Name of department and program
Name of Chair or Director
Name of individual to contact with any assessment-related issues
Date of next EPC review
Name of accrediting organization, if applicable

3. Assessment Plan (how you assess program student learning outcomes)

	Student Learning Outcomes	Assessment Methods/Instruments	Quality	Who will be assessed?	Logistics	Schedule	Criteria (optional)
1	For instructions and tips, move your mouse to the column headings (near the black triangles)						
2							

4. Curriculum Map (to show how curriculum aligns with outcomes)

		SLO 1	SLO 2
	Level addressed		
Course/Activity 1	Level assessed		
	Instrument		
	Level addressed		
Course/Activity 2	Level assessed		
	Instrument		

5. Results (blank page to submit any assessment results)
Deadlines: January 1 = Complete program information and assessment plan

6. Rubric (explaining our institutional expectations for assessment)
Deadlines: January 1 = Complete program information and assessment plan

7. Feedback (blank page where the Assessment Committee can make comments)

Student Learning Outcomes (SLOs): Clear statements of the knowledge, skills, attitudes, and values we intend students to gain and demonstrate as a result of the program

Types:
Cognitive: What should students know?
Affective: What should students think or care about?
Behavioral: What should students be able to do?
Psychomotor: What actions should students be able to perform?
Mastery: Specific minimum competencies that must be met prior to program completion
Developmental: Higher-order, complex outcomes in which students can be expected to demonstrate varying degrees of progress

Developing SLOs:

- Bottom-up
  a) Look at outcomes and key assignments/projects/experiences you require for your majors
  b) Identify common themes or elements across courses
  c) Discuss whether these themes represent the most important knowledge, skills, attitudes, and dispositions
  d) Add, delete, or modify outcomes
  e) Think about the standards or expectations you have for students. Try to add criteria to SLOs
- Top-down
  a) Review your department mission, goals, and outcomes (from previous program review)
  b) Review and modify the mission, goals, and outcomes to reflect your values and current priorities (and professional standards in the discipline)
  c) Develop specific student learning outcomes from these guiding elements
  d) Would these outcomes communicate your expectations to students?
- Identical twins
  a) Picture twins – identical in every way. One decides to complete your program; the other doesn't
  b) By the end of the program, how do these twins differ?
  c) Write outcomes to reflect the additional knowledge, skills, attitudes, and values of the twin who completed your program
- Aspirational
  a) What does the ideal graduate from your program know, care about, or value? What can he/she do?
  b) What would you tell a prospective student to expect the program to give him or her?
  c) What are the educational or career achievements of your program's successful alumni?
- The sincerest form of flattery
  a) Search for outcomes developed by professional organizations or aspirational peers in your field
  b) Modify these outcomes to reflect how your program is distinct from peers and competitors

St. Ambrose assessment information: http://www.sau.edu/Assessment.html
thiessenbradleya@sau.edu
x6160

Cognitive http://uwf.edu/cutla/SLO/ActionWords.pdf

Knowledge: copy, define, describe, discover, duplicate, enumerate, examine, identify, label, list, listen, locate, match, memorize, name, observe, omit, quote, read, recall, recite, recognize, record, repeat, reproduce, retell, select, state , tabulate, tell, visualize

Comprehension: ask, associate, cite, classify, compare, contrast, convert, demonstrate, describe, differentiate, discover, discuss, distinguish, estimate, examples, explain, express, extend, generalize, give, group, identify, illustrate, indicate, infer, interpret, judge, observe, order, paraphrase, predict, relate, report, represent, research, restate, review, rewrite, select, show, summarize, trace, transform, translate

Application: act, administer, apply, articulate, calculate, change, chart, choose, collect, complete, compute, construct, demonstrate, determine, develop, discover, dramatize, employ, establish, examine, experiment, explain, illustrate, interpret, interview, judge, list, manipulate, modify, operate, paint, practice, predict, prepare, produce, record, relate, report, schedule, show, simulate, sketch, solve, teach, transfer, use, write

Analysis: advertise, analyze, appraise, break, calculate, categorize, classify, compare, conclude, connect, contrast, correlate, criticize, deduce, devise, diagram, differentiate, discriminate, dissect, distinguish, divide, down, estimate, evaluate, experiment, explain, focus, illustrate, infer, order, organize, out, outline, plan, point, prioritize, question, select, separate, subdivide, survey, test

Synthesis: adapt, anticipate, arrange, assemble, choose, collaborate, collect, combine, compile, compose, construct, create, design, develop, devise, express, facilitate, formulate, generalize, hypothesize, imagine, infer, integrate, intervene, invent, justify, make, manage, modify, negotiate, organize, originate, plan, prepare, produce, propose, rearrange, reorganize, report, revise, rewrite, role-play, schematize, simulate, solve, speculate, structure, substitute, support, synthesize, test, validate, write

Evaluation: appraise, argue, assess, choose, compare, conclude, consider, convince, criticize, critique, debate, decide, defend, discriminate, distinguish, editorialize, errors, estimate, evaluate, find, grade, judge, justify, measure, order, persuade, predict, rank, rate, recommend, reframe, score, select, summarize, support, test, weigh

Affective http://www.naacls.org/docs/announcement/writing-objectives.pdf

Receiving: Accept, Acknowledge, Attend (to), Follow, Listen, Meet, Observe, Receive

Responding: Agree, Allow, Answer, Ask, Assist, Attempt, Choose, Communicate, Comply, Conform, Cooperate, Demonstrate, Describe, Discuss, Display, Exhibit, Follow, Give, Help, Identify, Locate, Notify, Obey, Offer, Participate (in), Practice, Present, Read, Relay, Reply, Report, Respond, Select, Try

Valuing: Adopt, Aid, Care (for), Complete, Compliment, Contribute, Delay, Encourage, Endorse, Enforce, Evaluate, Expedite, Foster, Guide, Initiate, Interact, Join, Justify, Maintain, Monitor, Praise, Preserve, Propose, Query, React, Respect, Seek, Share, Study, Subscribe, Suggest, Support, Thank, Uphold

Organizing: Anticipate, Collaborate, Confer, Consider, Consult, Coordinate, Design, Direct, Establish, Facilitate, Follow through, Investigate, Judge, Lead, Manage, Modify, Organize, Oversee, Plan, Qualify, Recommend, Revise, Simplify, Specify, Submit, Synthesize, Test, Vary, Weigh

Characterization: Act, Administer, Advance, Advocate, Aid, Challenge, Change, Commit (to), Counsel, Criticize, Debate, Defend, Disagree, Dispute, Empathize, Endeavor, Enhance, Excuse, Forgive, Influence, Motivate, Negotiate, Object, Persevere, Persist, Praise, Profess, Promote, Promulgate, Question, Reject, Resolve, Seek, Serve, Solve, Strive, Tolerate, Volunteer (for)

Psychomotor http://courses.washington.edu/pharm439/Bloomstax.htm

Imitation, Manipulation, Precision, Articulation, Naturalization

Verbs: Absorb, Add, Adjust, Adsorb, Aliquot, Apply, Aspirate, Assemble, Balance, Bind, Blend, Build, Calculate, Calibrate, Centrifuge, Change, Choose, Classify, Clean, Collate, Collect, Combine, Confirm, Connect, Construct, Control, Cool, Correct, Count, Create, Crush, Cut, Decant, Demonstrate, Describe, Design, Dialyze, Differentiate, Dilute, Discard, Dismantle, Dispense, Dispose, Dissect, Dissolve, Drain, Draw, Dry, Elute, Employ, Estimate, Evacuate, Examine, Expel, Fasten, Fill, Filter, Fractionate, Frame, Freeze, Grade, Grasp, Grind, Group, Guide, Handle, Heat, Identify, Illustrate, Incubate, Inject, Input, Insert, Invert, Investigate, Isolate, Label, Localize, Locate, Lyse, Macerate, Maintain, Make, Maneuver, Manipulate, Mark, Measure, Mix, Moisten, Mount, Observe, Obtain, Open, Operate, Pack, Palpate, Participate, Perform, Pick, Pipet, Place, Plate, Plot, Position, Pour, Prepare, Press, Process, Produce, Program, Pull, Puncture, Push, Read, Record, Release, Remove, Replace, Retest, Rinse, Roll, Rotate, Save, Scan, Score, Screen, Seal, Select, Sensitize, Separate, Set, Sever, Shake, Sharpen, Ship, Siphon, Spin, Spread, Squeeze, Stain, Standardize, Start, Stick, Stir, Stop, Stopper, Store, Suspend, Take, Test, Thaw, Thread, Tilt, Time, Tip, Titrate, Touch, Transfer, Trim, Troubleshoot, Turn, Type, Use, Utilize, View, Warm, Wash, Watch, Weigh, Wipe, Withdraw, Wrap

Writing SLOs:
As a result of the program, students will be able to...
{action verb describing an observable behavior, skill, or attitude} (see list of action verbs)
{at a level of competency appropriate for the degree} (recommended; not required)
when given {context} (recommended; not required)

Evaluating SLOs:

___ Does the SLO specify what you intend students to demonstrate or produce?
SLOs should NOT be statements of what an instructor will do.

___ Does the SLO represent an outcome and NOT a process (e.g., participate in..., exposure to...)?

___ Does the outcome include a specific, measurable action verb?
Note: Not knowing how to measure the behavior does NOT necessarily mean the SLO is bad

___ Is the outcome clearly written? Would someone outside your discipline understand the SLO?

___ Is the outcome at a level appropriate for the degree? Do you have some higher-order SLOs?

___ Is the outcome attainable for students who complete your program?

___ Is the SLO relevant to your program?
Your list of SLOs should represent most of what you value and should align with your mission
Your SLOs should align with the curriculum and educational practices of your program
Your SLOs should be collaboratively authored and collectively accepted

___ Does the SLO align with outcome statements from professional organizations in your field?

___ (optional) Do SLOs reflect how your program is distinct from peers and competitors?

___ (optional) Do SLOs describe the context in which students demonstrate attainment?

___ (optional) Do SLOs specify criteria to determine if students meet expectations?

Recommendations that are usually stated as requirements:

1) SLOs should not be compound or bundled; the should represent a single behavior
e.g.: Persevere in modeling & solving (non-)routine problems, using appropriate resources strategically
Counter-argument: Some program-level outcomes may be complex and multidimensional
We're going to use multiple assessments to assess each outcome

2) SLOs should not impose restrictions on the type or number of assessments that can be used
e.g.: Students will score over 90% on a locally-developed exam
Counter-argument: A valid outcome might be passing a licensure or certification exam

3) Avoid vague verbs like understand, appreciate, know, be aware of, comprehend, show interest in, etc
e.g.: Appreciate the career and educational opportunities for mathematics majors
Counter-argument: If your choice of assessment defines these verbs, they can remain in SLOs

Degree Qualifications Profile

	Bachelor's Level	Master's Level
Specialized knowledge:	Defines and explains the boundaries and major sub-fields, styles, and/or practices of the field. Defines and properly uses the principal specialized terms used in the field, both historical and contemporaneous. Demonstrates fluency in the use of tools, technologies and methods common to the field. Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student's major field and at least one other field. Constructs a project related to a familiar but complex problem in his/her field of study by independently assembling, arranging and reformulating ideas, concepts, designs and/or techniques. Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.	Elucidates the major theories, research methods and approaches and/or schools of practice in his or her field; articulates their sour illustrates both their applications and their relationships to allied f Assesses the contributions of major figures (and/or organizations in his or her field, describes the major methodologies and/or pra her field; and implements at least two of them through projects, exhibits or performances. Articulates a full range of challenges involved in practicing the fie the lead- ing edges of the field; and delineates the current limits knowledge and/or practice in the field by independently initiatin arranging and reformulating ideas, concepts, designs and/or tec carrying out a project directed at a challenge in his or her field th conventional boundaries.
Integrative knowledge:	Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, and proposes a "best approach" to the question or challenge using evidence from those fields. Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields. Explains a contemporary or recurring challenge or problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and/or research in those disciplines can be brought to bear in addressing the challenge, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.	Articulates how his or her own field has developed in relation to c domains of inquiry and/or practice. Designs and executes an applied, investigative or creative work t the perspectives and/or methods of other fields, and assesses the gains and/or difficulties of including fields other than his or her o Articulates and defends the significance and implications of his o specialized work in terms of challenges, trends and/or developm or global context.
Analytic Inquiry:	Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.	Disaggregates, adapts, reformulates and employs principal ideas or methods at the forefront of his or her field of study in the conte or project.
Use of Info Resources:	Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources. Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.	Provides adequate evidence (through papers, projects, notebook files or catalogues) of contributing to, expanding, assessing and/ either a broadly recognized information resource or an informati his or her field of study.
Engaging diverse perspectives:	Constructs a cultural, political, or technological alternative vision of either the natural or human world, embodied in a written project, laboratory report, exhibit, performance, or community service design; defines the distinct patterns in this alternative vision; and explains how they differ from current realities.	Addresses a core issue in his/her field of study from the perspect different point in time, or a different culture, language, political o technological context, and explains how the alternative perspecti to results that depart from current norms, dominant cultural assu technologies – all demonstrated through a project, paper, or per

	Bachelor's Level	Master's Level
Quantitative fluency:	Translates verbal problems into mathematical algorithms and constructs valid mathematical arguments using the accepted symbolic system of mathematical reasoning. Constructs, as appropriate to his or her major field (or another field), accurate and relevant calculations, estimates, risk analyses or quantitative evaluations of public information and presents them in papers, projects or multi-media events.	Students who are not seeking a degree in a quantitatively based field employ and apply mathematical, formal logic and/or statistical tools to problems appropriate to their field in a project, paper or performance. Students seeking a degree in a quantitatively based or quantitatively relevant field articulate and/or undertake multiple appropriate applications of quantitative methods, concepts and theories within their field of study.
Comm. Fluency:	Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences. In a language other than English, and either orally or in writing, conducts an inquiry with a non-English-language source concerning information, conditions, technologies and/or practices in his or her major field. With one or more oral interlocutors or collaborators, advances an argument or designs an approach to resolving a social, personal or ethical dilemma.	Creates sustained, coherent arguments or explanations and reflections on his or her work or that of collaborators (if applicable) in two or more media or languages, to both general and specialized audiences.
Applied Learning:	Presents a discrete project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in work, community and/or research activities with knowledge acquired in one or more disciplines; explains in writing or an- other medium how those elements were combined in the product to shape its intended meaning or findings; and employs appropriate citations to demonstrate the relationship of the product to literature in its field. Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from such analysis. Completes a substantial field-based project related to his or her major course of study; seeks and employs insights from others in implementing the project; evaluates a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field; and describes the effects of learning outside the classroom on his or her research or practical skills.	Creates a discrete project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, and/or research activities with knowledge and/or skills gleaned from at least two academic disciplines in different segments of the curriculum (e.g., computer science and anthropology); fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s). Creates, designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge; articulates in writing or another medium the insights gained from the field experience; assesses, with appropriate citations, selected approaches and/or scholarly debates applicable to the problem; articulates a reasoned judgment on selected issues encountered in the field; and assesses his or her own standards for professional performance and continuing development with specific reference to the experience.
Civic Learning:	Explains diverse positions, including those of different cultural, economic and geo- graphic interests, on a contested issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship. Develops and justifies a position on a public issue and relates the position taken to alter- native views within the community/policy environment. Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.	Assesses and develops a position on a public policy question with significance in the student's own field, taking into account both scholarship and published positions and narratives of relevant interest groups.

Examples of SLOs from St. Ambrose programs:

- Does the SLO specify what you intend students to demonstrate or produce; not what instructors do?
  - To enhance knowledge of human resource issues facing organizations
  - Majors will be encouraged to develop communication skills essential to political participation
  - By the completion of the senior seminar, majors will have been encouraged and assisted to read primary philosophical texts
- Does the SLO represent an outcome and NOT a process (e.g., participate in..., exposure to...)?
  - Deftly read secondary sources
  - Each student will learn information about music theory and music history/literature that enhances their music-making and listening
  - Reflect on the relationship between theology and practice
  - Majors can competently participate in debates and dialogues concerning management issues
  - Each student will maximize their performance skills in their major applied area through ongoing study an performance as a soloist and in ensembles
- Does the outcome include a specific, measurable action verb?
  - Majors understand the origin of life and the process of evolution
  - Understand Business Concepts related to accounting, economics, finance, management and marketing
  - Demonstrates an understanding of the social construction of knowledge and understands the function of gender as a category of analysis
  - Demonstrate an understanding of literature by identifying, describing, and discussing a variety of periods genres, and works
  - An understanding of professional and ethical responsibility
  - A knowledge of contemporary issues
  - Demonstrate a breadth and depth of knowledge appropriate for a bachelor's degree in mathematics
  - Our graduates understand the fundamentals of business and how the pieces of their graduate education fit into the wider context of business
  - Students will develop an understanding and a connection to the value and elements of the proces theatre
  - Majors will read primary texts in political science to gain a basic understanding of important politic scholars, theories, philosophies, and models
  - The student will demonstrate understanding of the logic and method of statistical analysis in the examination of complex social problems
  - Appreciate the development of doctrine within the Christian tradition
  - Appreciate the career and educational opportunities for mathematics majors
  - Theoretical & practical knowledge in the 4 main areas of chemistry: analytical, inorganic, organic, p
  - Achieve competency of the medium and technical skill
- Is the outcome clearly written? Would someone outside your discipline understand the SLO?
  - Laboratory skills needed in the modern chemical laboratory
  - Demonstrate a variety of critical methods of Biblical interpretation
- Is the outcome at a level appropriate for the degree? Do you have some higher-order SLOs?
  - Identify cultural differences, similarities, and stereotypes
  - Identify the major regions of the world where the target language is spoken
- SLOs should not be compound or bundled; the should represent a single behavior
  - Persevere in modeling & solving (non-)routine problems, using appropriate resources strategically
- SLOs should not impose restrictions on the type or number of assessments that can be used
  - 100% passing 74% or higher on Nursing Process Paper

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

Assessment Plan Program: Name of degree or major program (e.g., B.A. in Assessment Studies)

	Student Learning Outcomes	Assessment Methods/Instruments	Quality	Who will be assessed?	Logistics	Schedule	Criteria (optional)
1	For instructions and tips, move your mouse to the column headings (near the black triangles)						
2							
3							

Assessment Plan: How can we determine the degree to which students attain each SLO? How can we ensure we obtain useful information?

Student Learning Outcomes: The knowledge, skills, attitudes, and values you intend students to attain as a result of your program.

Assessment Methods: A brief description of the methods and/or instruments that will be used to assess student performance for each SLO.

Quality: A brief description of how faculty in the program ensure some level of quality (consistency) for each assessment method.

Who will be assessed: Will this assessment be administered to all students in a class? all majors? a sample of majors in selected years?

Logistics: A brief explanation of how the assessment will be administered and how results will be analyzed and used. Who is responsible?

Schedule: When will this assessment be administered?

Criteria: If possible, provide a brief description of the criteria you will use to determine if students successfully attained the SLO.

Expectations:

Assessment Plans: All programs are expected to document assessment models that are feasible and will yield useful information. In addition to assessing the mastery of students nearing the end of the program, programs should also assess growth in student performance throughout the program.

Methods/Instruments:

Quantity: Assess each SLO using as many instruments as you need to confidently make inferences about student achievement.
At a minimum, programs are expected to assess each outcome using results from at least two instruments.
Most SLOs are statements of what we expect for students who complete our programs. Therefore, SLOs should be assessed near the end of the program. Because it's important to continually monitor student progress, programs are encouraged to assess student learning outcomes multiple times throughout a student's career.

Types: Programs should remain flexible and choose the types of assessments that will yield the most useful information. Guidelines:
1. Assessment instruments with documented evidence of quality are preferred to instruments with little/no available evidence of quality
2. Externally-benchmarked assessments should be used whenever possible to allow for external comparisons
3. Each SLO should be assessed by at least one direct assessment. This information may be supplemented by indirect measures.
   - Direct: Actual student products, performances, or behaviors that can be directly observed and evaluated
   - Indirect: Perceptions, opinions, or attitudes of students (or others) that indicate, rather than provide evidence of, student achievement

Indirect measures do provide useful information regarding student perceptions, satisfaction, and engagement.
Course grades typically represent many factors outside any one particular SLO. Because of this, grades or GPAs are usually not recommended as measures of student performance on program-level SLOs. Programs may use course grades if they can document evidence that course grades do represent student performance on any particular SLO (and do not include many other irrelevant factors). This could be the case if a course uses standards based assessment and grading.

Quality: Programs are expected to work to document and evaluate the quality of the instruments they use to assess each SLO.
How can you ensure consistency and quality in your chosen assessments?
1. Consult with other faculty within the program to ensure assessments align with the intended outcomes
2. Develop (or locate) a common rubric to ensure consistency in assessment across courses or instructors
3. When feasible, programs should use multiple faculty to evaluate (at least a sample of) student performance
4. When possible, programs should use an externally-benchmarked instrument

Who will be assessed: Will this assessment be administered to all students in a class? all majors? a sample of majors in selected years?

Schedule: Programs are expected to assess at least one SLO every year. All SLOs are expected to be assessed twice every 5 years.

Types of Direct Measures:

Direct Method	Description / Example	Benefits	Drawbacks
Licensure or Certification Exam		Allows for external benchmarking. Quality is documented by publisher. Scoring is handled externally	Test may not perfectly align with p information from the test may not enough to be useful
Standardized test	Nationally-normed, externally-developed tests. Examples: Major Field Tests, Peregrine, Collegiate Learning Assessment, ACT CAAP, ETS Proficiency Profile, GRE subject tests	Allows for external benchmarking. Quality is documented by publisher. Scoring is handled externally	Test content may not align with pr outcomes; students may not take seriously; tests can be expensive; may require time outside of class
Local program exam	Locally-developed exam administered to students outside of class. Example: Program writing exam	Exam can be designed to align perfectly with program SLOs	Students may not take the test ser does not contribute to a course g
Embedded exam or questions	Tests embedded within classes. Examples: Student pass rates on common MATH 171 final exam; Five questions on a Psychology exam scored by multiple faculty members	Embedded assessment systems take advantage of our day-to-day work; students typically motivated by course grade	Requires time to collaborate in de scoring exams; requires trust in sh assessment results
Embedded signature assignment	Faculty determine the one assignment in a particular class (or assignments with common key features across multiple classes) that best assesses the SLO. This assignment is designated the "signature assignment." Faculty collect and maintain results from this signature assignment each year. Example: Oral presentation in an engineering class.	Embedded assessment systems take advantage of our day-to-day work; students typically motivated by course grade; once established, signature assignments can be administered every semester with very little extra work	Requires time to collaborate in de scoring signature assignments; re sharing assessment results; studer performance may be based on a s assignment (how can we ensure t is high-quality?)
Embedded key assignment	Faculty decide to use a single assignment within a course to assess a SLO, but that assignment may vary from year-to-year or instructor-to-instructor. At the end of the semester, faculty synthesize results from these assignments.	Embedded assessment systems take advantage of our day-to-day work; students typically motivated by course grade	Student performance may be bas assignment that may vary in qualit from instructor-to-instructor; can r compared over time or across cla
Embedded standardized assignment	Students across multiple sections of a class (or multiple classes) are given the exact same assignment under the same conditions. Example: Students in sociology classes are asked to analyze and evaluate a case study. Faculty grade the assignments using a common rubric. Scores may count towards students' grades.	Embedded assessment systems take advantage of our day-to-day work; students typically motivated by course grade	Requires time to collaborate in de scoring standardized assignments trust in sharing assessment results performance may be based on a s assignment (how can we ensure t is high-quality?)
Embedded preponderance of evidence	Faculty consider all the work students do in a particular class and, at the end of the semester, rate student performance on the SLO based on all this evidence. Faculty maintain a list of the evidence they used to rate student performance. Example: At the end of the semester, an instructor found 4 students exceeded, 11 students met, and 5 students failed to meet expectations on the program SLO.	Embedded assessment systems take advantage of our day-to-day work; students typically motivated by course grade; student performance is assessed from multiple pieces of information	How can we ensure the ratings are the SLO and not extraneous factor

Direct Method	Description / Example	Benefits	Drawbacks
Grades (standards-based)	Grades can be used if they allow for "pure" measures of SLOs. If a course is designed to address a single SLO and grades are not based on extraneous factors (such as participation, attendance, or compliance), then grades may provide useful assessment data. Standards-based grading is one such system that ensures course grades only measure student performance on outcomes.	Students are motivated to perform their best on the outcomes; students are typically given multiple opportunities to demonstrate their achievement using multiple modes of assessment	Requires a change in classroom grading systems; students and faculty may be uncomfortable with standards-based grading
Portfolios	A collection of student work throughout the program, including written assignments, personal reflections, and self-assessments. Developmental portfolios typically include work completed early, middle, and late in the students' academic career so growth can be noted. Showcase portfolios include students' best work and aim to show the students' highest achievement level.	Provides a comprehensive view of individual student development over time; students feel more responsible for their learning and assessment; students can use portfolio when applying for employment or graduate school; online portfolios can simplify assessment process	Time consuming for both students and faculty; accommodations may be needed for transfer students or students who declare major late
Pre/Post tests	When used for program assessment, students take the pre-test as part of a required, introductory course. They take the post-test during their senior year, often in a required course or capstone course.	Provides a measure of student development over time	It's difficult to design pre- and post-tests that are comparable (or equate them to become comparable); pre-testing takes time
Employer or internship evaluations	Evaluation or rating of student performance in a work, internship, or service-learning experience by a qualified professional	Students may value evaluations by professionals outside SAU; faculty can learn what is expected by professionals outside SAU	Professionals may not take evaluation seriously; standards/criteria may vary widely from evaluator-to-evaluator
Capstone	Students produce a piece of work or several pieces that showcase their cumulative experiences in a program. The work(s) are evaluated by a pair of faculty members, a faculty team, or a team comprised of faculty and community members.	Students have the opportunity to integrate their learning; capstone tasks may be more authentic than other forms of assessment	Creating the capstone task (project) may be difficult; rubrics may be difficult to develop
Performance Tasks or Simulations	Instructors rate student performance on a task or simulation (can include evaluation of student discussion/participation using an observation checklist)	Performance tasks or simulations may be more authentic than other forms of assessment; can assess SLOs that otherwise cannot be assessed by tests or written papers	Students may believe evaluations are subjective; rubrics may be difficult to develop
Student publications or conference presentations	Students present their research to an audience outside their program. Faculty and/or external reviewers evaluate student performance	Students are given the opportunity to receive feedback from an external audience	Scheduling and evaluating presentations may be difficult

Indirect Method	Description / Example	Benefits	Drawbacks
Student surveys	Students self-report via a questionnaire (online, telephone, or paper) about their ability, attitudes, and/or satisfaction. Example: students answer questions about their information literacy competence via an online questionnaire.	Surveys can be administered to large groups at low cost; analysis of responses is typically straightforward; externally-developed surveys are available	Difficult to get good response perceptions do not necessaril reality; designing high-quality difficult
End of course evaluations	Students report their perceptions about the quality of a course, its instructor, and the classroom environment	Part of regular work-load	Does the data align with prog
Alumni surveys	Alumni report their perceptions via a questionnaire (online, telephone, or paper). Example: alumni answer questions during a telephone survey about the importance of particular program learning outcomes and whether they are pertinent to their current career or personal life.	Easy to administer to large groups at low-cost	Low response rates are typica difficult to locate
Employer surveys	Potential employers complete a survey in which they indicate the job skills they perceive are important for college graduates. Note: if the survey asks employers to directly evaluate the skills, knowledge, and values of new employees who graduated from SAU, the survey can be considered a direct method of evaluating students.	Easy to administer to large groups at low-cost	Low response rates are typica difficult to locate; privacy issu difficult to overcome
Interviews	Face-to-face, one-to-one discussions or question/answer session. E.g., A trained peer interviews seniors in a program to find out what courses and assignments they valued the most (and why).	Can provide in-depth information; anecdotes can be persuasive	Interviewing, transcribing, and results can be time consumin
Post graduation placement	The percent of students who found employment in a field related to the major/program within one year.	Employment and graduate study information may provide a direct measure of program SLOs	Difficult to locate alumni

Indirect Method	Description / Example	Benefits	Drawbacks
Focus groups	Face-to-face, one-to-many discussions or question/answer session. E.g., A graduate student lead a focus group of 4-5 undergraduate students who were enrolled in Foundations Symbolic Reasoning courses (e.g., Math 100). The graduate student asked the undergraduates to discuss their experiences in the course, including difficulties and successes.	Can provide in-depth information; anecdotes can be persuasive; the group dynamic may provide unique information	Interviewing, transcribing, and analyzing results can be time consuming
Course grades	Grade point averages or grades of students in a program.	Data are easy to collect	Nearly impossible to reach conclusions about the levels of student learning.
List of courses taken; skills developed	Students are asked to describe or list what they have learned. The descriptions are evaluated by faculty in the program and compared to the intended student learning outcomes. Example: After completing a service-learning project, students describe the most important things they learned through their participation in the project. Faculty evaluate how well the service-learning project contributed to the program outcomes.	Data are easy to collect; allows programs to see student perceptions	Retrospective self-reports may not be accurate; measures inputs, not outputs
Graduation/Retention rates	Percent of students who continue in or finish the program	Data are easy to collect	Graduation and retention are low-level outcomes
Time spent on program activities	Students' self reports on time spent on: co-curricular activities, homework, classroom active learning activities verses classroom lectures	Data are easy to collect; allows program to measure participation in activities	Participation does not necessarily mean students attained any particular SLO

Portfolio considerations:

Showcase: Emphasizes the products of learning - Students select and submit their best work.

Developmental: Emphasizes the process of learning - Students select and submit work that shows evidence of growth over time.

Reflective Essay: Included in either portfolio, students write reflective essays explaining the work and reflecting on how the collection demor accomplishments. They may also explain why particular examples were selected and describe changes in their knowlec attitude as a result of the program.

Scoring: Multiple faculty members, using a common rubric, score all (or a sample of) student portfolios.

Steps:

1. Determine the purpose of the portfolio and identify the SLOs to be addressed by the portfolio.
2. Identify key course assignments or co-curricular activities, including internships, that will align with the purpose of the portfolio.
3. Determine what (and how much) students will include in their portfolios. Do you want a showcase or developmental portfolio?
4. Locate/develop a rubric to evaluate the portfolio against its stated purpose and program SLOs. Share rubric with students.
5. Create instructions that will inform students how to select work for the portfolio, format it, reflect, and submit.
6. Decide when faculty will evaluate the portfolios and how results will be shared and used for improvement.

Data collection considerations: What type of data do you want to collect from your assessment activities? How do you want to use the data?

Student-level: Assessment results are collected and maintained for each student in the program.
Example: Joe Smith met expectations on SLO #1 in CLASS 101. He scored 4/5 on SLO #2 rubric in CLASS 202.
Advantages: Results can be analyzed in a variety of ways (individual growth, subgroup comparisons, based on course s
Drawbacks: It may be difficult to maintain assessment results for individual students

Course-level: Assessment results are collected and maintained at a class or section level. Results cannot be traced back to individual student
Example: Spring 2013, CLASS 101-A - 4 failed to meet, 7 approached, 9 met, and 3 exceeded expectations on SLO #3.
Advantages: Data collection is simplified; easy to synthesize results to the program level
Drawbacks: Limits the types of analyses that can be conducted

Cohort-level: Assessment results are collected and maintained for a cohort of students. Results may or may not be tied to individual student
Example: Our 2015 graduating class - 4 failed to meet, 7 approached, 29 met, and 8 exceeded expectations on SLO #3
a particular class, semester, or year)
Advantages: Results are easy to collect, synthesize, and maintain; results can be tied to curricular (or student) changes
Drawbacks: Programs must have at least a pseudo-cohort model

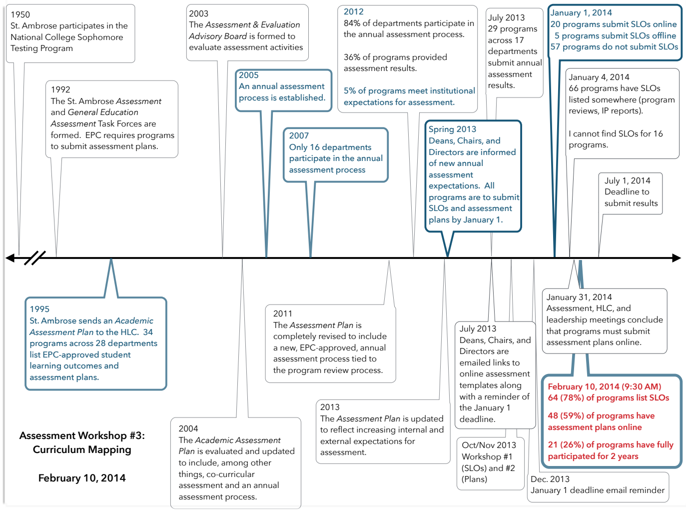
Program-level: Assessment results (from all or samples of students) are collected and maintained at a program-level.
Example: In 2013-14, our program had 10% of students fail to meet, 20% approach, 60% meet, 10% exceed expectatio
Advantages: Provides a single set of results to maintain; does not require all students to be assessed on each outcome
Drawbacks: Sampling student work can be tricky; scoring is typically done outside the classroom

Rubrics: Communicate (to students, faculty in the program, and the community) shared expectations for student performance

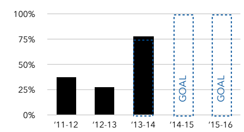
		Levels of Performance			
		Below Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Components of the SLO	Component A	These boxes would describe			
	Component B	observable student behaviors			
	Component C	associated with each level of performance			

	Below Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Duration	Fell asleep within 10 minutes	Stayed awake for 10-29 minutes	Stayed awake for entire workshop	Was so excited, didn't even sleep that night
Eyes	Eyes were closed longer than would be expected for a blink	Eyes were open, but eyelids were droopy	Appeared to be looking at handout or other participants most of the time	Except for blinking, maintained eye contact at all times
Engagement	Did not appear to pay attention; completed other work during workshop	Appeared to pay attention to most, but not all, of the workshop	Appeared to pay attention to the entire workshop	Asked questions for clarification or provided input

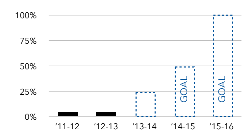
Sources of Rubrics:
Rubric Library (Waypoint Outcomes): http://rubriclibrary.com
AAC&U VALUE Rubrics: http://www.aacu.org/value/rubrics/index_p.cfm?CFID=36761167&CFTOKEN=78093204
Quality Rubrics: http://qualityrubrics.pbworks.com/w/page/992395/Home



Annual Assessment Goals



Percent of programs participating in the process



Percent of programs meeting all expectations

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

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.

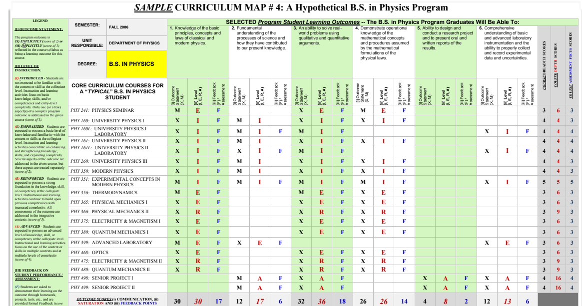
The most basic type of curriculum map…

	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



2010 SACS-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@nsu.edu), Alexei G. Matveev (agmatveev@nsu.edu), & Enrique G. Zapatero (egzapatero@nsu.edu) // Norfolk State University

	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
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Reflective Paper		IRB/ACUC Proposal	Reflective Paper			Capstone Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio
Project Management								
SLO 10: Interpersonal and team skills			Peer Review of Team Skills		Project Client Feedback		Peer Review of Team Skills	Capstone Portfolio
SLO 11: Self-regulation and metacognitive skills	Class Assignments & Exams			Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper		Capstone Portfolio

Center for University Teaching, Learning, and Assessment
http://uwf.edu/cutla/

Sample Curriculum Map (Assignments & Embedded Assessments)

Curriculum Mapping: A Roadmap for Curriculum Coherence and Student Achievement // Southern Connecticut State University // March 4, 2011

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

Levels of Program 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 course learning outcomes / assessment tasks related to the program outcomes (Biggs)	Student intellectual tasks in the context of the program outcome content domain (Knefelkamp)
Introduced (I)	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.	*Remembering*: Retrieve relevant knowledge from long-term memory by ○ Recognizing ○ Recalling	Understanding of the material related to the given program outcome is nominal ○ Identify ○ Recognize ○ Define ○ Paraphrase ○ Choose ○ Select ○ Calculate ○ Arrange ○ Find ○ Follow (simple) instructions	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.
Emphasized (E)	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.	*Understanding*: Construct meaning from instructional messages, including oral, written, and graphic communication by ○ Interpreting ○ Exemplifying ○ Classifying ○ Comparing ○ Inferring *Applying*: Carry out or use a procedure in a given situation by ○ Executing ○ Implementing	Understanding of the material related to the given program outcome as *knowing about* ○ Describe ○ Account for ○ Classify ○ Structure ○ Formulate ○ Execute ○ Solve ○ Prove ○ Do algorithm ○ Apply method	Can do compare-and-contrast tasks. Can see multiples – perspectives, parts, opinions, and evaluations. Perform basic analytic tasks. Use supportive evidence.
Reinforced (R)	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.	*Analyzing*: Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose by ○ Differentiating ○ Organizing ○ Attributing	Understanding of the material related to the given program outcome as *appreciating relationships*' ○ Analyze ○ Explain ○ Compare ○ Contrast ○ Integrate ○ Summarize ○ Design ○ Relate ○ Explain causes ○ Apply theory (to its domain)	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.
Advanced (A)	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.	*Evaluating*: Make judgments based on criteria and standards by ○ Checking ○ Critiquing	Understanding of the material related to the given program outcome as *'far transfer'*, that is the ability to generalize to novel situations, and as involving metacognition ○ Discuss ○ Assess ○ Evaluate ○ Theorize ○ Generalize ○ Hypothesize ○ Predict ○ Judge ○ Reflect ○ Transfer theory (to new domain)	Can evaluate, e.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.

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Curriculum Mapping: A Roadmap for Curriculum Coherence and Student Achievement
Southern Connecticut State University // March 4, 2011

GUIDE FOR ANALYSIS AND INTERPRETATION OF CURRICULUM MAPS

	Indicators	*Guiding Questions*	*Measures*
Outcomes Integration	**A1= Outcome Discourse**	How explicitly is each intended program outcome communicated to students in individual courses?	• Number of courses explicitly and implicitly reflecting the given program outcome on the syllabus (*"Outcome Communication"* score)
	A2= Outcome Coverage 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?	• Number of courses addressing each program outcome ("Outcome Scope" score) • Number of program outcomes addressed by each course (*"Course Breadth"* score)
	A3= Outcome Weight 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?	• Sum of I, E, R, A scores for the given program outcome (*"Outcome Saturation"* score) • Sum of I, E, R, A scores for the given course (*"Course Depth"* score)
	A4= Outcomes Assessment	a. How many assessment points for each program outcome are provided in the curriculum? b. Are students provided with diagnostic, formative, and summative feedback?	• Number of courses integrating assessment of the given program outcome (*"Outcome Feedback Points"* score) • Number of courses integrating assessment of the given program outcome at each level -- I (diagnostic feedback), E/R (formative feedback), and A (summative feedback) ("Developmental Assessment" score).
Alignment of Structural Components	**B1= Syllabus/Course Activities Alignment**	Do we teach what we tell students we will?	• 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
	B2=Course Sequence / Course Activities Alignment	a. Is each program outcome addressed at each developmental level of instruction? b. Does program course progression provide developmental scaffolding to students?	• Number of courses addressing a given program outcome at I level, E level, R level, and A level • 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)
	B3=Course Activities / Assessment Alignment	Do we teach what we assess? Do we assess what we teach?	• Ratio of the number of times a given program outcome was addressed in the curriculum to the number of times it was assessed
	B4= Syllabus/ Assessment Alignment	Do we assess what we tell students we will?	• 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.
	B5= Program Outcomes / Course Assessment Alignment	Do individual courses provide sufficient feedback to students on their achievement of program outcomes?	• Number of program outcomes assessment points in the given course ("*Course Assessment Focus*" score).
	B6= Program Outcomes /Course Syllabus Alignment	Do individual courses explicitly communicate program outcomes that will be addressed in the course?	• Number of times program outcomes were mentioned explicitly or implicitly in the syllabus of the given course

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Assessment Workshop #4: Reporting Results

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

Values: **Useful**, timely, efficient, feasible; meets internal/external needs; sustained by faculty; continuously improved

Process:
- Define what you intend students to gain as a result of the program — SLOs (Workshop #1)
- Determine the degree to which students attain what you intended — Assessment Plans (Workshop #2)
- Determine the impact of program activities on student development — Curriculum Maps (Workshop #3)
- Document and **use** evidence for improvement — Reporting Results (Workshop #4)

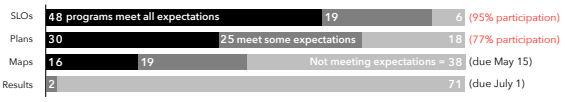
Goal: To develop a culture of learning
- Students and faculty are aware of the intended outcomes of their program(s)
- Students and faculty clearly see how their actions and activities contribute towards those outcomes
- Students and faculty use feedback to improve attainment of outcomes
- Assessment is intellectually stimulating, sustainable, and **useful**

Online assessment forms: https://drive.google.com

Upcoming Deadlines: May 15 = Curriculum Maps July 1 = Results from 2013-14 assessment activities

Questions, Advice, Help: thiessenbradleya@sau.edu Ambrose Hall 430 x6160

Status (as of 4/11/14): Out of 73 major degree and certificate programs



Improvements (as of 4/11/14):

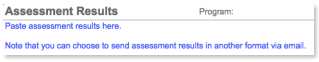
SLOs: 66 (90%) have student-focused SLOs (not "students will be encouraged to…")
58 (79%) have appropriate SLOs (represent breadth/depth of degree)
53 (73%) have measurable SLOs (specific enough to be assessed)
(Limit the frequency of SLO revisions)

Plans: 51 (70%) have at least one direct measure per SLO
43 (59%) have provided some assurance of quality
41 (56%) have schedules that will assess each SLO twice every 5 years
40 (55%) have at least two assessments per SLO

26 of our 73 programs (36%) are meeting all our expectations for SLOs and assessment plans

Reporting Results

Your **SLOs** define what you intended students to gain as a result of your program
Your **PLAN** allows you to determine the degree to which students attain what your intended
Your **MAP** allows you to investigate the impact of program activities on student development
Your **RESULTS** allow you to document attainment of outcomes, highlight successes, and plan improvements
- Keep the results section brief
- Report results in relation to the SLO
- Report results in the format that is most useful for your program
- You do not need to keep samples of student work, but they may be useful for calibration (anchors)
- You will want to keep raw scores, if possible, for future comparisons
- Successes to highlight: Better alignment of curriculum & outcomes — Creation of rubrics; High levels of student attainment — Development of criteria



Possible outline of assessment results report:
1. Goal: To determine the level at which students were able to… (SLO)
2. Methodology
   - What assessment instrument/method was used
   - Who was assessed (type(s) of students, sample size, response rate)
   - When the assessment was administered
   - How the assessment was scored (include copy of rubric, if applicable)
3. Summary of results
   - How many students met your expectations? How many students scored in each category on the rubric?
   - Relative strengths/weaknesses; Differences among different types of students (majors vs non-majors)
   - Do you notice any trends? Consider prior findings and synthesize results from multiple assessments
   - Can you attribute student performance to any particular aspect of your program?
   - Do not identify individual students
4. Address the goal. At what level are students able to attain your SLO? (interpret your results)
5. Intended or recommended use(s) of assessment results
   - Based on our findings…
     - Curriculum-related (modify curriculum/pedagogy, prerequisites, course sequence)
     - Resource-related (train faculty, add instructional resources)
     - Process-related (revise admissions criteria, advising processes)
6. Evaluation of assessment process
   - Did the assessment provide useful data? How can the assessment be improved?
   - Does the SLO represent what's important to faculty within the program? Is the SLO clear?
   - Would you like to do some follow-up assessment on this SLO?

Another possible outline of assessment results report:
1. How do your faculty define a "successful" student on this SLO (in relation to the assessment method used)?
2. How satisfied are you with your evidence of student success?
3. What are you going to do about unsatisfactory results?

Results are meant to improve student learning and inform planning

The message:

If assessment is not useful – if it feels like paperwork – you're doing it wrong. Stop & let me help you do it differently.

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

Values: Useful, timely, efficient; meets internal/external needs; sustained by faculty; continuously improved

Goal: To develop a culture of learning:
- Students and faculty are aware of the intended outcomes of their program(s)
- Students and faculty clearly see how their actions and activities contribute towards those outcomes
- Students and faculty use feedback to improve attainment of outcomes
- Assessment is intellectually stimulating, sustainable, and useful

The process and support:

Process:
- Define what you intend students to gain as a result of the program — SLOs (Workshop #1, 10/21)
- Determine degree to which students attain what you intended — Assessment Plans (Workshop #2, 11/18)
- Determine impact of program activities on student development — Curriculum Maps (Workshop #3, 2/10)
- Document and use evidence for improvement — Reporting Results (Workshop #4, 4/14)

I've attached copies of some of the workshop materials

The forms and deadlines:

Online assessment forms: https://drive.google.com — Deans have access to view and comment on all forms

Components: Assessment Plans (outcomes, methods, logistics, schedule; quality of assessment methods)
Curriculum Maps (aligning intended outcomes with intended curriculum)
Results (blank page; programs are free to email results to me)
Rubric (Expectations for outcomes, plans, curriculum maps, and results)
Feedback (Blank page for feedback)

Deadlines: January 1, 2014: Assessment Plans (outcomes, assessment methods, logistics)
May 15, 2014: Curriculum Maps
July 1 of every year: Results from assessment activities

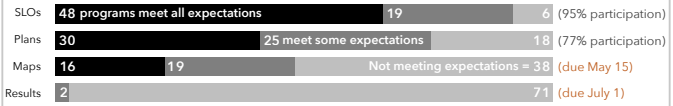
Our progress: Out of 73 degree/certificate programs… (Secondary education programs are included in discipline or TEP)

- 28 (38%) submitted assessment results in both 2012 and 2013
- 56 (77%) submitted SLOs and assessment plans in 2014
- 26 (36%) submitted SLOs and assessment plans in 2014 that meet our institutional expectations

Biology	Philosophy	Economics	M. Educ. Admin.
Chemistry (BA, BS)	Psychology (BA)	Finance	M. Educ Teaching
Computer & Network Invest.	Theology	MBA & DBA	MOT
Computer Science	Women & Gender Std	Human Perf & Fitness	Orthopaedic Cert
Computer Network Admin	M.A. Criminal Justice	BSN	PA
Music & Music Teaching	Accounting	DPT	Teacher Ed.

Underline = Already completed curriculum map, too

Areas for improvement: Out of 73 degree/certificate programs…



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40 (55%) have at least two assessments per SLO

Focus your efforts:

See list of programs within each College.

SLOs: Some programs have no ownership of their outcomes (frequent changes, generic outcomes)

Student Learning Outcomes		
1 Develop and apply the knowledge and skills for competency in his/her field of study.	1 Knowledge base	1 Majors will read primary texts in political science to gain a basic understanding of important political scholars, theories, philosophies, and models.
2 Assess, organize, manage, instruct and evaluate programs in his/her filed of study.	2 Independent and critical thought	2 Majors are required to write critically and analytically about political science literature.
3 Develop and utilize discipline-related data collection and analysis, and listening writing and speaking skills.	3 Application of skills.	3 Majors will be encouraged to develop communication skills essential to political participation.
	4 Communication and Collaboration.	4 On the basis of their familiarity with the discipline, majors should become more reflective individuals able to more fully evaluate their own value systems, ethics, and morals within the context of political thought, generally, and their career choices, specifically.
	5 Career Path knowledge	

Plans: Many programs are using "rubrics" with no explanation. Do these rubrics exist?
This year's goal is to get participation. Next year, I'll begin to focus more on quality of assessment.

Results: The workshop materials outline some possible results reports. I just don't want results like…

Assessment Results

SLO 1	Students have tended to focus on certain theories and are weaker in others. Adjusting methods in 501, 512 and 716.
SLO 2	We are on the right track and will persist and improve in these areas.
SLO 3	We do see, not unexpectedly, that the younger students with less work experience are less confident. Looking for ways to get them more experiences inside of the program by connecting in classes with outside organizations.

Participation in the Annual Assessment Process: 2011-12 and 2012-13

The 2011-12 and 2012-13 annual assessment process focused on assessment activities at the departmental-level. This was, in part, because the authority for annual assessment requirements came from EPC which required departmental-level program reviews. Now that EPC guidelines will begin to require program-level reviews, the annual assessment process will also be required for all major and degree programs beginning in 2013-14.

Based on evaluations from the Assessment & Evaluation Committee, we've established the following baseline data demonstrating our institutional capacity for academic program assessment:

Baseline Data: Departmental Participation

2011-13: 84% of academic departments participated in at least some of the process
2011-13: 8% of academic departments met all our expectations for assessment

2011-12: 62% of academic departments provided assessment results
2012-13: 47% of academic departments provided assessment results

Baseline Data: Participation of Major and Degree Programs*

2011-13: 38% of non-externally-accredited programs met at least some of our institutional expectations for assessment
2011-13: 46% of all major and degree programs met at least some of our institutional expectations

2011-12: 36% of major and degree programs provided assessment results
2012-13: 28% of major and degree programs provided assessment results

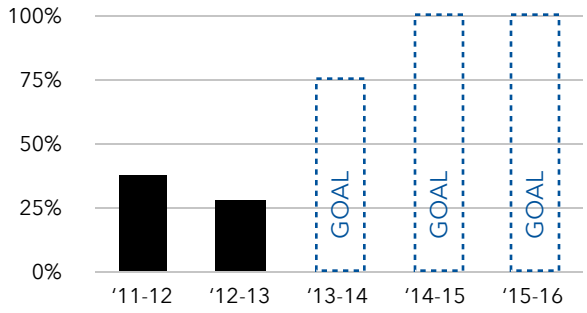
2011-13: 5% of non-externally-accredited major and degree programs meet all institutional expectations for assessment
(Biology, B.A. in Chemistry, Computer Science, Math Education, Women's Studies)

The following page summarizes the evaluation of each academic program's annual assessment reports for 2011-12 and 2012-13. The green boxes (signifying academic programs who met our institutional expectations in an area of assessment) and black boxes (signifying programs who did not participate in part of the process) demonstrate our need to improve academic program assessment at St. Ambrose.

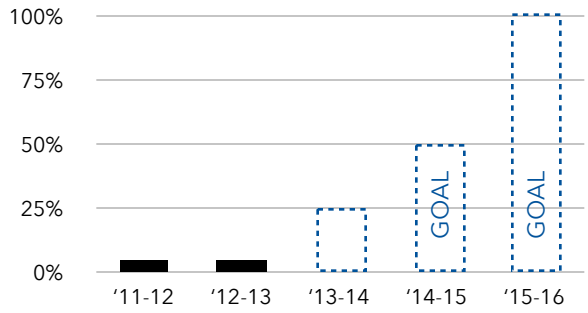
* Even though the annual assessment form asked for program-level assessment, that was not stressed to departments. Many departments assumed they could report departmental-level assessment as they had done as part of the program review process.

Goals

By July 2015, our goal is to have 100% of major and degree programs fully participate in the annual assessment process.
By July 2016, our goal is to have 100% of major and degree programs meet all institutional expectations for assessment.



Percent of programs participating in the process



Percent of programs meeting all expectations

College	Major/Degree	Information	SLOs	Number	Quality	Schedule	2012 results	2013 Results
CAS	Art							
CAS	Book arts							
CAS	Art: Graphic Design							
CAS	Art: Painting							
CAS	Biology							
CAS	Chemistry - BS							
CAS	Chemistry - BA							
CAS	Chemistry - Criminalistics							
CAS	Chemistry - teaching							
CAS	Computer and Network Investigations							
CAS	Computer Science							
CAS	Computer Network Administration							
CAS	Elected Studies (main campus, non-ACCEL)							
CAS	Engineering - Industrial							
CAS	Engineering - Mechanical							
CAS	English							
CAS	English - Writing							
CAS	History							
CAS	International Studies							
CAS	Mathematics							
CAS	Secondary Mathematics Education							
CAS	Modern Languages and Cultures - French							
CAS	Modern Languages and Cultures - Spanish							
CAS	Music							
CAS	Philosophy							
CAS	Political Science							
CAS	Psychology - BA							
CAS	Psychology - Behavioral Neuroscience							
CAS	Psychology - BS							
CAS	Psychology - Forensic Psychology							
CAS	Psychology - Teaching							
CAS	Sociology and Criminal Justice - Criminal Justice							
CAS	Sociology and Criminal Justice - Sociology							
CAS	Theater							
CAS	Theology							
CAS	Women's Studies							
CAS	Master of Criminal Justice							
CAS	Master of Pastoral Theology							
CAS	Master of Pastoral Theology Deacon							
CAS	Master of Science in Infromation Technology Management							
COB	Accounting							
COB	Accounting - International							
COB	Applied Management Studies (BAMS) (main campus)							
COB	Business - Economics							
COB	Business - Finance							
COB	Business - General							
COB	Business - International							
COB	Business - Management							
COB	Communication - Journalism							
COB	Communication - Media Studies							
COB	Communication - PR and Strategic Communication							
COB	Communication - Radio/TV							
COB	Doctor of Business Administration							
COB	Master of Accounting							
COB	Master of Business Administration							
COB	Master of Finance							
COB	Master of Organizational Leadership							
ACCEL	Applied Management Studies - ACCEL (BAMS)							
ACCEL	Business Administration - ACCEL (BBA)							
ACCEL	Business Administration in Accounting - ACCEL (BAA)							
ACCEL	Elected Studies - ACCEL (BES)							
ACCEL	Special Studies - ACCEL (BSS)							
CHHS	Early Childhood & Elementary Education							
CHHS	Art: Education/Teaching							
CHHS	Business - Economics Teaching							
CHHS	Business-All Teaching							
CHHS	English - Teaching							
CHHS	General Science - teaching							
CHHS	History - Teaching							
CHHS	KIN - Exercise Science							
CHHS	KIN - General Physical Education							
CHHS	KIN - Human Performance and Fitness							
CHHS	KIN - Physical Education - Teaching							
CHHS	KIN - Sport Management							
CHHS	Mathematics - Teaching							
CHHS	Modern Languages and Cultures - Spanish - Teaching							
CHHS	Music - Teaching - General and Vocal, k-12, and Instrumental							
CHHS	Nursing - RN-to-BSN - ACCEL							
CHHS	Political Science - Teaching American Government							
CHHS	Sociology and Criminal Justice - Sociology Teaching							
CHHS	Theater - Speech and Theater teaching							
CHHS	Master of Science in Nursing Administration							
CHHS	Doctor of Physical Therapy							
CHHS	Master of Education in Educational Administration							
CHHS	Master of Education in Teaching							
CHHS	Master of Occupational Therapy							
CHHS	Master of Physician Assistant							
CHHS	Master of Social Work							
CHHS	Master of Speech-Language Pathology							

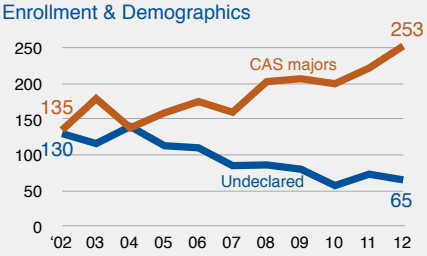
Green = met expectations; yellow = approached expectations; red = did not meet expectations; black = did not participate; grey = externally accredited program

Incoming First-Year Student Reports

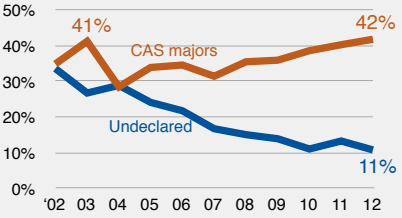
These reports were shared with each College during the summer of 2012.

College of Arts & Sciences – Incoming Undergraduate Student Profile

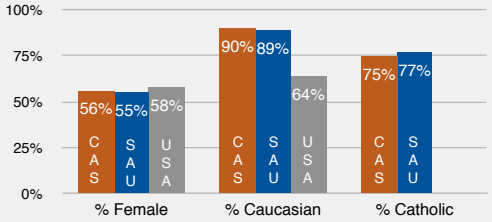
Enrollment & Demographics



Freshmen declaring CAS majors

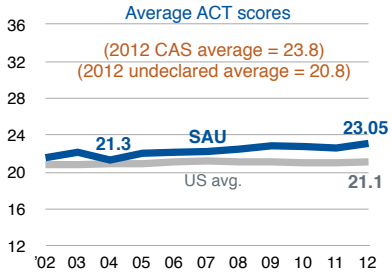


CAS majors as a percentage of the total incoming class



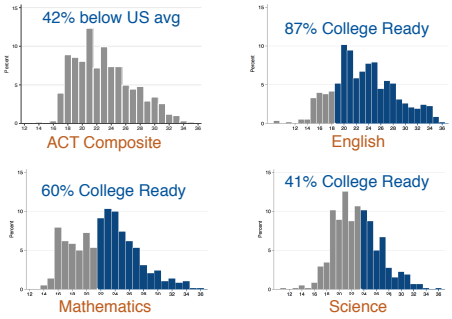
Demographics - CAS, SAU, National Avg.

Academic Preparation

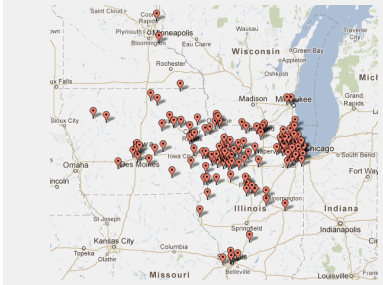


The academic preparation of our average freshman has increased over time...

2012 Freshmen ACT Distributions

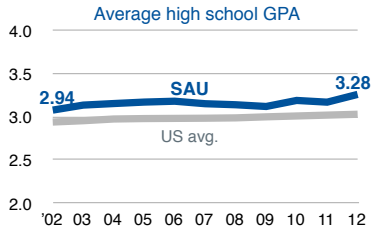


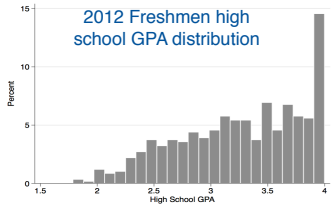
but our students still have a wide range of academic backgrounds

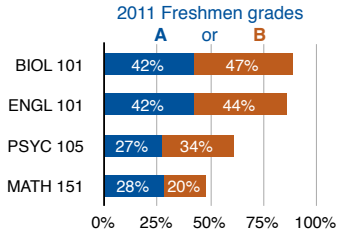


Hometowns of declared CAS majors

Only 4% of ACT institutions have freshmen with higher GPAs

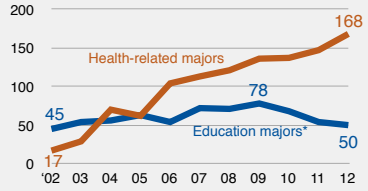






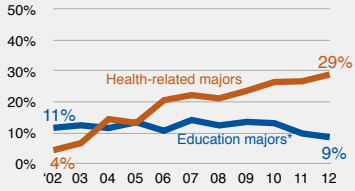
College of Health & Human Services – Incoming Undergraduate Student Profile

Enrollment & Demographics

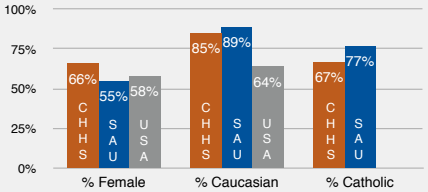


Freshmen declaring CHHS majors

*Includes secondary education majors

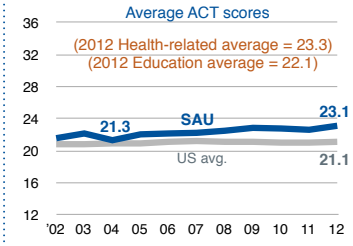


CHHS majors as a percentage of the total incoming class

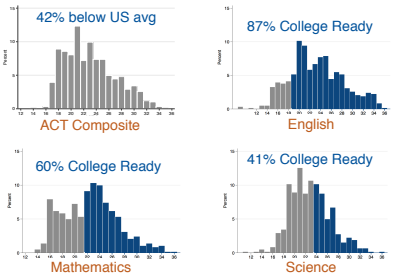


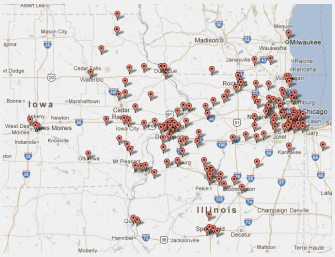
Demographics - CHHS, SAU, National Avg.

Academic Preparation



2012 Freshmen ACT Distributions



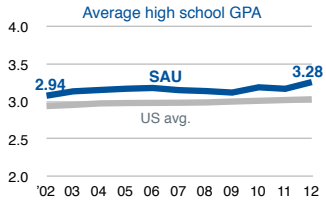


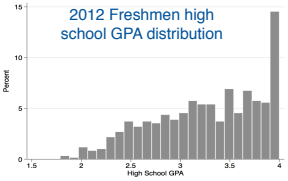
Hometowns of declared CHHS majors

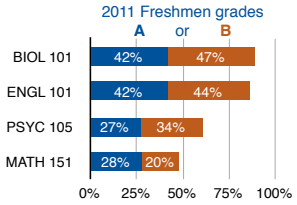
The academic preparation of our average freshman has increased over time...

...but our students still have a wide range of academic backgrounds

Only 4% of ACT institutions have freshmen with higher GPAs

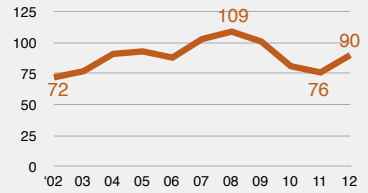




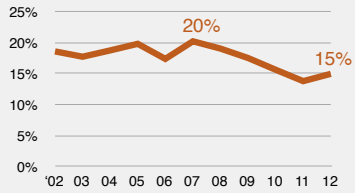


College of Business - Incoming Undergraduate Student Profile

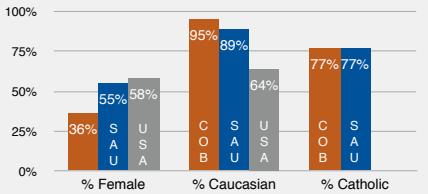
Enrollment & Demographics



Freshmen declaring COB majors

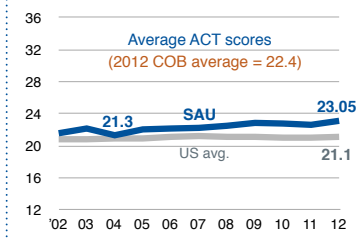


Recently, COB majors represent less of the incoming class

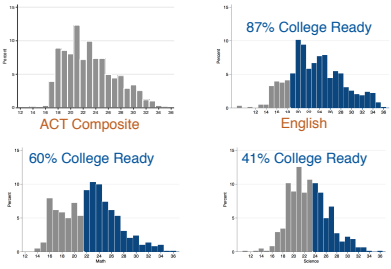


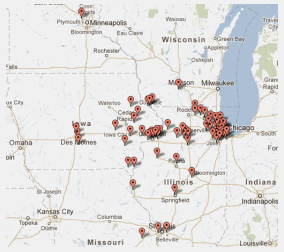
Demographics - COB, SAU, National Avg.

Academic Preparation



2012 Freshmen ACT Distributions





Hometowns of declared COB majors

The academic preparation of our average freshman has increased over time...

... but our students still have a wide range of academic backgrounds

40+% of our freshmen earn GPAs above 3.00 at SAU