

## Current assessment requirements & processes

### Overview

- Program review = program evaluation
  - Evaluation = The collection, analysis, & use of information to answer questions about program policies/practices/outcomes to improve effectiveness & efficiency.
  - Assessment = The collection, analysis, & use of information to benchmark and improve student learning
  - Evaluation = assessment + other stuff
    - Other stuff includes sustainability information (Delaware Study, enrollment, resources) and compliance with regulations (credit hour policy, syllabi policies)
- Why assess?
  - Our mission, focused on student development, demands we investigate the extent to which learning occurs and the degree to which our activities contribute.
  - HLC (4 assumed practices, 6 core components under 3 criteria)
- Assessment at St. Ambrose
  - Purpose: To provide useful feedback to students, faculty, and external stakeholders to benchmark and improve institutional effectiveness.
  - 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 (Student Learning Outcomes)
    - Determine the degree to which students attain what you intended (Assessment Plans)
    - Determine the impact of program activities on student development (Curriculum Maps)
    - Document and use evidence for improvement (Assessment Results)
  - Goal: To develop a culture of learning in which students and faculty are aware of...
    - General Education and program student learning outcomes
    - How their activities are contributing to student development
    - What St. Ambrose is doing to improve student learning
    - Assessment is intellectually stimulating, sustainable, and useful

### Annual Assessment Process

- Components and expectations
  - SLOs
    - Clear statements of the knowledge, skills, attitudes, and values we intend students to gain and demonstrate as a result of the program
    - Student-focused? Measurable? Appropriate?
  - Assessment Plan
    - How will programs collect, analyze, and use information to improve student learning?
    - Multiple measures? Direct measures? Evidence of quality? Schedule?
  - Curriculum Map
    - Communicate how curricular requirements are designed to contribute to student learning
    - Completed?
  - Assessment Results
    - Due July 1st each year
    - Aligned with SLO? Interpretation and use?
  - Rubric/feedback
    - EPC members will get access to read these files (don't worry about deleting it or changing anything)

drive.google.com

EPC members who log-in to their Google Drive will see folders for each College.

Clicking a folder will show assessment forms for each program in that College.

## 2013-14 Annual Assessment

My Drive > 2013-14 Annual Assessment

TITLE
ACCEL Shared
Arts & Sciences Shared
Business Shared
Health & Human Services Shared

My Drive > 2013-14 Annual Assessment > Health & Human Services

TITLE	OWNER	LAST MODIFIED
BSN Shared	Bradley Thiessen	11:06 am Juleann Miller
Master of Education in Educational Administration Shared	Bradley Thiessen	Aug 6 me
Teacher Education Shared	Bradley Thiessen	Aug 4 Rosa Tikens
Orthopaedic Residency Certificate Shared	Bradley Thiessen	Jul 29 Michael Puthoff
Master of Occupational Therapy Shared	me	Jul 23 me
Doctor of Physical Therapy Shared	Bradley Thiessen	Jul 18 Michael Puthoff
Master of Speech-Language Pathology Shared	Bradley Thiessen	Jun 29 Elisa Huff
Master of Social Work Shared	Bradley Thiessen	May 21 me
Master of Education in Teaching Shared	Bradley Thiessen	May 16 me
Kinesiology - Exercise Science Shared	Bradley Thiessen	May 13 me
Kinesiology - General Physical Education Shared	Bradley Thiessen	May 12 Suzanne Wiese
Kinesiology - Human Performance & Fitness Shared	Bradley Thiessen	May 12 Suzanne Wiese
Kinesiology - Sport Management Shared	Bradley Thiessen	May 12 Suzanne Wiese
Kinesiology - Physical Education Teaching Shared	Bradley Thiessen	May 12 Suzanne Wiese
Master of Physician Assistant Shared	Bradley Thiessen	May 8 me
OTD Shared	me	Feb 10 me
X -- Assessment on BSN form -- RN-to-BSN Shared	Bradley Thiessen	8/2/13 me

## Each form consists of 7 sections:

1. Cover (instructions)
2. Program Info (basic info)
3. Plan (outcomes, assessments, schedule, logistics, quality evidence)
4. Map (curriculum map)
5. Results (from assessment)
6. Rubric (to evaluate assessment plans)
7. Feedback (to programs)

### 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  
thiessenbradley@sau.edu

Cover - Program Info - Plan - Copy of Map - Results - Rubric - Feedback

### Program Information

Department: **Education**  
Program: **Master of Education in Teaching**  
Chair/Director: **Maggie Woods**  
Assessment contact: **Maggie Woods**  
Date of next EPC review: **Fall 2014**  
Name of external accrediting body, if applicable:

### Assessment Plan

Program: Master of Education in Teaching						
Student Learning Outcomes	Assessment Methods/Instruments	Quality	Who will be assessed?	Logistics	Schedule	Criteria (optional)
1 Based on the 5 Core Propositions of the National Board for Professional Teaching Standards, students will articulate an understanding of the characteristics of contemporary students, the qualities teachers must possess in order to be successful with these students, and the political issues affecting education.	Discussion, Reflection papers, Final Exam	Common Rubric	all students	Synchronous online via Edmodo, online via Blackboard, email	Every spring semester	
2 Based on the 5 Core Propositions of the National	Template Creation	Common Rubric	all students	Synchronous online via	Every spring semester	

### Curriculum Map

Program: Master of Education in Teaching						
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	
EDUC 601	Level addressed 2 Level assessed 3 Instrument papers, discussion, exam					
EDUC 602	Level addressed Level assessed		2 3 Discussion, presentation, papers, final exam			
EDUC 603	Level addressed Level assessed Instrument Level addressed			Papers Portfolio	3 3 3	

### Assessment Results

Program: Master of Education in Teaching	
2014 Results	
SLO #1	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #2	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #3	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #5 Portfolio	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #5 Research	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
Rubrics	
SLO #1	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #2	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #3	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #5	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>
SLO #5 Questions	<a href="https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG">https://drive.google.com/file/d/0B0jpCT0AG0Y9RHFrG</a>

### 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 intended 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)	
0 = Below (outcomes are not clear and/or not student-focused; outcomes are actually processes/activities)		A curriculum map demonstrates how courses align with (and contribute to) the assessment of program outcomes. Example: Given a description of a student with a particular disability, students identify 3+ ways to differentiate instruction.
SLOs, Program student		

Feedback from the Assessment & Evaluation Advisory Committee

The Assessment & Evaluation Committee may use this page to provide feedback.

- Support
  - Workshops (materials available upon request)
    - Student Learning Outcomes <– **October 2013 workshop = overview, how to develop/write/evaluate outcomes, examples, action verbs, DQP**
    - Assessment Plans <– **November 2013 workshop = definitions, expectations, 26 assessment methods (+/-), portfolio/rubric development**
    - Curriculum Maps <– **February 2014 workshop = HLC assessment requirements, sample curriculum maps, expectations**
    - Assessment Results <– **April 2014 workshop = update on participation, possible outlines of results reports, expectations**
  - Individualized help
    - 58 programs made direct contact with me via meetings, email, phone calls
  - Contact with Deans
    - Deans were updated on participation throughout the process. I met with the academic Deans at the end of the semester.
  - Hand-holding
    - Tracy and I entered information into online forms for 14 programs
    - I uploaded 40 files and added links to assessment results sections

### Annual Assessment Results

- Show evaluation form
  - 2012 = 40 programs (56%) submitted something
  - 2013 = 30 programs (42%) submitted something
  - 2014 = 69 programs (96%) submitted something
    - 29 programs (40%) submitted SLOs, assessment plans, curriculum maps, and results
    - 16 programs (22%) met all our institutional expectations for assessment
- Of the 16 major programs up for review this year...
  - 5 met all our expectations
  - 2 more fully participated in the process
  - 4 more have done more than half of what was required
  - 5 have done less than half of what was required

### What to look for...

- All programs **must** have at least one year's worth of assessment results. They should have at least 8 years of results (5 years of results for their program reviews).
- All programs **must** meet our expectations for SLOs, plans, maps, and results
  - **What do we do with programs that do not meet these requirements?**
- Look for a meaningful reflection on assessment results
  - Results need to be used. If it's not used; it's not assessment
- Look that all proposed curricular changes are aligned with assessment results
  - What about resource changes?
- You should be able to determine...
  - The knowledge, skills, and attitudes of students finishing the program (SLOs)
  - How the program has been designed to contribute to student development in each SLO (map)
  - How the program measures and uses information about student learning (plan)
  - How the program plans to improve student learning (results)
- For programs meeting our expectations...
  - How are students given feedback?
  - Do program-level SLOs appear on course syllabi?

Next Review	2012 Results	2013 Results	2014 SLOs	2014 Plan	2014 Map	2014 Results	full form	meets expect.	Score 0-10
10/28 Philosophy	●	●	●	●	●	●	●	●	8
2/10 Criminal Justice	●	●	●	●	●	●	●	●	9
2/10 Sociology	●	●	●	●	●	●	●	●	9
2/10 Master of Criminal Justice	●	●	●	●	●	●	●	●	10
2/24 Marketing	●	●	●	●	●	●	●	●	4
3/11 Engineering - Industrial	●	●	●	●	●	●	●	●	5
3/11 Engineering - Mechanical	●	●	●	●	●	●	●	●	5
3/24 Psychology - BA	●	●	●	●	●	●	●	●	8
3/24 Psychology - Behavioral Neuroscience	●	●	●	●	●	●	●	●	5
3/24 Psychology - BS	●	●	●	●	●	●	●	●	5
3/24 Psychology - Forensic Psychology	●	●	●	●	●	●	●	●	6
4/14 Master of Education in Teaching	●	●	●	●	●	●	●	●	10
4/28 Computer and Network Investigations	●	●	●	●	●	●	●	●	8
4/28 Computer Science	●	●	●	●	●	●	●	●	8
4/28 Computer Network Administration	●	●	●	●	●	●	●	●	8
4/28 MS - Info Tech Management	●	●	●	●	●	●	●	●	6
2015-16									
Accounting	●	●	●	●	●	●	●	●	10
Accounting - International	●	●	●	●	●	●	●	●	0
Art History	●	●	●	●	●	●	●	●	7
BAMS	●	●	●	●	●	●	●	●	2
French	●	●	●	●	●	●	●	●	2
History	●	●	●	●	●	●	●	●	3
Integrated Studies (BAIS)	●	●	●	●	●	●	●	●	0
International Business	●	●	●	●	●	●	●	●	7
KIN - Exercise Science	●	●	●	●	●	●	●	●	2
KIN - General Physical Education	●	●	●	●	●	●	●	●	2
KIN - Human Performance and Fitness	●	●	●	●	●	●	●	●	8
KIN - Physical Education - Teaching	●	●	●	●	●	●	●	●	2
KIN - Sport Management	●	●	●	●	●	●	●	●	2
Managerial Studies	●	●	●	●	●	●	●	●	9
Master of Accounting	●	●	●	●	●	●	●	●	9
Master of Business Administration	●	●	●	●	●	●	●	●	9
Master of Occupational Therapy	●	●	●	●	●	●	●	●	10
Master of Organizational Leadership	●	●	●	●	●	●	●	●	4
Music	●	●	●	●	●	●	●	●	7
Music - Teaching	●	●	●	●	●	●	●	●	7
Nursing (BSN and RN-BSN)	●	●	●	●	●	●	●	●	8
Organizational Management Certificate	●	●	●	●	●	●	●	●	2
Spanish	●	●	●	●	●	●	●	●	2
Spanish Education	●	●	●	●	●	●	●	●	2
Teacher Education	●	●	●	●	●	●	●	●	10
Theater	●	●	●	●	●	●	●	●	7

Program Academic Review?	2012 Results	2013 Results	2014 SLOs	2014 Plan	2014 Map	2014 Results	full form	meets expect.	Score 0-10
2016-17 Chemistry - BA	●	●	●	●	●	●	●	●	9
Chemistry - BS	●	●	●	●	●	●	●	●	9
Doctor of Physical Therapy	●	●	●	●	●	●	●	●	10
International Studies	●	●	●	●	●	●	●	●	3
Master of Education in Ed Administration	●	●	●	●	●	●	●	●	8
Master of Finance	●	●	●	●	●	●	●	●	9
Master of Pastoral Theology	●	●	●	●	●	●	●	●	7
Mathematics	●	●	●	●	●	●	●	●	8
Orthopaedic Residency Certificate	●	●	●	●	●	●	●	●	8
2017-18									
Business Administration - ACCEL (BBA)	●	●	●	●	●	●	●	●	8
Doctor of Business Administration	●	●	●	●	●	●	●	●	10
Economics	●	●	●	●	●	●	●	●	10
Finance	●	●	●	●	●	●	●	●	10
Master of Physician Assistant	●	●	●	●	●	●	●	●	8
Master of Social Work	●	●	●	●	●	●	●	●	4
Political Science	●	●	●	●	●	●	●	●	1
2018-19									
Biology	●	●	●	●	●	●	●	●	10
Communication - Multimedia Journalism	●	●	●	●	●	●	●	●	3
Communication - PR & Strategic Comm	●	●	●	●	●	●	●	●	6
Communication - Radio/TV	●	●	●	●	●	●	●	●	5
English	●	●	●	●	●	●	●	●	3
English - Writing	●	●	●	●	●	●	●	●	5
Master of Speech-Language Pathology	●	●	●	●	●	●	●	●	9
Theology	●	●	●	●	●	●	●	●	10
Women & Gender Studies	●	●	●	●	●	●	●	●	10
??? Art: Graphic Design									
??? Art: Painting	●	●	●	●	●	●	●	●	5
??? Book arts	●	●	●	●	●	●	●	●	5
??? Business - Core	●	●	●	●	●	●	●	●	9
??? Special Studies - ACCEL (BSS)	●	●	●	●	●	●	●	●	0
Total number meeting expectations									
Percent meeting expectations									
(72 degree/cert programs)									
2014-15 questions Do SLOs appear on course syllabi?									
How are students given feedback?									
40 30 51 34 44 25 29 16									
56% 42% 71% 47% 61% 35% 40% 22%									

Master of Criminal Justice  
 Doctor of Physical Therapy  
 Master of Education in Teaching  
 Computer and Network Investigations  
 Computer Science  
 Computer Network Administration  
 Accounting  
 Doctor of Business Administration  
 Economics  
 Finance  
 Biology  
 Theology  
 Women & Gender Studies  
 Master of Occupational Therapy  
 Teacher Education  
 Master of Education in Ed Administration

Accounting - International  
 Art History  
 Art: Graphic Design  
 Art: Painting  
 BAMS  
 Book arts  
 Business - Core  
 Business Administration - ACCEL (BBA)  
 Chemistry - BA  
 Chemistry - BS  
 Communication - Multimedia Journalism  
 Communication - PR & Strategic Comm  
 Communication - Radio/TV  
 Criminal Justice  
 Engineering - Industrial  
 Engineering - Mechanical  
 English  
 English - Writing  
 French  
 History  
 Integrated Studies (BAIS)  
 International Business  
 International Studies  
 KIN - Exercise Science  
 KIN - General Physical Education  
 KIN - Human Performance and Fitness  
 KIN - Physical Education - Teaching  
 KIN - Sport Management  
 Managerial Studies  
 Marketing  
 Master of Accounting  
 Master of Business Administration  
 Master of Finance  
 Master of Organizational Leadership  
 Master of Pastoral Theology  
 Master of Physician Assistant  
 Master of Social Work  
 Master of Speech-Language Pathology  
 Mathematics  
 MS - Info Tech Management  
 Music  
 Music - Teaching  
 Nursing (BSN and RN-BSN)  
 Organizational Management Certificate  
 Orthopaedic Residency Certificate  
 Philosophy  
 Political Science  
 Psychology - BA  
 Psychology - Behavioral Neuroscience  
 Psychology - BS  
 Psychology - Forensic Psychology  
 Sociology  
 Spanish  
 Spanish Education  
 Special Studies - ACCEL (BSS)

# St. Ambrose Assessment & Evaluation

Updated: Wednesday, June 18, 2014

## Contents

### Environment

SAU mission, vision, and guiding principles .....	2
Accreditation values, criteria, and guidelines .....	2-4
History of assessment at St. Ambrose .....	5
Purpose and values of assessment .....	6
Assessment & Evaluation Committee .....	6
Assessment vs evaluation .....	6

### Institutional Academic Assessment & Evaluation

General Education outcomes .....	7
General Education assessment plan .....	8
Evaluating curriculum alignment .....	8
Evaluating student engagement .....	9
Evaluating student satisfaction .....	10
Course evaluations .....	10
Evaluating student learning .....	11-12
Evaluating student satisfaction with learning .....	12
Alignment of assessments with outcomes .....	13
Instrument Rotation .....	14
Logistics .....	14
Use of assessment results .....	15
Evaluation of institutional assessment .....	16
Institutional Evaluation Instruments .....	17

### Academic Program Assessment

Annual assessment process .....	18-19
Evaluation of annual assessment process .....	19
Expectations .....	20-21
EPC program review - assessment expectations .....	22
Placement testing and credit by exam .....	23

### Academic Program Evaluation

Program evaluation activities .....	24
-------------------------------------	----

### Co-Curricular Program Evaluation

Expectations for co-curricular evaluation .....	25
---	----

### Uses of Assessment & Evaluation Results

Results, planning, and budgeting .....	25
--	----

### Appendices

A: Course summary sheet .....	26
B: Example VALUE rubric .....	27
C: Annual assessment form .....	28-30
D: Annual assessment rubric .....	31
E: 2013-14 Training Workshop materials .....	32-37
F: Annual assessment participation 2011-14 .....	38-39
G: Incoming first-year students report .....	40-41

## Future assessment requirements & processes

### Higher Learning Commission

- Guiding Values
  - 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: *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 results; it would also mean that the institution improves its programs/services/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.*
- Assumed Practices
  - A. Integrity: Ethical and Responsible Conduct.
    - 6. The institution assures that all data it makes public are accurate & complete, including those reporting on student achievement of learning...
  - B. Teaching and Learning: Quality, Resources, and Support.
    - 2c4: Faculty participate substantially in the 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
- Criteria and Components
  - 3. The institution provides high quality education, wherever and however its offerings are delivered
    - A1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
    - A2: The institution articulates & differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, & certificate programs.
    - A3: The institution's program quality and learning goals are consistent across all modes of delivery and all locations.
    - B1: The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
    - B2: The institution articulates the purposes, content, and intended learning outcomes of its GenEd requirements...
    - C1: The institution has sufficient numbers & continuity of faculty to ... [set]... expectations for student performance; [... assess] student learning.
  - 4. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
    - A1: The institution maintains a practice of regular program reviews.
    - A4: The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning...
    - A6: The institution evaluates the success of its graduates...
    - B1: The institution has clearly stated goals for student learning & effective processes for assessment of learning & achievement of learning goals.
    - B2: The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
    - B3: The institution uses the information gained from assessment to improve student learning.
    - B4: The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
  - 5. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.
    - C2: The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

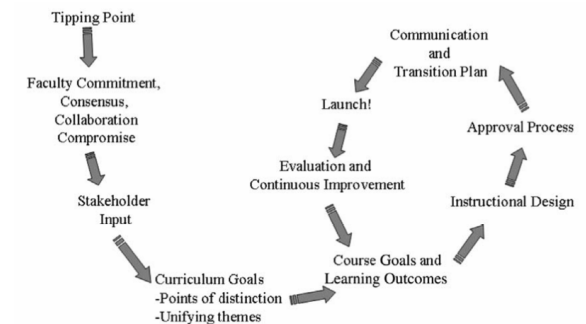
## What does this increased accountability and increased expectations for assessment mean for EPC?

EPC members are also members of the “Criterion Four Subcommittee” chaired by Deanna Stoube and me.

- We’ll need to ensure program review processes and forms yield the information we need to submit as part of our institutional accreditation
  - We’ve already pieced much of this together over the past 5 years (e.g., credit hour policy, “new” program review templates, deadlines)
  - It looks like the buck stops with EPC (at least with regards to assessment).
  - We may want to rethink the entire process (perhaps modeling it after regional accreditation – annual targeted updates with occasional zero-based reviews)

## Zero-based reviews (ZBRs) (coined in 1992 by Dr. Michael Paulsen from the University of Iowa)

- The problems ZBRs try to address...
  - Inertia. Many programs are decades old, so it’s difficult to envision significant improvements. Program reviews may contain only minor changes.
  - Bloat. Changes made during program reviews only add new layers of courses and practices; they do not eliminate ineffective courses or practices.
  - Limited imagination. If we assume our staffing, curriculum, and resources are fixed, we do not let ourselves dream of significant improvements.
  - Move from an accidental curriculum to an intentional curriculum.
- Pure ZBRs
  - A program starts with nothing: no courses, no faculty, no physical space, no resources... nothing except an assumption that we should offer this program at SAU.
  - Programs (along with external advisors) define the knowledge, competencies, skills, and attitudes their students should have upon finishing the program.
  - Faculty then design a program (curriculum) that best aligns with those goals and meets the needs of students.
  - The existence of every course is justified. We do not ignore courses just because they were previously approved or have been around forever.
- Process/Requirements
  - If we go this route, I’d like EPC to shape the process (so I won’t type out the process I’m most familiar with).
  - Most importantly, this process requires trust!
  - Programs need faculty commitment, consensus, collaboration, and compromise. The process starts by eliminating \*all\* courses.
  - Programs then need to get stakeholder input (faculty, employers, graduate schools, professional organizations) to define student learning outcomes.
  - Programs also need to try to identify student needs and points of distinction they’d like from the program
  - Programs need to constantly ask “what if we...?” and “what if we didn’t...?” as they design a curriculum and instructional methods best aligned with outcomes.
  - Programs need some budgetary flexibility
  - Programs need clarification on transition plans and approval processes
  - Programs need to clearly set goals and evaluation/assessment plans for the new curricula
- Weak (non-pure?) ZBRs
  - Zero-based reviews can also be focused entirely on curriculum (assuming resources and faculty are fixed).
- Potential drawbacks
  - ZBRs are major undertakings. They require much more work than the relatively simple start-with-what-you’ve-got program reviews we typically do.
  - ZBRs are easier for stand-alone programs. It’s difficult to juggle the multiple demands placed on programs with courses required by outside departments.
  - ZBRs encourage programs to do everything in-house (since they have complete control over these courses).
  - ZBRs are hard to do honestly. It’s tempting to look at the courses you want to keep, design outcomes around them, and pretend you’ve completed a ZBR.



## Delaware Study Definitions

**Table 3A or 3F** - Student credit hours (SCH), organized class sections (OCS), & FTE students taught per term per FTE instructional faculty (**faculty type**)

CIP	Year	Discipline	Degrees awarded	% UG degree	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
27.01	2007 - 2008	Mathematics	B	100	5.00	128	2.8	-	-	128	2.8	3.2	8.6
		<b>National Norms</b>				<b>218</b>	<b>3.0</b>			<b>222</b>	<b>3.2</b>	<b>3.2</b>	<b>15.0</b>
	2008 - 2009	Mathematics	B	100	4.00	126	4.3	-	-	126	4.3	4.8	8.4
		<b>National Norms</b>				<b>230</b>	<b>3.0</b>	<b>7</b>	<b>0.3</b>	<b>233</b>	<b>3.2</b>	<b>3.2</b>	<b>15.6</b>
	2009-2010	Mathematics	B	100	3.00	152	4.3	-	-	152	4.3	4.3	10.2
		<b>National Norms</b>				<b>248</b>	<b>3.3</b>	<b>7</b>	<b>0.3</b>	<b>249</b>	<b>3.3</b>	<b>3.4</b>	<b>16.7</b>
	2010-2011	Mathematics	B	100	3.00	113	3.0	-	-	113	3.0	3.7	7.5
		<b>National Norms</b>				<b>244</b>	<b>3.2</b>	<b>7</b>	<b>0.3</b>	<b>247</b>	<b>3.3</b>	<b>3.4</b>	<b>16.6</b>

Note: Table 3A deals with tenure-track faculty only; Table 3F deals with all instructional staff

CIP: Classification of Instructional Programs code (to classify fields of study)	(4) Number of graduate student credit hours per full-time faculty
Degrees awarded: Bachelors, masters, doctorate or professional	(5) Number of non-lab, graduate class sections per full-time faculty
% UG degree: % of degrees awarded that are undergraduate degrees	(6) Total number of student credit hours per full-time faculty
(1) Number of full-time equivalent faculty in department	(7) Total number of non-lab class sections per full-time faculty
(2) Number of undergraduate student credit hours per full-time faculty	(8) Total number of class sections (including labs) per full-time faculty
(3) Number of non-lab, undergraduate class sections per full-time faculty	(9) Full-time equivalent (FTE) students taught per full-time faculty

Tenure-track faculty: Those who either hold tenure, or for whom tenure is an expected outcome.

Non-tenure-track faculty: Those individuals who teach on a recurring contractual basis, but whose academic title renders them ineligible for academic tenure

Supplemental faculty: Those paid to teach out of a pool of temporary funds. Their appointment is non-recurring, although the same individual might receive a temporary appointment in successive terms

Faculty FTE conventions: 12 credit hours taught per semester = 1.00 FTE. Paid leaves are included (where faculty receive a salary); unpaid leaves are not. Department Chairs are counted as 1.0 FTE (if they are being paid by the instructional budget)  
For faculty who teach overload courses, the overload FTE (0.25 for a 3-hour course), class sections, and student credit hours are counted as supplemental faculty.

Course: Excludes courses that are not-for-credit, but includes course sections with zero credits which are requirements of or prerequisites to degree programs.

Student Credit Hours: Credit hours for a course multiplied by enrollment in the course. A 3-credit hour course with 30 students = 90 student credit hours.  
SCH are reported for all courses taught by faculty budgeted to a given department, regardless of which department houses the course

FTE students: Student credit hours (per semester) divided by 15. You can think of this number, roughly, as the average number of full-time students taught by faculty in the department each semester (assuming full-time students take 15 credits in the department each semester).



**Table 4 - Instructional unit costs, research and public service expenditures**

CIP	Year	Discipline	Degrees awarded	% UG degree	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
27.01	2007 - 2008	Mathematics	B	100	8.24	61	8.24	193	5,785	98	0	0	0
		<b>National Norms</b>						<b>146</b>	<b>4,364</b>	<b>97</b>	<b>1,954</b>	<b>106</b>	<b>2,051</b>
	2008 - 2009	Mathematics	B	100	9.07	44	9.07	188	5,634	100	0	0	0
		<b>National Norms</b>						<b>141</b>	<b>4,157</b>	<b>97</b>	<b>1,132</b>	<b>120</b>	<b>1,252</b>
	2009 - 2010	Mathematics	B	100	7.33	41	7.33	198	5,930	98	0	0	0
		<b>National Norms</b>						<b>144</b>	<b>4,281</b>	<b>98</b>	<b>676</b>	<b>11</b>	<b>770</b>
	2010-2011	Mathematics	B	100	7.42	40	7.42	194	5,825	99	0	0	0
		<b>National Norms</b>						<b>147</b>	<b>4,371</b>	<b>98</b>	<b>1,774</b>	<b>32</b>	<b>1,923</b>

CIP: Classification of Instructional Programs code (to classify fields of study)

Degrees awarded: Bachelors, masters, doctorate or professional

% UG degree: % of degrees awarded that are undergraduate degrees

(1) Number of full-time equivalent faculty in department

(2) Percent of faculty within the department who are tenure-track

(3) Total FTE instructional faculty (including any supplemental faculty)

(4) Direct instructional expenditures per student credit hour\*

(5) Direct instructional cost per FTE student\*\*

(6) Personnel costs as a percentage of direct instructional expenditures

(7) Research expenditures per FTE tenure-track faculty

(8) Public service expenditures per FTE tenure-track faculty

(9) Research & public service expenditures per FTE tenure-track faculty

Instructional expenditure: Includes costs from general academic instruction and departmental research and service that are not separately budgeted.

Includes salaries, benefits, and other personnel costs (travel, supplies, non-capital equipment)

Does not include central computing costs, centrally allocated computer labs, graduate student tuition remission and fee waivers

Research costs: Funds expended for activities organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution.

Public service costs: Funds separately budgeted specifically for public service and expended for activities established primarily to provide non-instructional services beneficial to groups external to the institution. Examples include cooperative extension and community outreach projects.

\*Instructional Expenditures per Student Credit Hour: For St. Ambrose, this can be thought of as the cost of delivering a student credit hour in a department. It's pretty much the cost of faculty salaries divided by student credit hours produced by a department.

\*\*Direct instructional cost per FTE student: This also shows the cost of delivering instruction in a department, but it may be a bit easier to comprehend. It can be interpreted as the cost for a full-time student (taking 30 credit hours of courses in the department) for the year.

## Philosophy

## Mathematics

(Both departments are GenEd-heavy with relatively few majors)

**Table 3A** - Student credit hours (SCH), organized class sections (OCS), & FTE students taught per term per FTE instructional faculty (**tenure-track faculty**)

Year	FTE Faculty	SCH / FTE Faculty	OCS / FTE Faculty	FTE Students / FTE Faculty	Year	FTE Faculty	SCH / FTE Faculty	OCS / FTE Faculty	FTE Students / FTE Faculty
07-08	7.25	244 (227)	3.4 (3.1)	16.3 (15.2)	07-08	5.00	128 (222)	3.2 (3.2)	8.6 (15.0)
08-09	6.00	247 (252)	3.7 (3.3)	16.5 (16.8)	08-09	4.00	126 (233)	4.8 (3.2)	8.4 (15.6)
09-10	5.00	238 (277)	4.2 (3.3)	15.8 (18.5)	09-10	3.00	152 (249)	4.3 (3.4)	10.2 (16.7)
10-11	4.00	224 (249)	3.8 (3.4)	14.9 (16.7)	10-11	3.00	113 (247)	3.7 (3.4)	7.5 (16.6)

**Table 3F** - Student credit hours (SCH), organized class sections (OCS), & FTE students taught per term per FTE instructional faculty (**all faculty**)

Year	FTE Faculty	SCH / FTE Faculty	OCS / FTE Faculty	FTE Students / FTE Faculty	Year	FTE Faculty	SCH / FTE Faculty	OCS / FTE Faculty	FTE Students / FTE Faculty
07-08	9.00	248 (272)	3.6 (3.4)	16.5 (18.2)	07-08	8.24	144 (267)	3.8 (3.5)	9.6 (17.9)
08-09	8.23	236 (270)	3.8 (3.5)	15.7 (18.0)	08-09	9.07	146 (273)	4.5 (3.5)	9.7 (18.3)
09-10	8.00	247 (300)	4.1 (3.5)	16.5 (20.0)	09-10	7.33	160 (285)	4.1 (3.5)	10.7 (19.1)
10-11	9.50	199 (284)	3.9 (3.7)	13.2 (19.0)	10-11	7.42	150 (280)	4.0 (3.7)	10.0 (18.8)

**Table 4** - Instructional unit costs, research and public service expenditures

Year	% tenure-track	Instructional Exp / SCH (\$)	Instruction cost / FTE Student (\$)	% Personnel costs	Research + Service \$ / faculty	Year	% tenure-track	Instructional Exp / SCH (\$)	Instruction cost / FTE Student (\$)	% Personnel costs	Research + Service \$ / faculty
07-08	81%	117 (140)	3510 (4191)	98 (98)	0 (140)	07-08	61%	193 (146)	5785 (4364)	98 (97)	0 (2051)
08-09	73%	129 (148)	3884 (4417)	98 (98)	0 (114)	08-09	44%	188 (141)	5634 (4157)	100 (97)	0 (1252)
09-10	63%	139 (147)	4169 (4431)	98 (98)	0 ( 41)	09-10	41%	198 (144)	5930 (4281)	98 (98)	0 ( 770)
10-11	42%	138 (149)	4135 (4461)	93 (98)	0 (135)	10-11	40%	194 (147)	5825 (4371)	99 (98)	0 (1923)