



Brad Thiessen



**HELP
WANTED**

Opportunities in Higher Education for M&S Students

Brad Thiessen

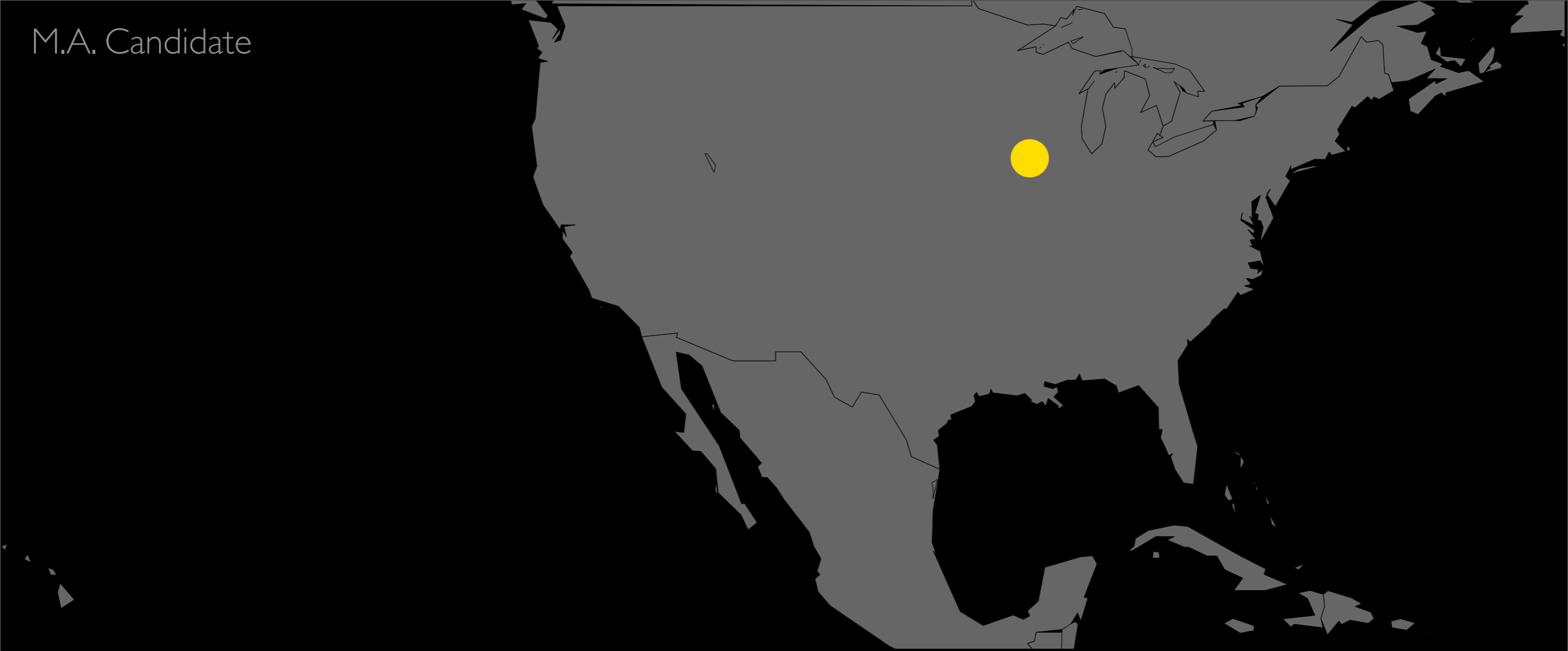


Who am I?



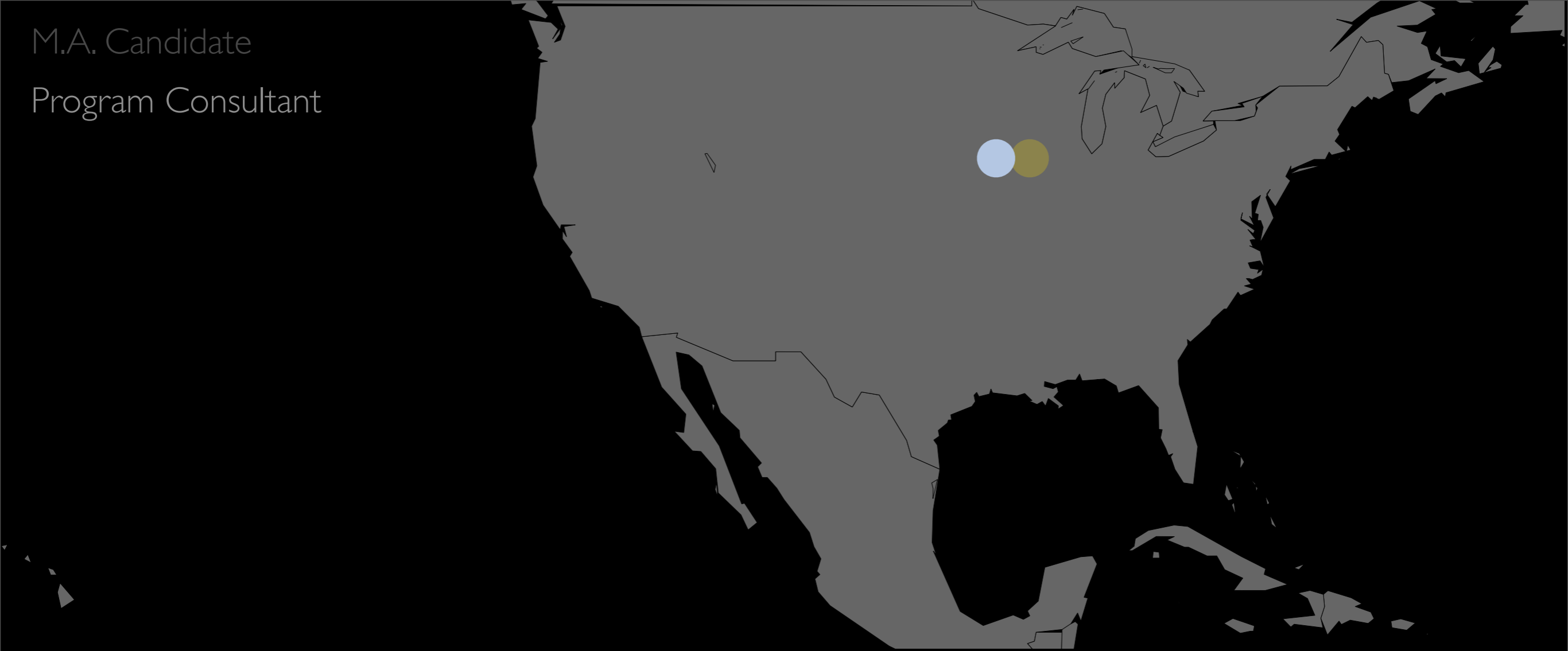
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M.A. Candidate



'99 '00 '01 '02 '03 '04 '05 '06 '07 '08 '09 '10 '11 '12

M.A. Candidate
Program Consultant

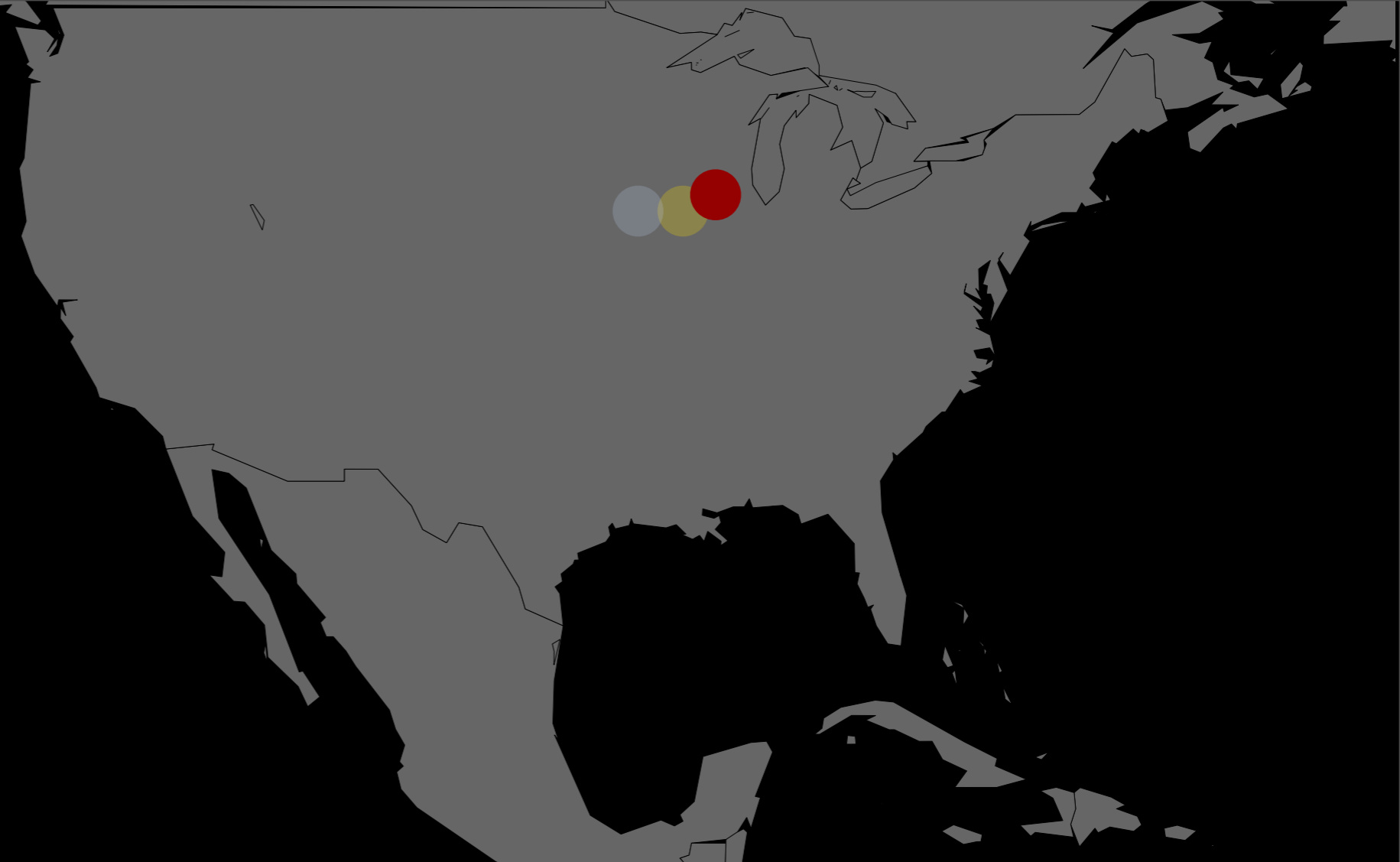


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Crd. of Data, Rsrch, Assessment



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Assessment Coordinator



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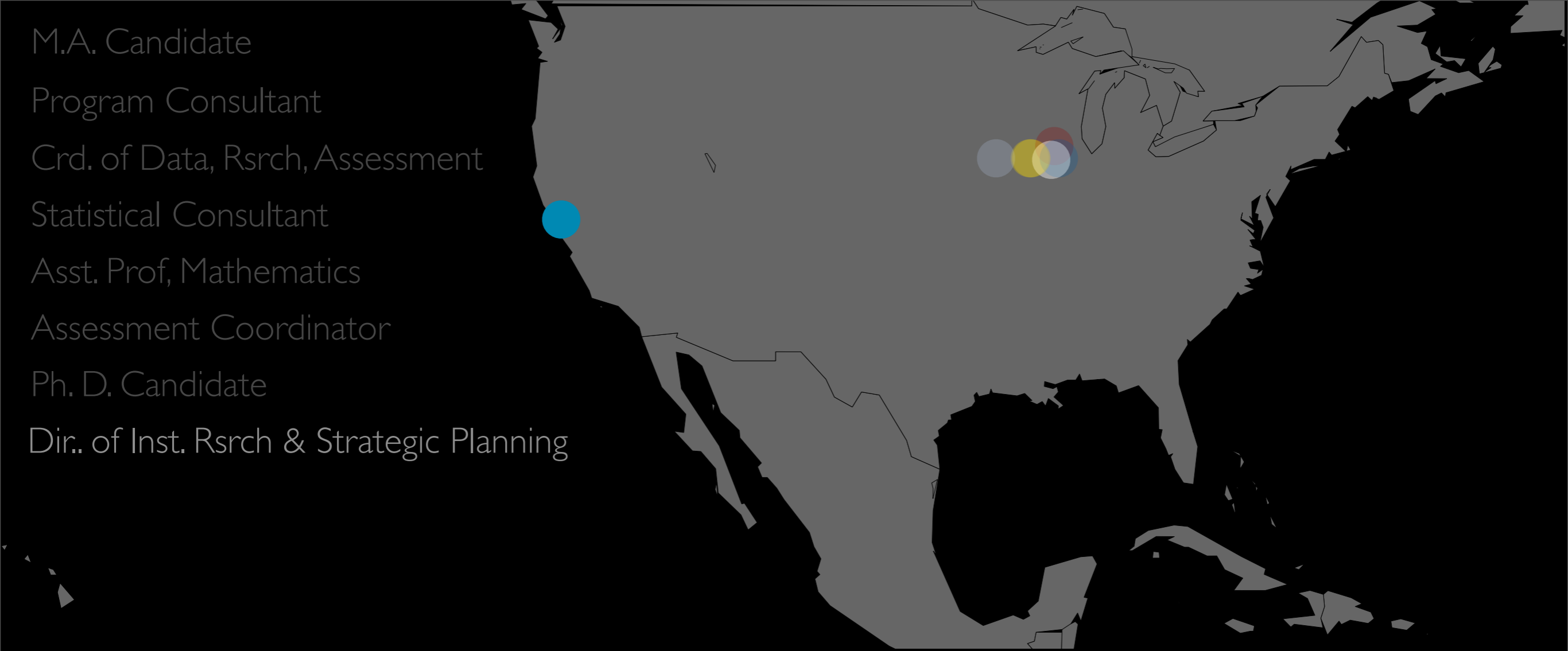
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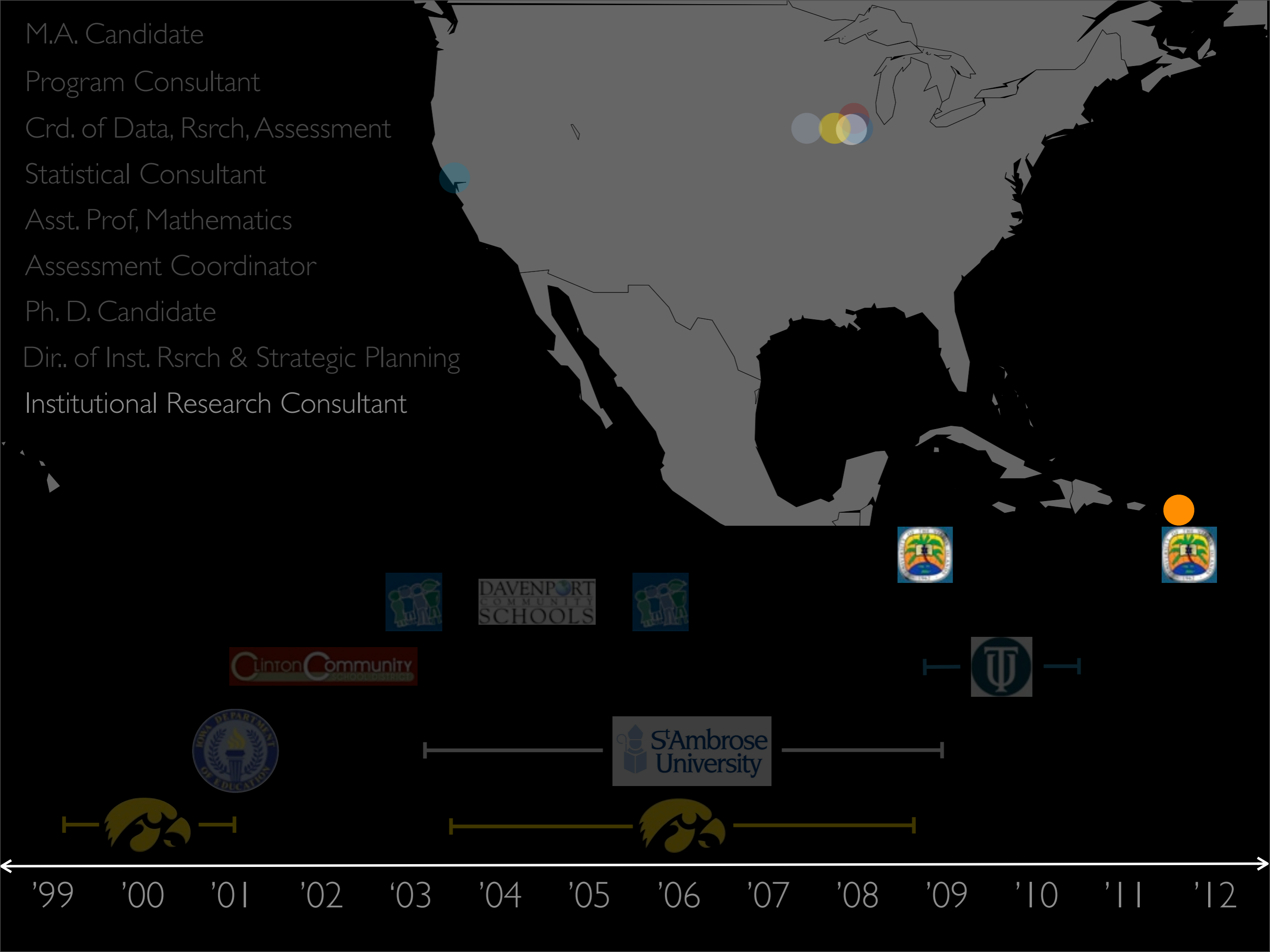
Asst. Prof, Mathematics

Assessment Coordinator

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Dir.. of Inst. Rsrch & Strategic Planning

Institutional Research Consultant



M.A. Candidate

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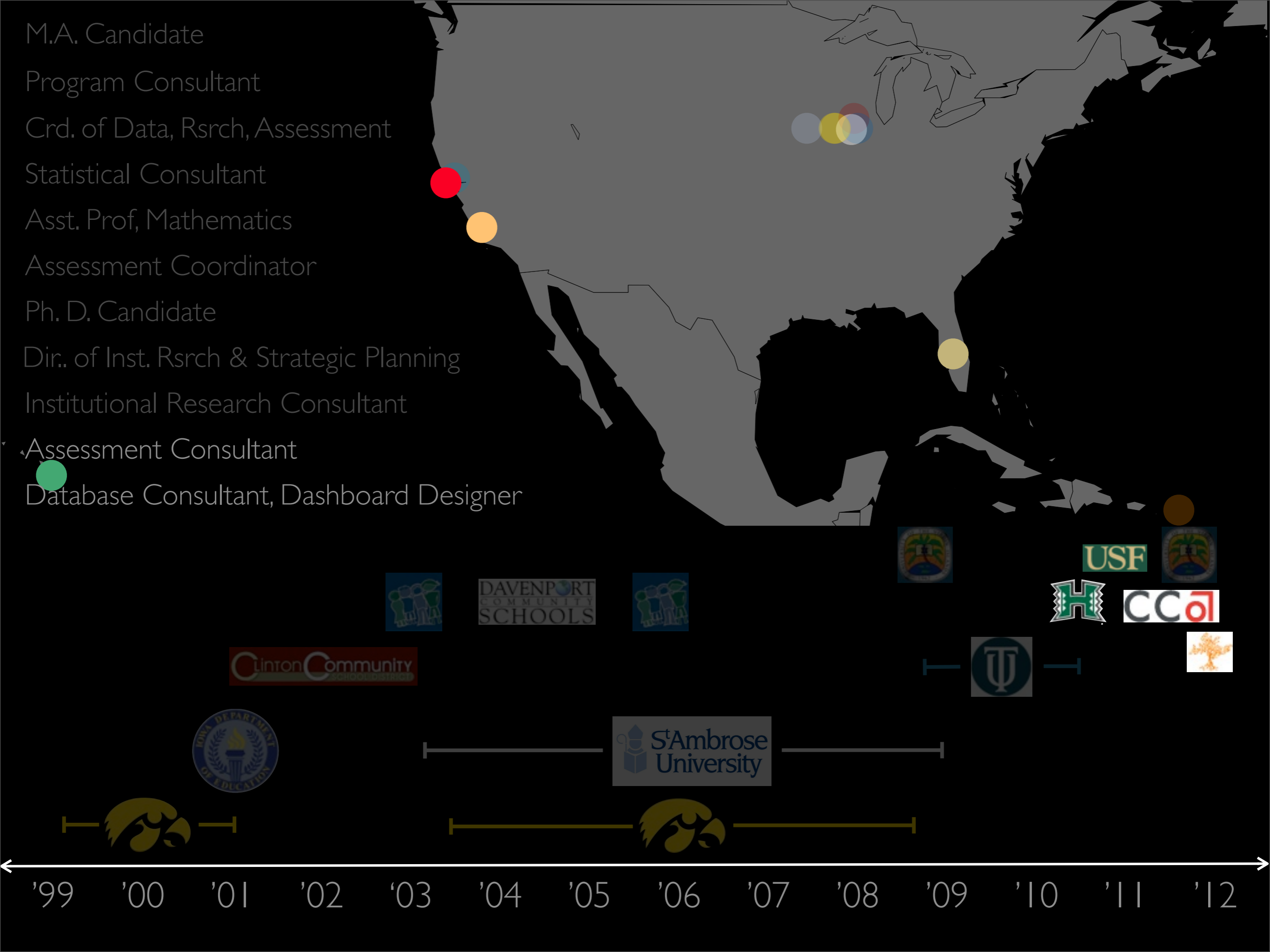
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Dir.. of Inst. Rsrch & Strategic Planning

Institutional Research Consultant

Assessment Consultant

Database Consultant, Dashboard Designer



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Program Consultant

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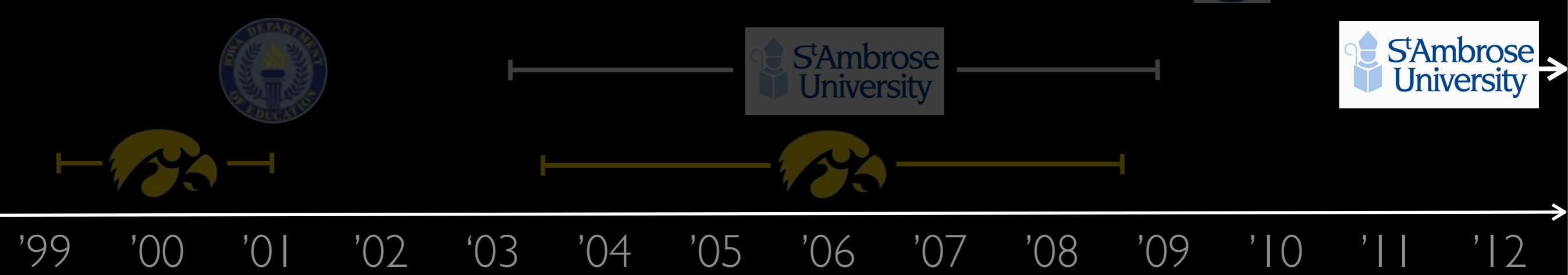
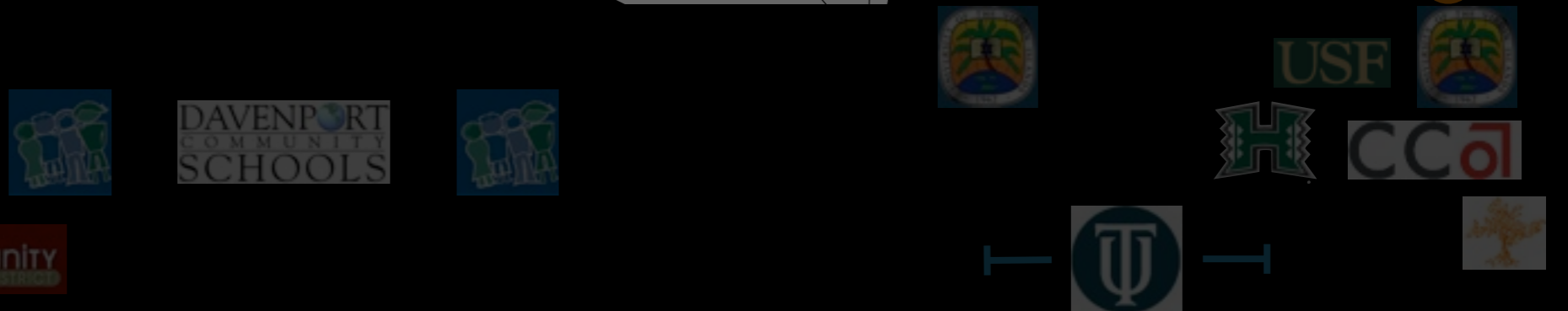
Assessment Consultant

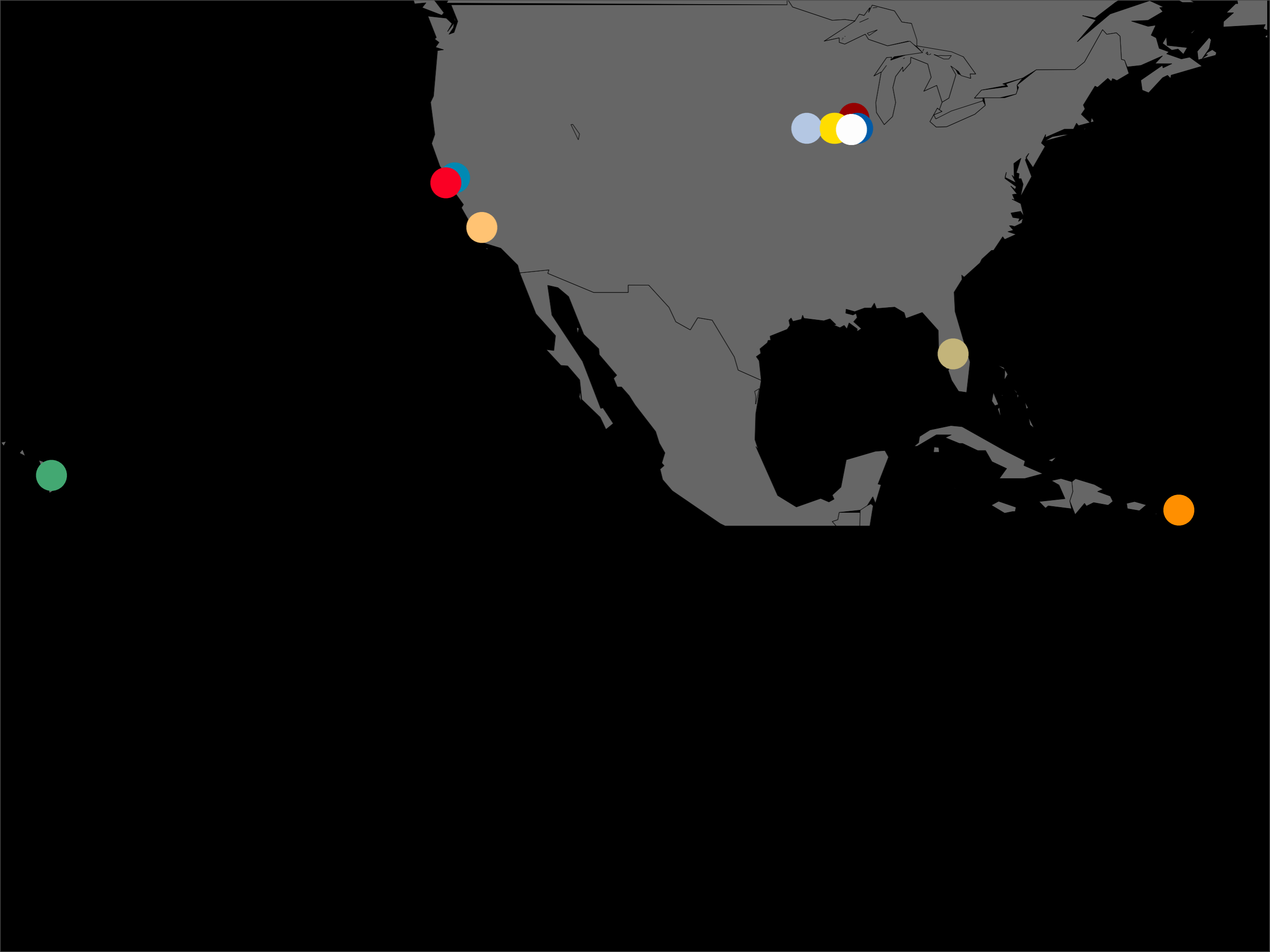
Database Consultant, Dashboard Designer

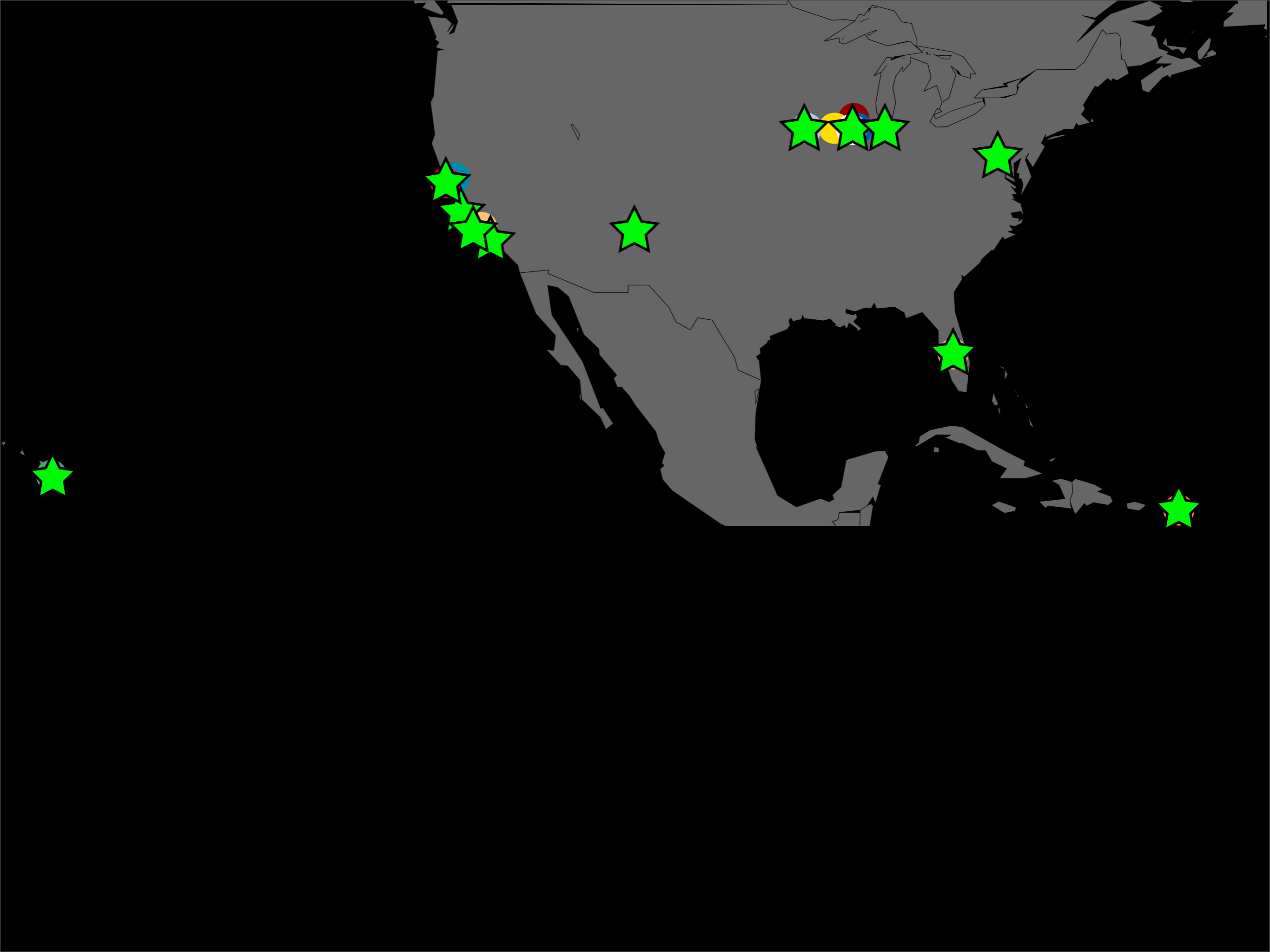
Associate Professor

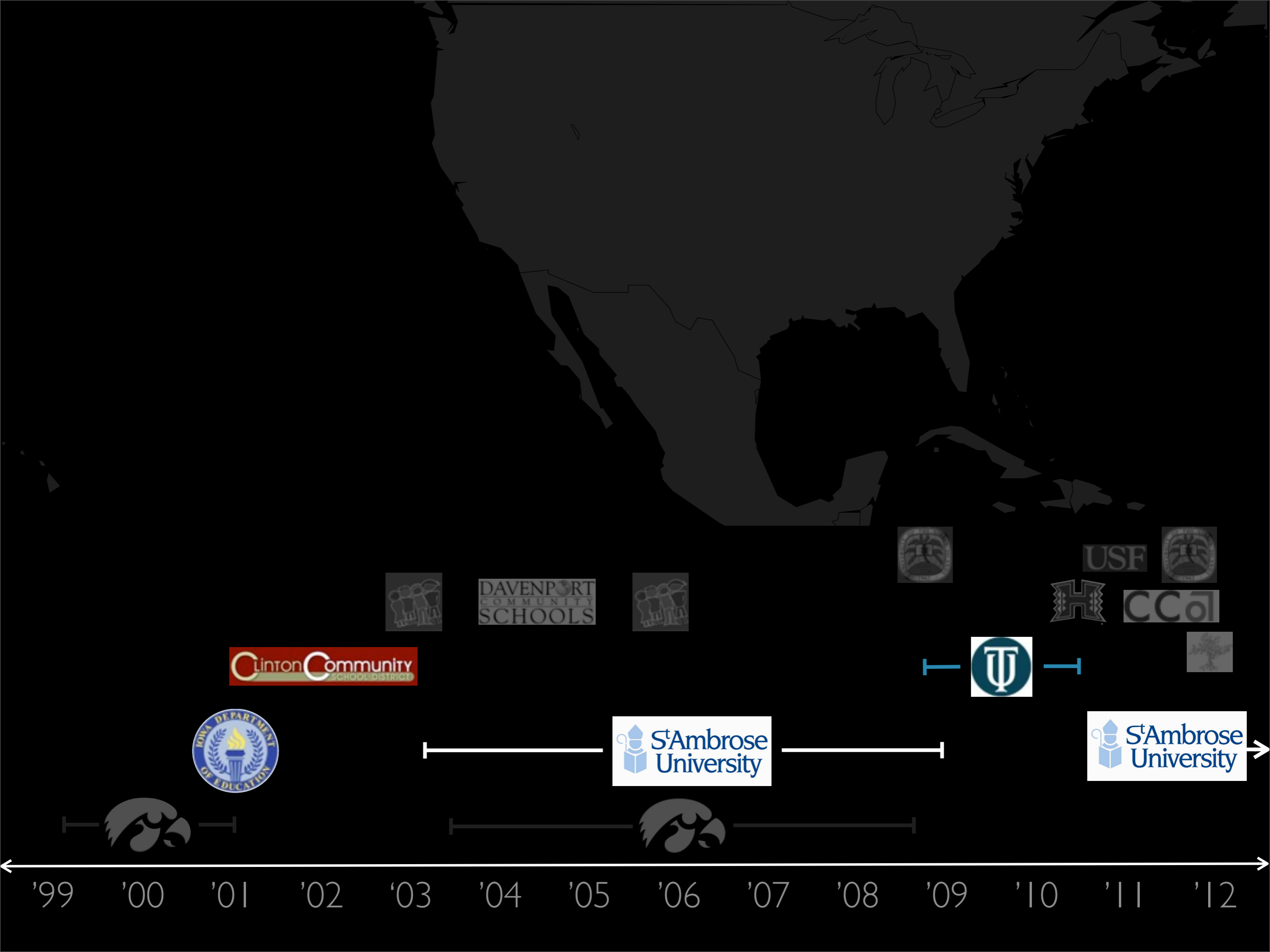
Assessment Coordinator

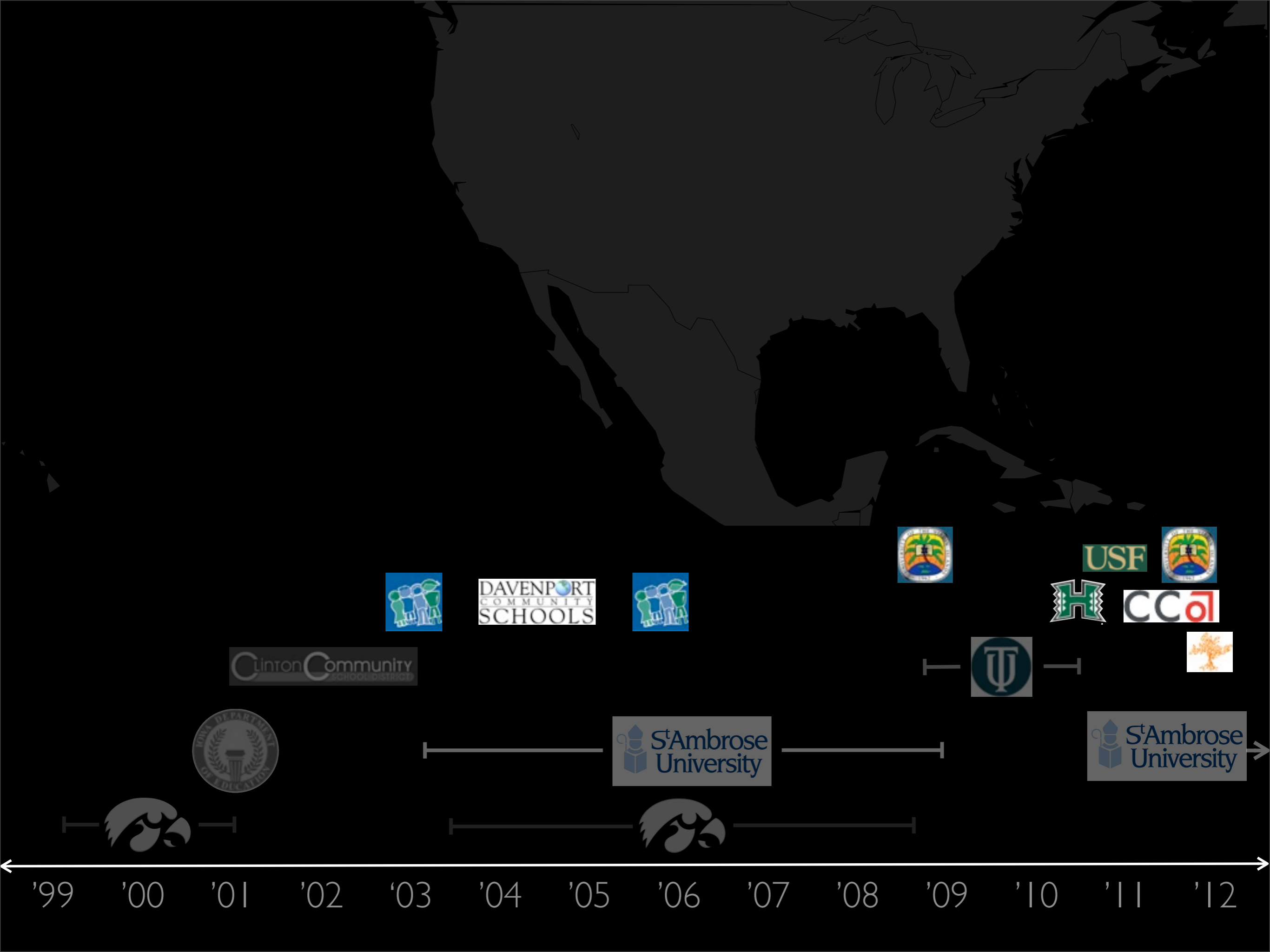
Department Chair

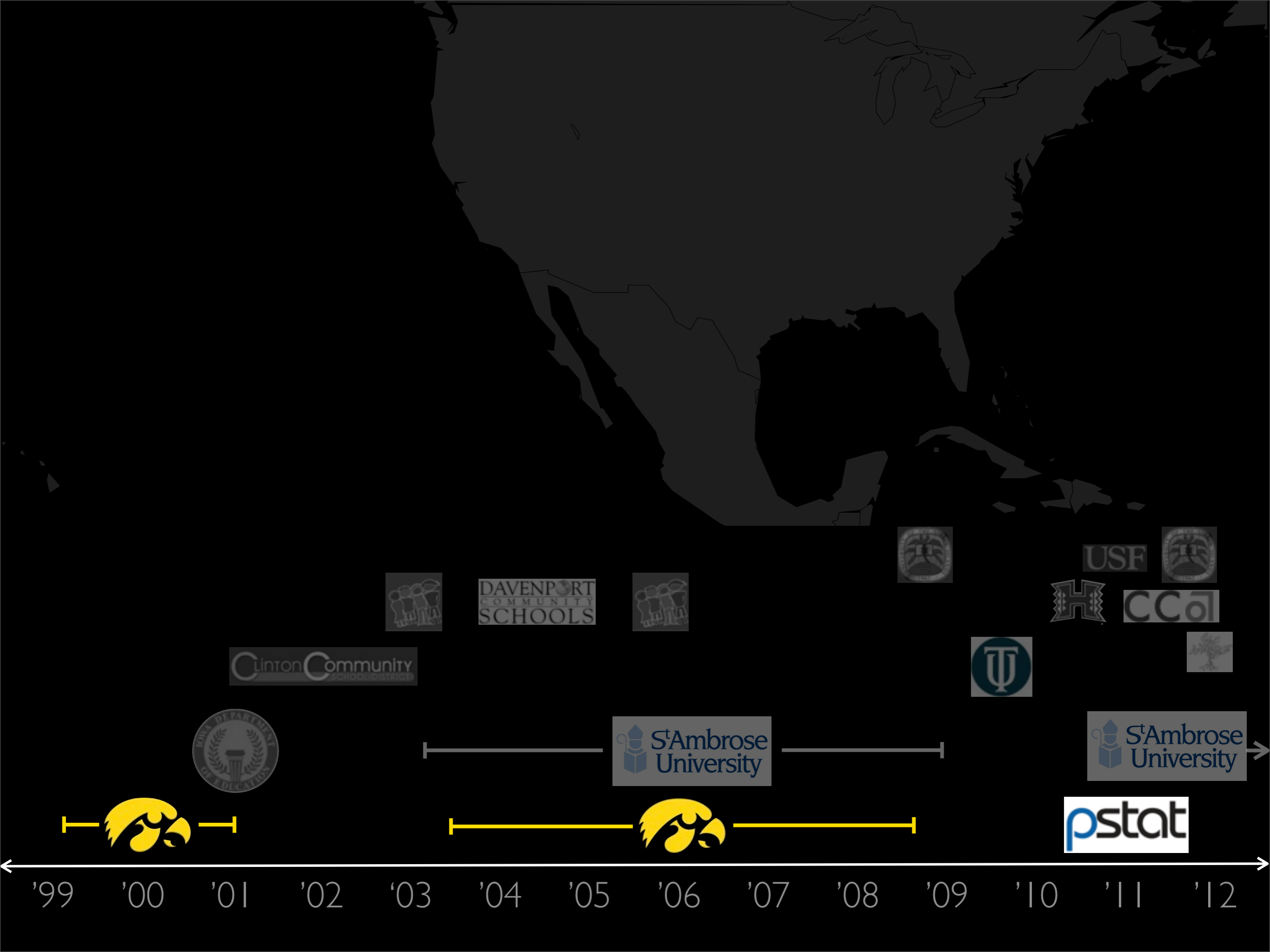












M.A. Candidate					X
Program Consultant	X		X		X
Crd. of Data, Rsrch, Assessment	X		X		X
Statistical Consultant		X	X		X
Asst. Prof, Mathematics	X			X	X
Assessment Coordinator	X			X	X
Ph. D. Candidate					X
Dir.. of Inst. Rsrch & Strategic Planning	X			X	X
Institutional Research Consultant		X		X	X
Assessment Consultant		X		X	X
Database Consultant, Dashboard Designer		X		X	X
Associate Professor	X			X	X
Assessment Coordinator	X			X	X
Department Chair	X			X	X
	Full-Time	Consulting	K-12	Higher Ed	M&S Skills

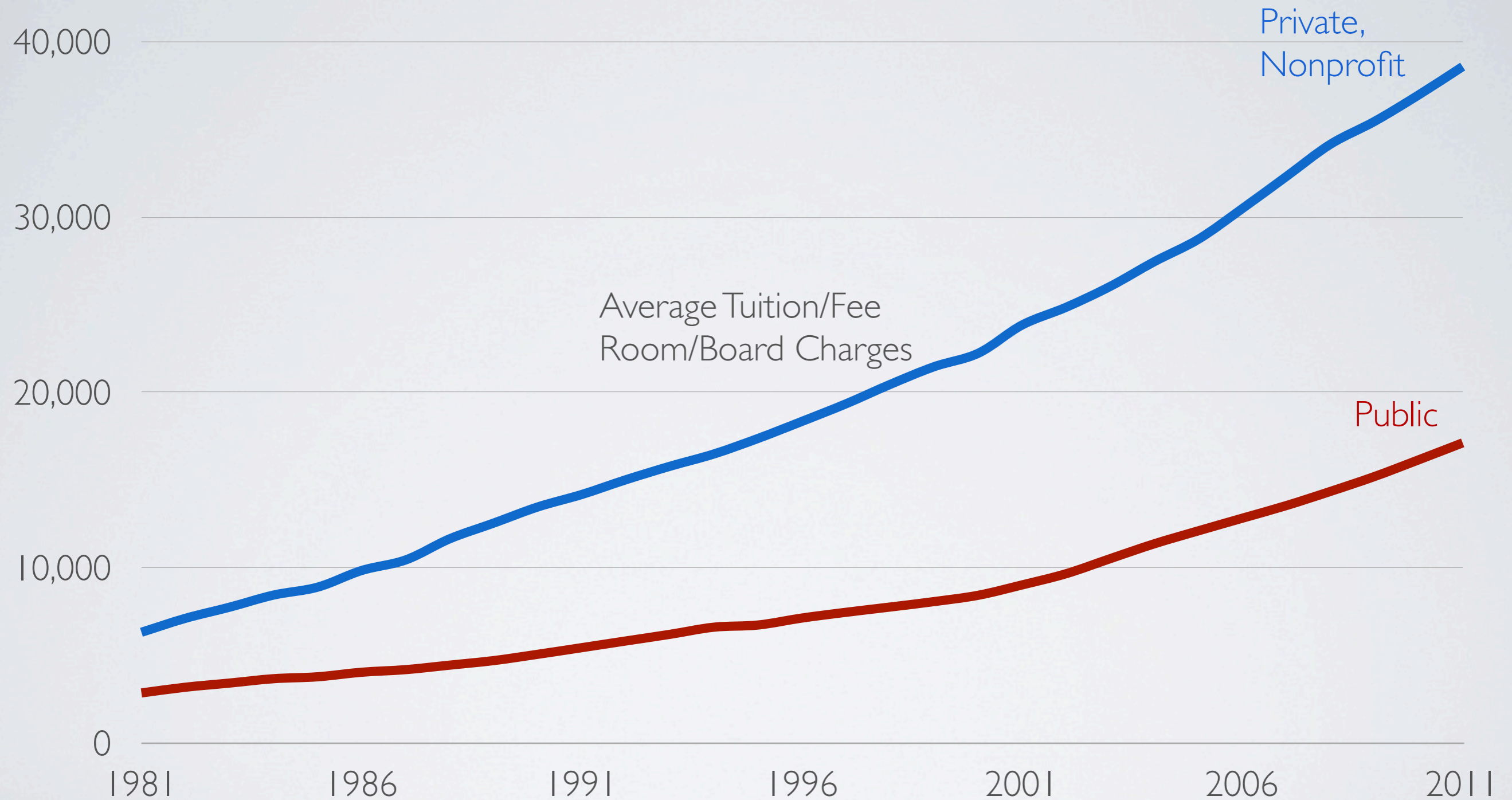
M&S Opportunities in Higher Education?

University of Birmingham

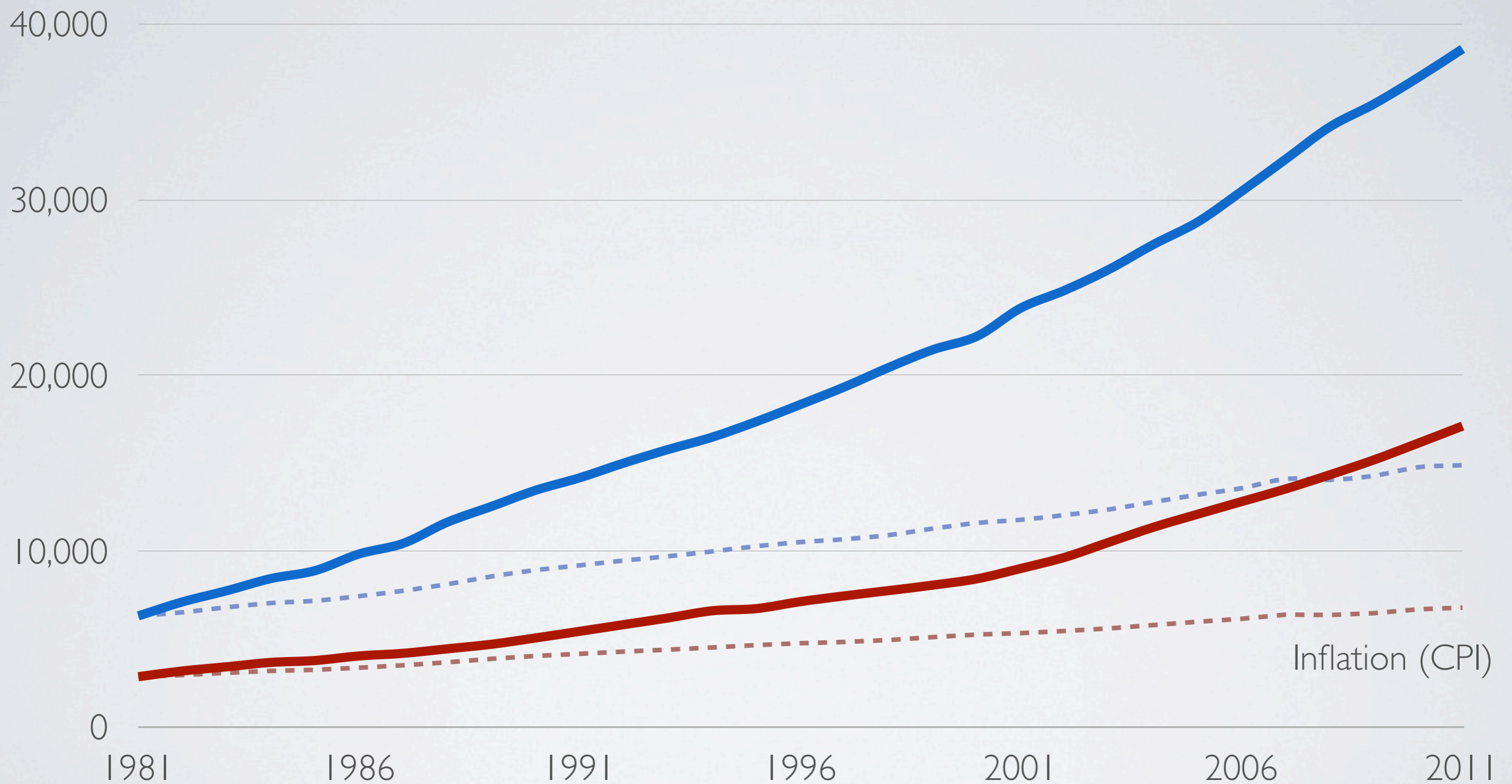
M&S Opportunities in Higher Education?

Assessment:
Internal / External Mandates

Assessment: External Mandates

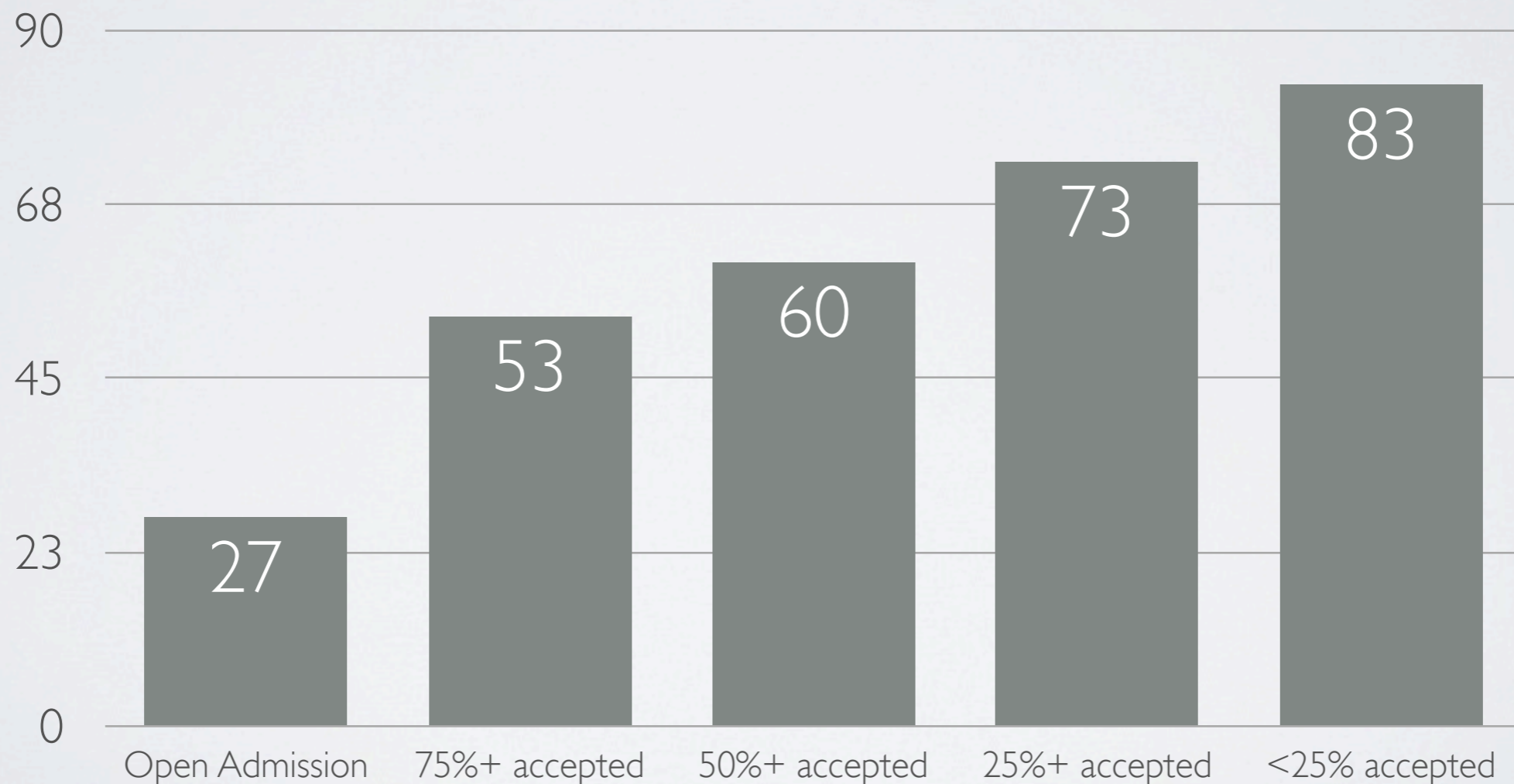


Assessment: External Mandates



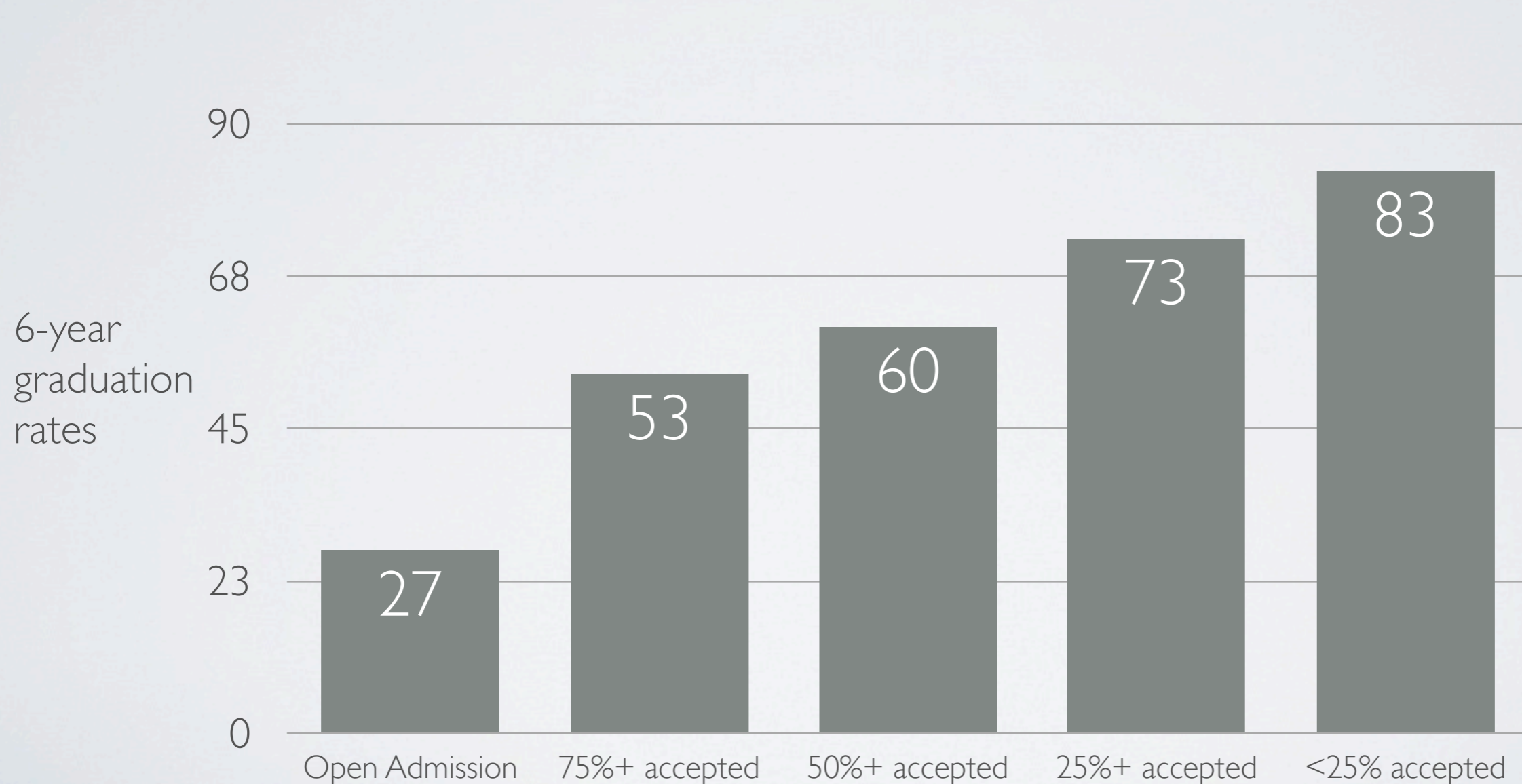
Assessment: External Mandates

40% of freshmen need remedial courses (NCES, 2008)



Assessment: External Mandates

40% of freshmen need remedial courses (NCES, 2008)



(NCES, 2011)

Assessment: External Mandates

U.S. Department of Education

(2005 Commission on the Future of Higher Education)

Council for Higher Education Accreditation

American Association of State Colleges & Universities Association of Public & Land-Grant Universities

(Voluntary System of Accountability,
Transparency by Design)

Regional Accreditation Associations

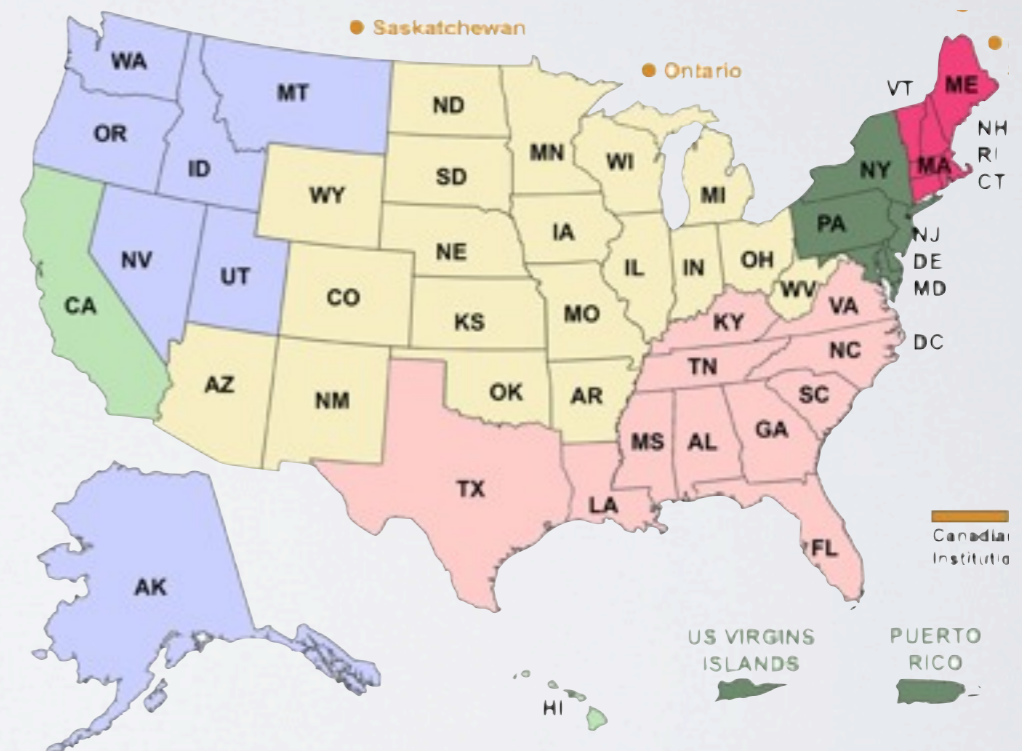
Northwest North Central

Western

New England

Middle States

Southern



Programmatic Accreditation (80+ accreditation agencies)

Association to Advance Collegiate Schools of Business, ABET, ...

School of American Foresters, Teacher Education Accreditation Council

Assessment: External Mandates

Accreditation:

SLOs (institutional & programmatic)

Documented evidence of student performance
(High-quality assessments)

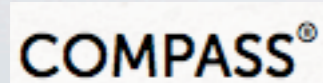
Documented use of assessment results
(Program review process & Strategic Planning)

Evaluation of ongoing assessment
(Institutional assessment plan, Assessment standards)

Assessment: External Mandates



Defining Issues
Test®



Assessment: External Mandates

Institutional Outcomes & Activities



AAC&U VALUE Rubrics
Accuplacer
ACHA-National College Health Assessment
ACT Adult Learner Needs Assessment Survey
ACT Alumni Outcomes Survey
ACT Alumni Survey
ACT College Outcomes Survey
ACT College Student Needs Assessment
ACT ENGAGE
ACT Entering Student Survey
ACT Financial Aid Student Services Survey
ACT Student Opinion Survey
ACT Survey of Academic Advising
ACT Survey of Current Activities and Plans
ACT Survey of Student Opinions
ACT Withdrawing/Nonreturning Student Survey
ACT/SAT scores
Adult Learner Inventory
Adult Student Priorities Survey
Annual Form
AP Exam scores
Area Concentration Achievement Tests (ACAT)
BCSSE
Bio/Chem placement
Biology: MFT
Buttonwood
CAAP
CBASE
CIRP College Senior Survey
CIRP Diverse Learning Environments Survey
CIRP Freshman Survey
CIRP Your 1st College Year Survey
CLA
CLEP Test scores
ClimateQUAL™ (for Library Staff)
COB: Peregrine Academics
College Choices for Adults
College Employee Satisfaction Survey (CESS)
College Navigator
College Portrait
College Student Expectations Questionnaire (CSXQ)
College Student Experiences Questionnaire (CSEQ)
College Success Factors Index (CSFI)
Community Engagement Elective Classification
COMPASS (ACCEL)
Cornell Critical Thinking Test

Course Response
Crierion (ETS)
Curiosity Index
Defining Issues Test
EBI Association of College and University
Housing Officers International Resident, Student
Staff, and Apartment assessments
EBI Association of College Unions International
Student Center, Student Activities, Student
Leadership, and Event Services assessments
EBI Association of Fraternity/Sorority Advisors
Assessment
EBI Campus-wide Student Climate/Diversity
Assessment
EBI Engineering
EBI Faculty/Staff Climate/Diversity Assessment
EBI FoE Student, Faculty, Staff Assessments
EBI Management Education Assessment
EBI Newspaper Readership Program
EBI Teacher Education Assessment
Embedded
Emotional Quotient Inventory EQ-i®
Employer Perception Survey
EPP
Erwin Identity Scale
ETS® Personal Potential Index
FSSE
Global Competence Aptitude Assessment®
Global Perspectives Inventory
GRE
HERI Faculty Survey
Holistic Critical Thinking Rubric
IDEA
INCLASS
Information Literacy Exam
Institutional Performance Survey (IPS)
Institutional Priorities Survey
iSkills
LEAP Campus Action Network
Learning and Study Strategies Inventory (LASSI)
Madison Assessment IL Test
Madison Natural World Test
Madison Quantitative Reasoning Test
Madison Scientific Reasoning Test
Madison Test of Critical Thinking
Madison Test of Oral Communication Skills

Madison US Society & Politics Test
MAP-Works
Math: MFT
Measures of Disposition and Attitude
MLAN: Avant STAMP test
Multi-Institutional Study of Leadership (MSL)
NL Mid-Semester Survey
NL Residence Hall Survey
NL Senior Survey
NL Withdrawn Student Survey
NSSE
Parent Satisfaction Inventory
Perceptions, Expectations, Emotions, &
Knowledge about Campus
Priorities Survey for Online Learners
Program Review
Quant-Q
SAILS
SAU Alumni Survey
Scale of Intellectual Development
ScoreItNow!™ Online Writing Practice
SIR II
SRLSonline (Socially Responsible Leadership
Scale)
SSI
Student Adaptation to College Questionnaire-
SACQ
Student Development Task and Lifestyle
Assessment-SDTLA
Student Questionnaire on Instruction (SQOI)
Survey of Entering Student Engagement (SENSE)
Technology and Internet Assessment (TIA)
TEP: Praxis II
The California Critical Thinking Skills Family of
Tests
Transition to College Inventory (TCI)
TT Critical Thinking Assessment Test
University Learning Outcomes Assessment
(UniLOA)
Voluntary Framework for Accountability
Voluntary System of Accountability
WAC WI survey
Watson-Glaser Critical Thinking Appraisal
WGCTA
WORKING - Assessing Skills, Habits, and Style

Assessment: Internal Mandates

Institutional Assessment:

- General Education Program
- Instructional quality
- Student engagement/satisfaction
- Student success post-graduation
- Admissions/placement
- Strategic Planning

Programmatic Assessment:

- Academic program reviews
- Curricular alignment
- Student performance
- Co-curricular program reviews

Course-level Assessment:

- Instruments & Rubrics



Assessment: **Challenges**

- 1. Insufficient evidence of what SLO assessment predicts**
(Do higher-scoring students find more success after college?)
- 2. Methodological issues with current value-added method**
(Institutional-level data; no hierarchical models)
- 3. Comparability of standardized assessments**
(Differ in content, format, scoring)
- 4. No common data collection designs**
(Compare cross-sectional value-added calculations to longitudinal?)
- 5. Unclear evidence of student motivation**
(What motivation do students have to complete low-stakes tests?)
- 6. Implications of institutional types**
(Institutions of all kinds are grouped together.)

- Ou Lydia Liu, ETS (EMIP, 2011, Vol. 30, No. 3)

Assessment: **Challenges**

7. What are the intended student learning outcomes?

(Do all postsecondary institutions have any outcomes in common?)

8. Faculty-governance models

9. How can assessment results be synthesized at the institutional level?

Assessment: **Challenges**

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Synthesize “embedded” assessment data pointing towards common SLO



M&S Opportunities in Higher Education?

University of
Birmingham

Institutional Research

Institutional Research?

activities

designed to **centralize & facilitate**
the **compilation, analysis**, and **reporting**
of **institutional data**

*Best
Friends*



*Best
Friends*

Institutional Research?

Students

Applications, Admissions/Acceptance Rates
Enrollment trends
Incoming/transfer student profile (ACT, GPA)
Demographics (sex, race, age, location, major)
Avg. student credit load per semester
Financial aid distributions
Tuition costs (discount rate)

Programs

Head counts/FTE by program/major
Credit hours
Retention/Persistence rates
Available IT/lab resources
Participation (e.g., study abroad)

Personnel

Headcount/FTE faculty, staff
Faculty/staff demographics (terminal degrees)
Turnover

Outcomes

Graduation rates
Degrees granted
Student debt load
Program graduates' gainful employment
Student GPAs
Licensure/certification exam results
Student satisfaction/engagement
Faculty/staff satisfaction
Student attainment of SLOs
Faculty accomplishments

Finances

Revenues
Expenditures
Alumni contributions

Peer Comparisons

Selection/evaluation of peer group

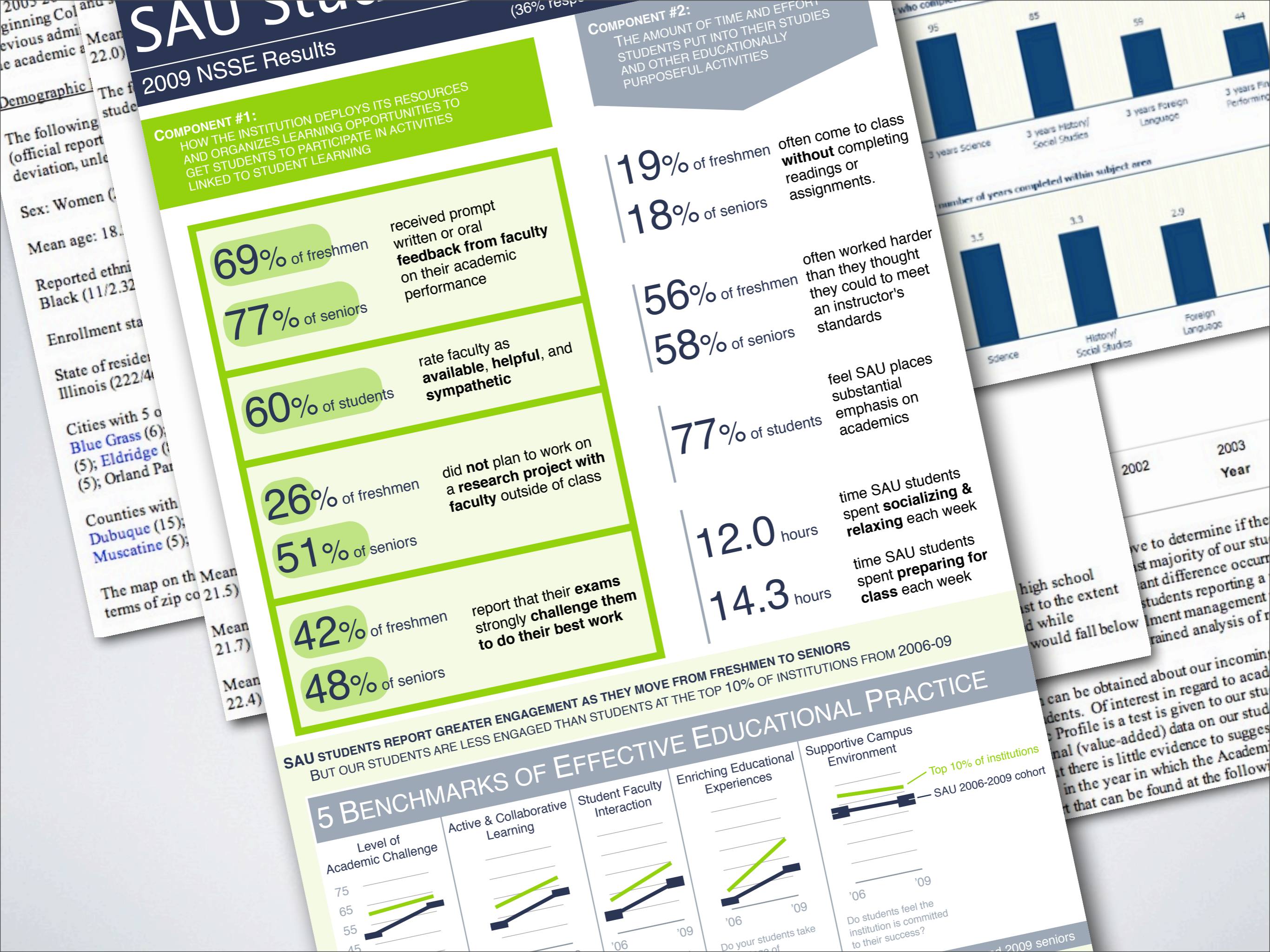




Tribal Elders



Static Reports



Institutional Research

activities

designed to **centralize & facilitate**
the **compilation, analysis**, and **reporting**
of **institutional data**

Institutional Research

activities

designed to **centralize** & **facilitate**
the **compilation, analysis**, and **reporting**
of **institutional data -- that's it???**

Modern

Institutional Research

Complex & diverse set of **activities**
that seek a **deeper understanding**
of the institution

Modern Institutional Research

- Enhance administrative **decision-making**
strategic planning, key performance indicators, budgeting
- Respond to **external demands** for accountability
U.S. DOE (IPEDS, gainful employment, tuition cost calculator)
Common Data Set, Voluntary System of Accountability
US News & World Report
College Board
- Inform institutional **policy development**
peer comparisons, data warehousing, data sharing
- Describe **full spectrum of institutional functions**
educational, administrative, co-curricular, support;
courses, staff, curriculum, SLOs

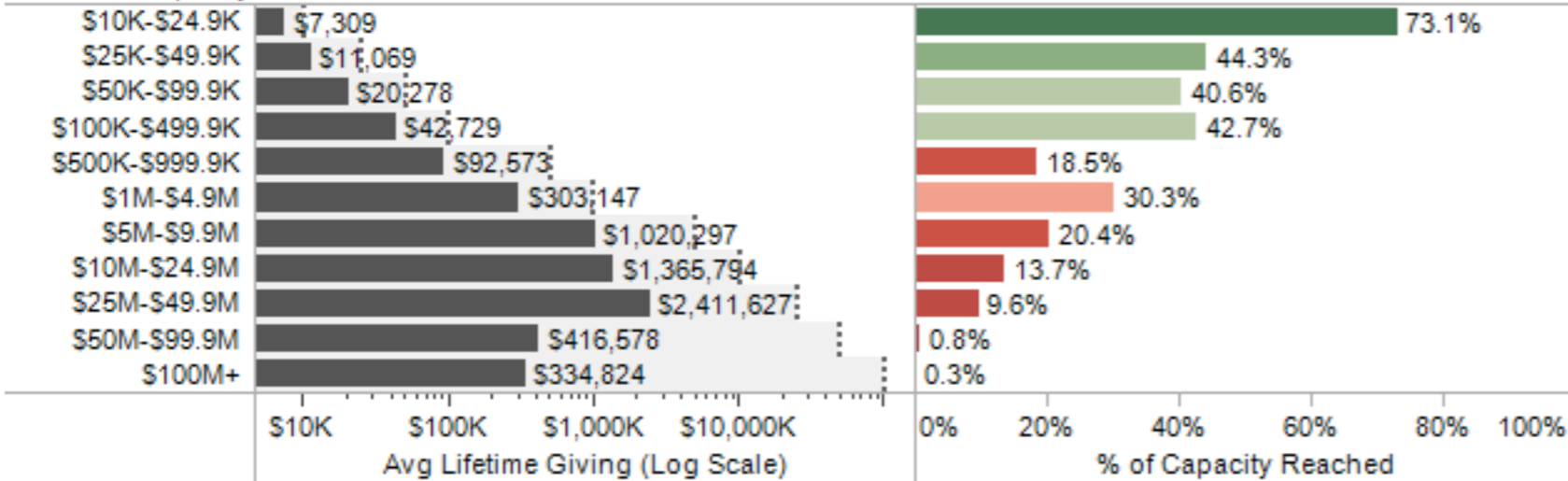
Modern Institutional Research

Alumni Donations

Have people been giving to their capacity?

% of Capacity Reached
0% 73%

Potential Capacity



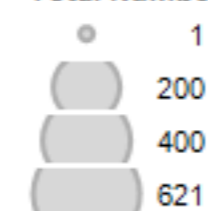
Choose Schools

- ☒ (All)
- ☒ Business
- ☒ Education
- ☒ Law
- ☒ Liberal Arts
- ☒ Life Sciences
- ☒ Medical
- ☒ Public Admin
- ☒ Social Sciences
- ☒ Undergrad

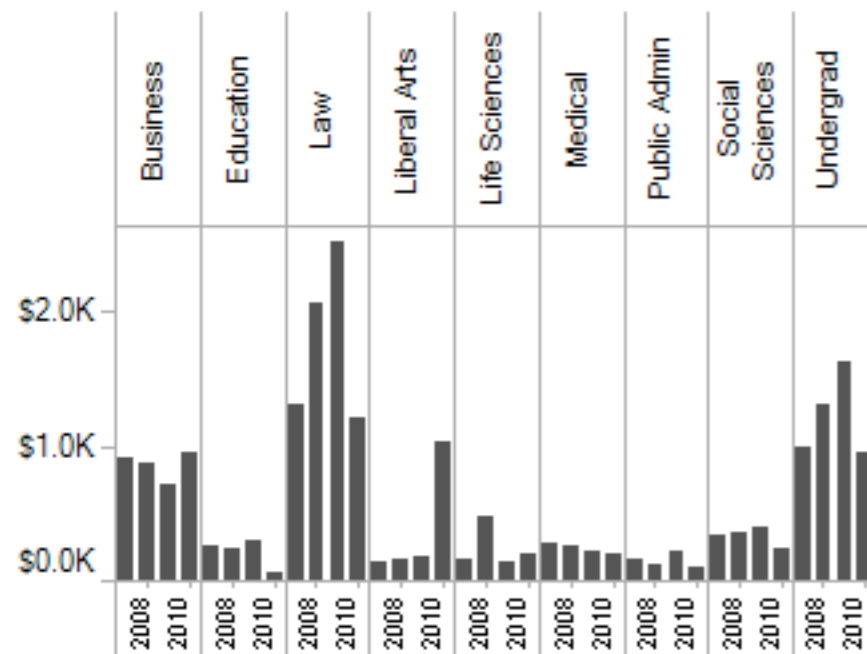
Choose Degrees

- ☒ (All)
- ☒ BA
- ☒ BS
- ☒ JD
- ☒ MA
- ☒ MBA
- ☒ MD
- ☒ MS
- ☒ PHD

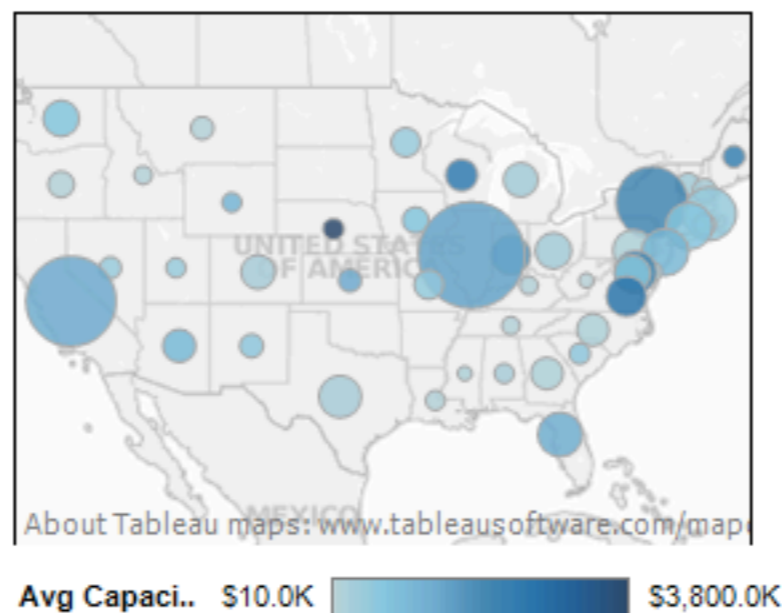
Total Number Of Alumni



What has been the donation trend by school?



Where are the donations coming from?



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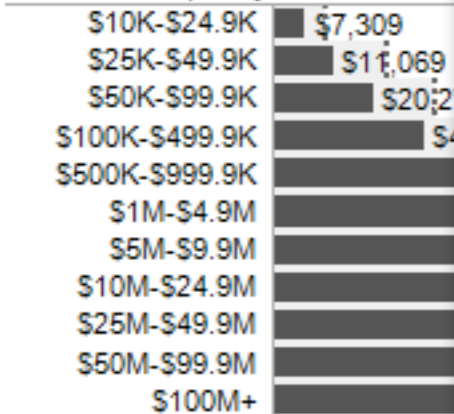
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Modern Institutional Research

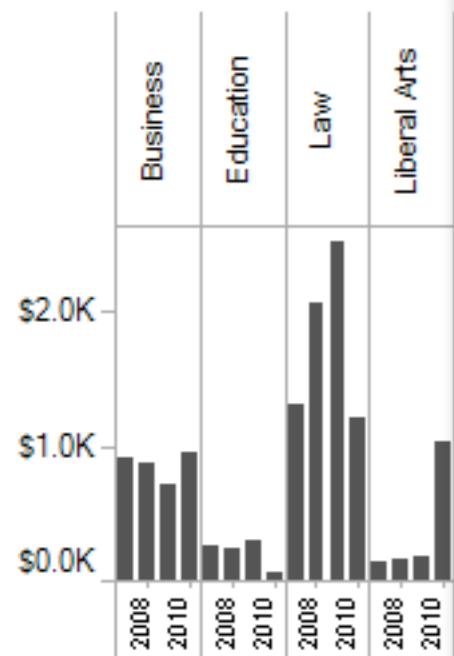
Alumni Donations

Potential Capacity



\$10K Avg

What has been the donation trend by college?



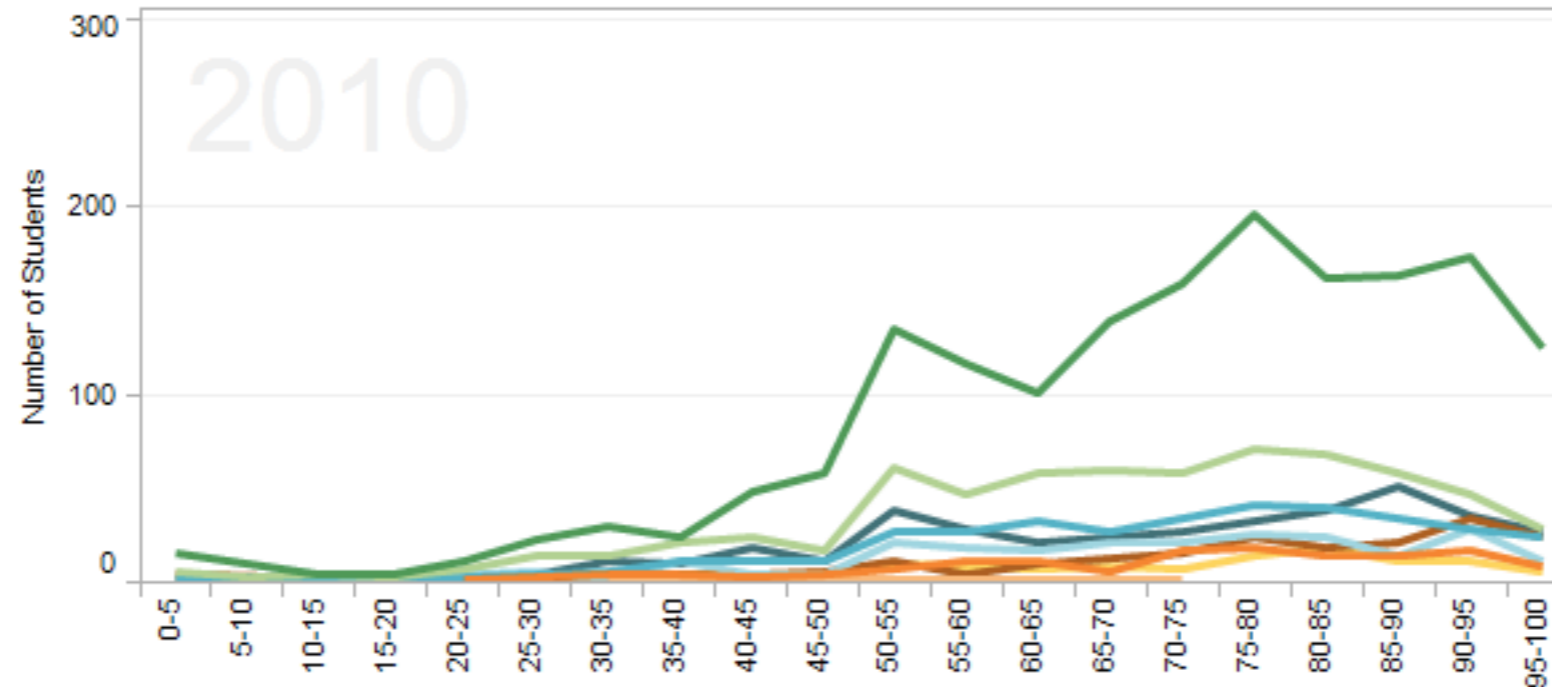
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% of Capacity Reached



SAT Performance of Admitted Students

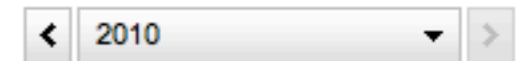
Number of Students by Percentile



Highlight College:

- College of Arts and Sciences
- College of Business
- College of Communication
- College of Dentistry
- College of Education
- College of Engineering
- College of Music
- College of Public Affairs
- College of Public Health
- College of Visual Arts & Design
- Graduate School

Select Year:



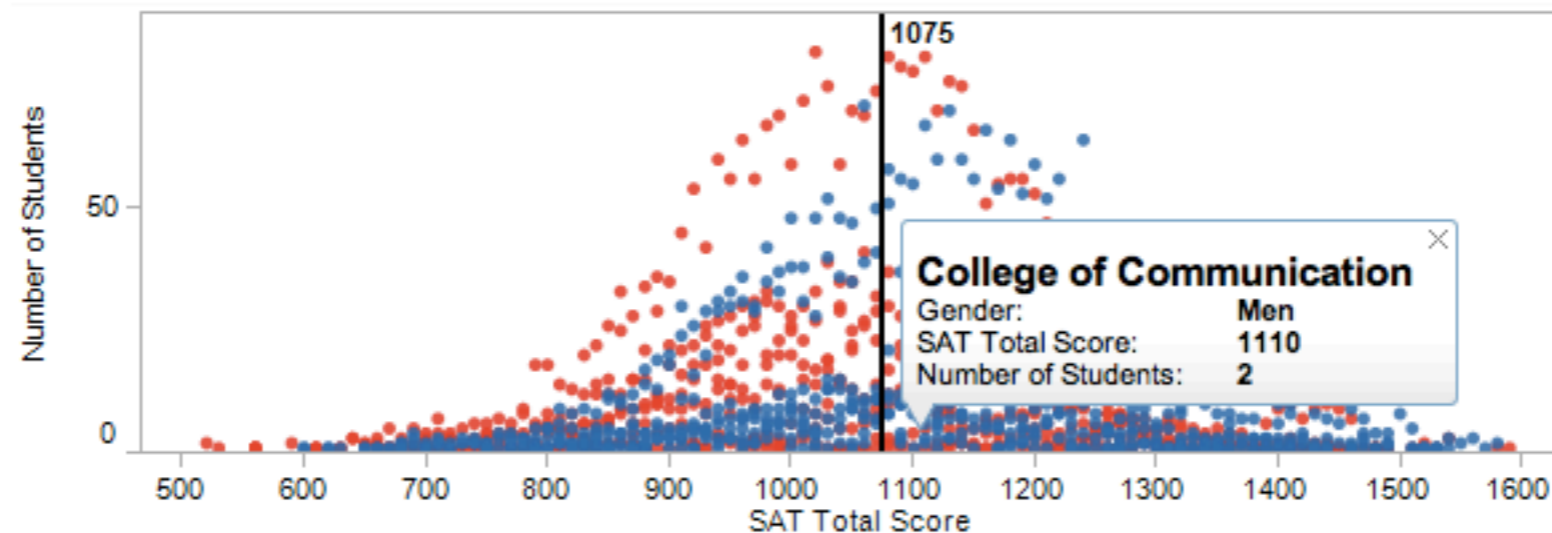
Select Gender

- (All)
- Men
- Women

Highlight Gender:

- Men
- Women

Number of Students by Score and Gender



Share →



Download

M&S Opportunities in Higher Education?



M&S Opportunities in Higher Education?

Assessment

Institutional Research

Student Learning

Everything else

AIR

Assessment & Institutional Research

A DAY
IN THE LIFE

Collect, warehouse, access, analyze, report data on demand

Study Abroad: Is it worthwhile?

STEM Chairs: How many students are repeating courses?

Local K-12 districts: Can we identify potential dropouts?

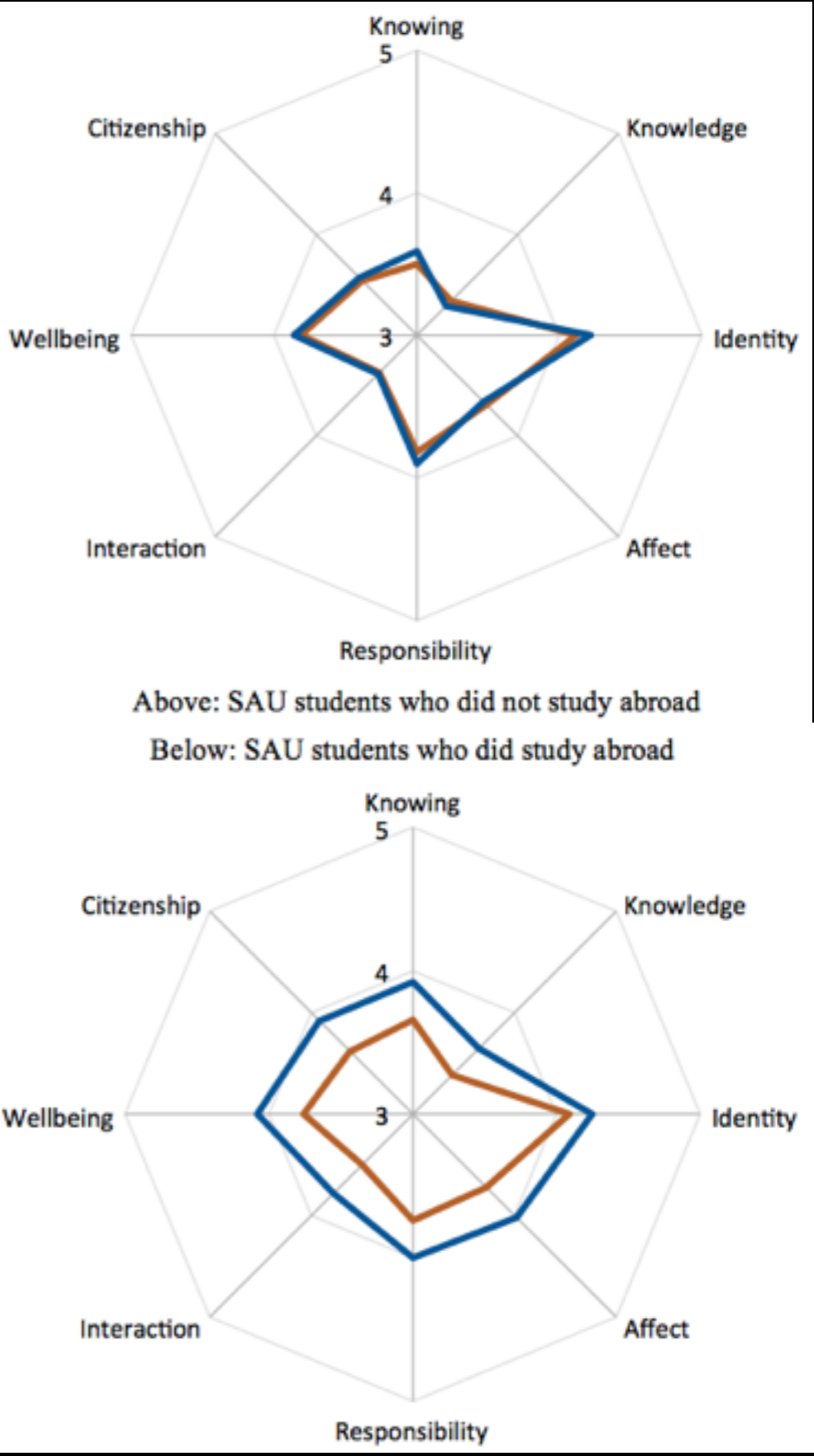
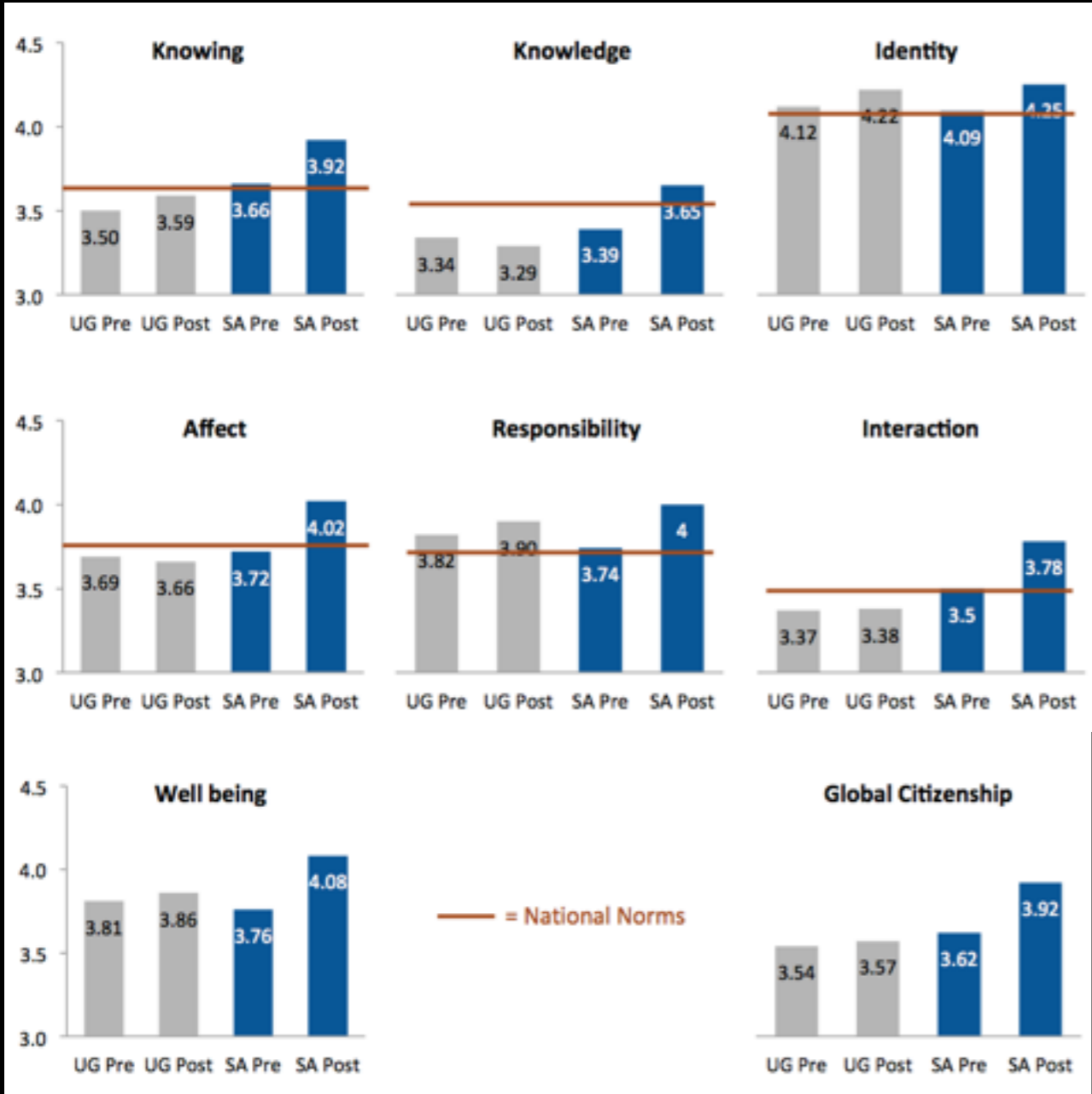
Strategic Planning: Answering questions on demand

Collect, warehouse, access, analyze, report data on demand

Study Abroad: Is it worthwhile?

Collect, warehouse, access, analyze, report data on demand

Study Abroad: Is it worthwhile?



Collect, warehouse, access, analyze, report data on demand

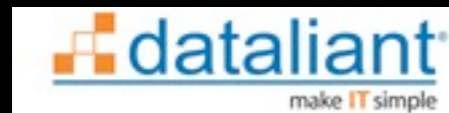
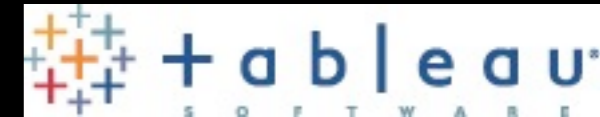
Writing Across the Curriculum: Is it effective?

Collect

Warehouse

Analyze

Report



Jenzabar



Banner Enterprise Data Warehouse



LimeSurvey®

Institutional:

- Create institutional assessment plan
- Collaborate to develop General Education SLOs
(committee, curriculum, ID measures, reports)
- Coordinate standardized assessments
(evaluate, select, manage, report CLA, NSSE)
- Develop assessment calendar
(7+ institutional assessments/surveys)
- Contribute to ongoing accreditation preparation
(Learn new protocols, begin planning)
- Contribute to new program review process

Institutional Assessment & Evaluation Plan

Environment

Principles, goals, mandates	1-2
History of SAU assessment	3
Assessment purpose/values	4
Advisory Board	4

Institutional Assessment

Institutional outcomes	5-6
Assessing institutional outcomes	6-16
Model	6-7
Curriculum	8
Educational activities	8-10
Learning outcomes	11-13
Standardized tests	12
Embedded system	12-13
Assessment alignment	13-14
Assessment calendar	15
Assessment logistics	15
Using assessment results	16-17
Evaluation of assessment	17

Academic Program Assessment

Student Learning Outcomes	18
Minimum standards	18-19
Annual assessment process	20-22
Program review standards	22

Co-curricular Evaluation

Academic Support Committee	23
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Appendices

A) Annual Assessment Form/Rubric	
B) Embedded System Form	
C) Embedded System Analysis	
D) Alumni Survey	
E) Documenting assessment quality	

Assessment Environment

Guiding Principles, Goals, & Mandates

SAU 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.

SAU 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.

SAU Core mission values and 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.

The 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.

NCA Higher Learning Commission Assessment Resources

Criteria for Accreditation -- assessment-related core components:

- 2c) Ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- 3a) The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- 3b) The organization values and supports effective teaching.
- 3c) The organization creates effective learning environments.
- 3d) The organization’s learning resources support student learning & effective teaching
- 4b) The organization demonstrates that acquisition of a breadth of knowledge/skills and the exercise of intellectual inquiry are integral to its educational programs.
- 4c) The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Assessment-related minimum expectations:

- The institution maintains a practice of regular academic program reviews that include attention to currency and relevance of courses and programs.
- Assessment provides evidence of student learning:
 - Programs, majors, degrees and general education have stated learning outcomes
 - Processes for assessment of student learning are in effect
- The institution clearly differentiates its learning goals for undergraduate, graduate, & post-baccalaureate programs by identifying expected learning outcomes for each.
- The institution maintains systems for collecting, analyzing, and using institutional information.

HLC fundamental questions for conversations on student learning:

- 1) How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
- 2) What evidence do you have that students achieve your stated learning outcomes?
- 3) In what ways do you analyze and use evidence of student learning?
- 4) How do you ensure shared responsibility for student learning and for assessment of student learning?
- 5) How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- 6) In what ways do you inform the public and other stakeholders about what students are learning---and how well?

Statement on the Assessment of Student Learning (excerpt from statement adopted February 2003):

“The Commission appreciates that effective assessment can take a variety of forms and involve a variety of processes. However, faculty members, with meaningful input from students and strong support from the administration and governing board, should have the fundamental role in developing and sustaining systematic assessment of student learning. Their assessment strategy should be informed by the organization’s mission and include explicit public statements regarding the knowledge, skills, and competencies students should possess as a result of completing course and program requirements; it also should document the values, attitudes, and behaviors faculty expect students to have developed. Moreover, while strong assessment should provide data that satisfy any externally mandated accountability requirements, its effectiveness in improving student learning relies on its integration into the organization’s processes for program review, departmental and organization planning, and unit and organizational budgeting.”

Higher Learning Commission
<http://www.ncahlc.org/>

HLC Criteria for Accreditation (including examples of evidence)
<http://www.ncahlc.org/information-for-institutions/criteria-for-accreditation.html>

HLC Academy for Assessment of Student Learning
<http://www.ncahlc.org/information-for-institutions/academy.html>

HLC Accreditation at SAU (including self-study report)
<http://web.sau.edu/accreditation/>

SAU Institutional and Program Accreditations
http://www.sau.edu/About_SAU/Quick_Facts/Accreditations.html

Programmatic:

- Assist with academic/co-curricular program reviews (evaluate program assessment, annual assessment)
- Other examples:
 - Chemistry: Can we assess student perceptions of science?
 - Math: How effective are our current placement methods?
 - Teacher Education: What assessments do we have of each of the Danielson Components?

2009 ACT Math Scores for incoming freshmen

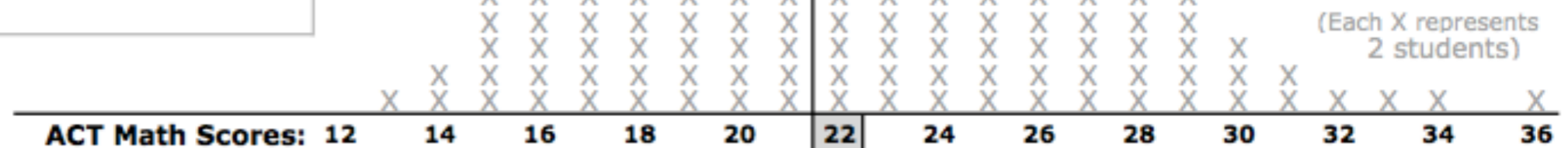
SAU Placement:	1986	1991	1995	2005	2008	2009	2010
Developmental	84%	70%	65%	24%	20%	19%	17%
General Education			30%	41%	37%	38%	38%
Requirements met			5%	35%	40%	41%	44%

From 2005-2010, our placement indicates student ability increased by an effect size of 0.258 standard deviation units. ACT scores over that same period increased by only 0.0165 standard deviation units. We've overestimated our students' math aptitude by a factor of 15x

Out of the 26 institutions listed below (those found to be using ACT Math scores to place students) SAU has, by far, the lowest placement standards.

ACT defines a score of 22 to indicate college readiness

Students with an ACT Math of 23 meet our GenEd requirements. These same students would need developmental math at Texas, Florida Gulf Coast, Miami, or Old Dominion



SAU CURRENT PLACEMENT POLICY	D	D	D	D	D						M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
Western State College of Colorado	D	D	D	D	D	D										M	M	M	M	M	M	M	M	M	M
Volunteer State	D	D	D	D	D	D																			
Tennessee Tech	D	D	D	D	D	D																			
Dakota State	D	D	D	D	D	D	D							M	M	M	M	M	M	M	M	M	M	M	M
Central Washington, Cameron University	D	D	D	D	D	D	D																		
Iowa State	D	D	D	D	D	D	D	D	D					M	M	M	M	M	M	M	M	M	M	M	M
NE Illinois, Wayne State	D	D	D	D	D	D	D	D	D						M	M	M	M	M	M	M	M	M	M	M
Fashion InstTech, N Orleans, Elgin CC, UT Knoxville	D	D	D	D	D	D	D	D	D							M	M	M	M	M	M	M	M	M	M
Washington State	D	D	D	D	D	D	D	D	D								M	M	M	M	M	M	M	M	M
Western Connecticut, Missouri Southern State	D	D	D	D	D	D	D	D	D																
U of San Diego	D	D	D	D	D	D	D	D	D	D					M	M	M	M	M	M	M	M	M	M	M
St. Cloud State, Seattle Univ.	D	D	D	D	D	D	D	D	D	D						M	M	M	M	M	M	M	M	M	M
Humboldt State	D	D	D	D	D	D	D	D	D	D															
Saginaw Valley State	D	D	D	D	D	D	D	D	D	D							M	M	M	M	M	M	M	M	M
Texas, Florida Gulf Coast, Miami	D	D	D	D	D	D	D	D	D	D	D	D													
Old Dominion	D	D	D	D	D	D	D	D	D	D	D	D					M	M	M	M	M	M	M	M	M
SAU PROPOSED PLACEMENT POLICY	D	D	D	D	D	D	D	D	D	D							M	M	M	M	M	M	M	M	M

D = Placed into Developmental Math

■ = Placed into General Education

M = Met math requirements

1. Program Information:
Name of Department/Program: Mathematics

Contact person: Brad Thiessen

List program faculty/staff and identify the contribution each individual made to this report: (press return/enter after entering each name)
Thomas Anderson
Ilwoo Cho
Tim Gillespie, Visiting
Kathy Potter
Hernando Tellez, Visiting
Brad Thiessen

Developed assessment methods and recommended schedule
Developed assessment methods and recommended schedule
Will contribute assessment results (General Education and major courses)
Completed QUANT 131 assessment section
Developed assessment methods and recommended schedule
Completed form; revised SLOs

2. Program Assessment:

Student Learning Outcomes

1. Demonstrate a breadth and depth of knowledge appropriate for a bachelor's degree in mathematics.

Assessment Tools/Methods

1. Major Field Test in Mathematics (administered in MATH 395)
2. Course exams will be reviewed by the Department to ensure they align with course outcomes and standards.

We're not sure. The Major Field Test will provide some information about this. We may get instructor ratings to get performance in

Academic year(s) of assessment
'11-12 '12-13 '13-14 '14-15 '15-16

☒ ☐ ☒ ☐ ☒

Assessment Results (due 7/1/2013)
Results and brief explanation/

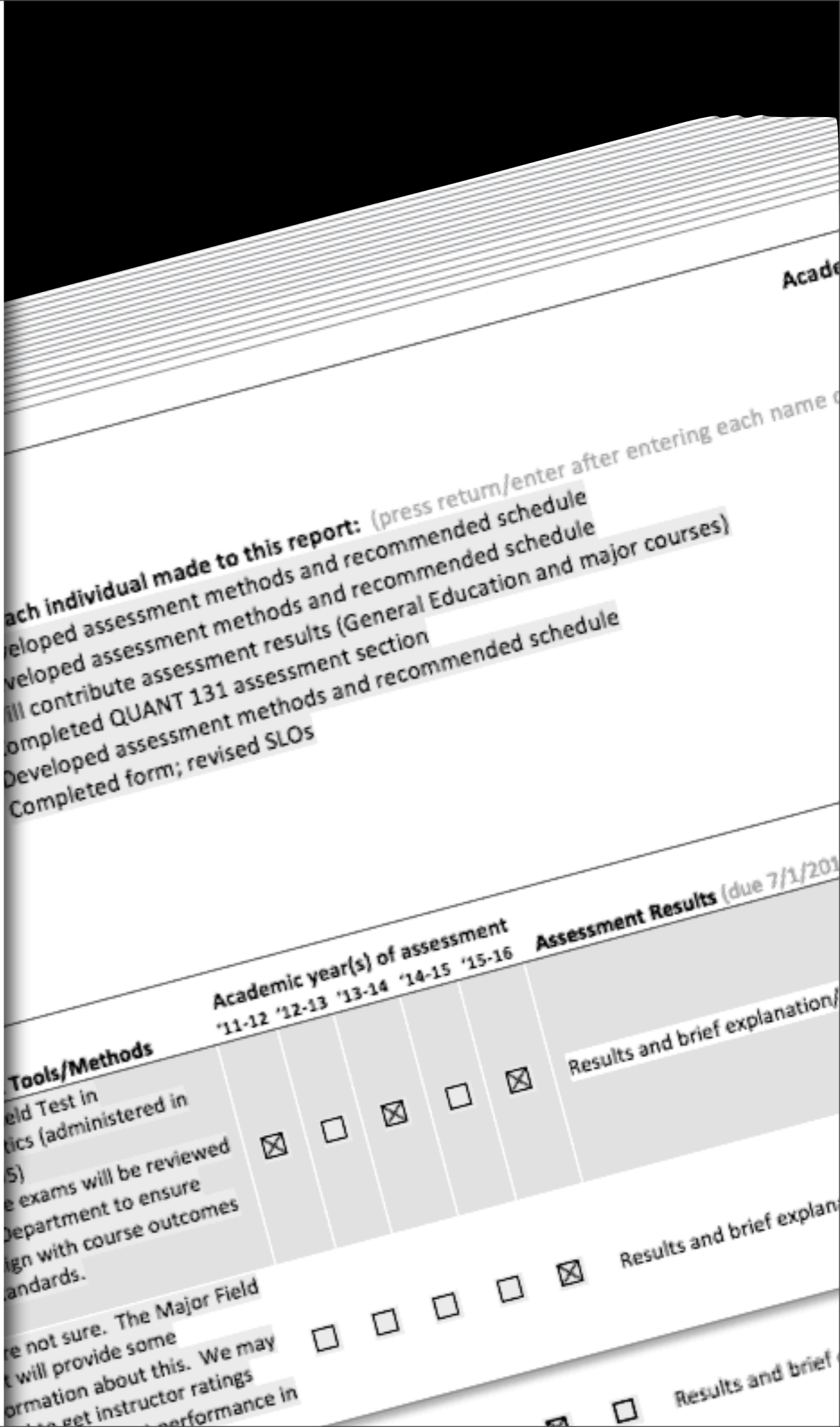
☒ Results and brief explanation/

☐ Results and brief explanation/

Annual Assessment Rubric

The Assessment and Evaluation Advisory Board will use the following rubric to evaluate annual assessment reports from academic programs:

Aspect	Rating Scale (in terms of expectations)	Comments
Program Information	0 = Below (some information is missing)	
Program information, including list of contributions, is provided	1 = Approaches (all information is provided)	
	2 = Meets (all information is provided; multiple faculty contributed to the report)	
SLOs	0 = Below (outcomes are not student-focused; outcomes are vague; outcomes are actually processes/activities; outcomes are not focused on learning)	Example: Given a description of a student with a particular disability, students identify at least 3 ways to differentiate instruction.
Program student learning outcomes are clear and student-focused (in terms of what students should be able to know, think, or do as a result of program activities)	1 = Approaches (some outcomes are student-focused and clear)	Non-examples:
	2 = Meets (all outcomes are student-focused and clear)	• Students will be taught methods of differentiated instruction (not student-focused)
	3 = Exceeds (outcomes specify the conditions under which students will demonstrate the behavior and criteria for success)	• Students will participate in... (process; not outcome)
		• Students will understand differentiated instruction (too vague)
Number of Measures	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
At least one direct measure is identified to assess each SLO	1 = Approaches (measures are identified for all SLOs; some SLOs are only assessed indirectly)	
	2 = Meets (measures are identified for all SLOs; all SLOs are assessed directly)	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 (at least two measures are identified for each SLO; all SLOs are assessed directly)	
Quality of Measures	0 = Below (no evidence of quality is provided; measures appear to be low-quality; measures do not appear to align with SLOs)	Examples:
The program uses high-quality measures to assess each SLO	1 = Approaches (no evidence of quality is provided; measures appear to align with SLOs)	0 = SLO was assessed by asking students about their writing skills.
	2 = Meets (evidence of quality is provided or the program has a plan to collect such evidence; measures appear to align with SLOs; measures use multiple raters when appropriate; rubric)	1 = Course instructor rated student essays for clarity and organization
	3 = Exceeds (evidence of quality is provided or identified; measures are high-quality)	2 = Two faculty members rated student essays using departmental rubric.
		3 = Two faculty members rated student essays using a rubric provided by a national organization.
Assessment Schedule	0 = Below (not all SLOs are scheduled to be assessed over 5 years)	
At least one direct measure is identified to assess each SLO	1 = Meets (all SLOs will be assessed in 5 years; at least one SLO is assessed each year)	
Assessment Results	0 = Below (results were not provided for the SLOs to be assessed)	
The program provides a brief discussion of results to determine the degree to which SLOs were met	1 = Approaches (results were provided, but explanation/discussion is lacking)	
	2 = Meets (results, including participation rates, were provided; the degree to which SLOs were accomplished is discussed)	
	3 = Exceeds (results, including participation rates and trends, were provided; the degree to which SLOs were accomplished is discussed; potential uses of results is discussed)	
TOTAL SCORE (out of 15 points possible)		



Annual Assessment Rubric

The Assessment and Evaluation Advisory Board will use the following rubric to evaluate annual assessment reports from academic programs:

Aspect	Rating Scale (in terms of expectations)	Comments
Program Information	0 = Below (some information is missing)	
Program information, including list of contributions, is provided	1 = Approaches (all information is provided) 2 = Meets (all information is provided; multiple faculty contributed to the report)	
SLOs	0 = Below (outcomes are not student-focused; outcomes are vague; outcomes are actually processes/activities; outcomes are not focused on learning) 1 = Approaches (some outcomes are student-focused and clear) 2 = Meets (all outcomes are student-focused and clear) 3 = Exceeds (outcomes specify the conditions under which students will demonstrate the behavior and criteria for success)	
Number of Measures	0 = Below (no direct measures are identified for any SLOs) 1 = Approaches (measures are identified for all SLOs; some SLOs are only assessed indirectly) 2 = Meets (measures are identified for all SLOs; all SLOs are assessed directly) 3 = Exceeds (at least two measures are identified for each SLO; all SLOs are assessed directly)	
Quality of Measures	0 = Below (no evidence of quality is provided; measures appear to be low-quality; measures do not appear to align with SLOs) 1 = Approaches (no evidence of quality is provided; measures appear to align with SLOs) 2 = Meets (evidence of quality is provided or the program has a plan to collect such evidence; measures appear to align with SLOs; measures use multiple raters when appropriate; rubric) 3 = Exceeds (evidence of quality is provided or identified; measures are high-quality)	
Assessment Schedule	0 = Below (not all SLOs are scheduled to be assessed over 5 years) 1 = Meets (all SLOs will be assessed in 5 years; at least one SLO is assessed each year)	
Assessment Results	0 = Below (results were not provided for the SLOs to be assessed) 1 = Approaches (results were provided, but explanation/discussion is lacking) 2 = Meets (results, including participation rates, were provided; the degree to which SLOs were accomplished is discussed) 3 = Exceeds (results, including participation rates and trends, were provided; the degree to which SLOs were accomplished is discussed; potential uses of results is discussed)	
TOTAL SCORE (out of 15 points possible)		

Program:	Mathematics								
		(see rubric for score descriptions)							
		0	1	2	3	Points			
	1. Program information, including a list of contributions, is provided.	=====X					2/2	Meets expectations	
	2. Program SLOs are clear and student-focused.	=====X					2/3	Meets expectations	
	3. At least one direct measure is identified to assess each SLO.	=====X					2/3	Meets expectations	
	4. The program uses high-quality measures to assess each SLO.	=====X					2/3	Meets expectations	
	5. SLOs are assessed on a 5-year schedule	=====X					1/1	Meets expectations	
	6. The program provides a brief discussion of results to determine the degree to which SLOs were met.						N/A	(Will be due in July)	
						Total Score:	9/12	0	
Comments:	Will common rubrics be used for all proofs?								
	most of these are very good. #6 would seem to be hard to assess.								
	#7 is pretty complex: do two things, each with reference to 3 standards, in order to do 3 things. I can't do the math, but this seems to add up to a lot of outcomes!								
	Some SLOs seem vague (i.e., Persevere, appreciate)								
	multiple measures per outcome; measures seem to be linked to outcomes in a specific and deliberate way. I like the "I'm not sure..." but you go on to make a reasonable stab at it.								
	This makes me think that it might make sense to have courses designated to one or another outcome and whatever that course's rubric is becomes the measure of the outcome.								
	The Gen Ed section is clear and thorough								
	I'm torn about the number of outcomes, not just in this instance, but in general. Is fewer better?								
	Is math one of the subjects that is easier to measure quantifiably? (because there are black and white right and wrong								

Course:

- Create new course development standards
- Evaluate new course proposals
(Italy-based Early Childhood course)
- Assist instructors in developing SLOs & assessments
(Chemistry - standardized)
(Math - common final exams)

M&S Opportunities in Higher Education?

University of Birmingham

Job Opportunities

www.employment.gov

Job Opportunities



airweb.org/Careers

10.15.2011

View Jobs - there are currently 163 openings
posted on the IR jobs board

11.15.2011

View Jobs - there are currently 173 openings
posted on the IR jobs board

01.01.12 - 02.22.12

169 job openings

airweb.org/Careers

Submitted: 1/10/2012

EXECUTIVE DIRECTOR OF INSTITUTIONAL RESEARCH - Ivy Tech, (Central Office) Indianapolis, IN, Ivy Tech Community College is the state's largest public post-secondary institution and the nation's largest singly-accredited statewide community college system with more than 200,000 students enrolled annually. It is accredited by the Higher Learning Commission and a member of the North Central Association. Visit [Web site](#) for more information. **Deadline Date:** 2/19/12

Submitted: 1/10/2012

ASSISTANT DIRECTOR OF DIVERSITY RESEARCH AND ASSESSMENT - University of North Texas, Denton, TX, The University of North Texas' Division of Institutional Equity and Diversity is committed to executing the mission of the University as it relates to the recruitment and retention of faculty, staff and students. The primary goal of the division is to develop a supportive environment for a culturally diverse faculty, staff and student body. The Division of Institutional Equity and Diversity provides a safe zone for all. The University of North Texas advocates a campus that promotes inclusiveness and is committed to maintaining an unpretentious and accepting atmosphere, welcoming individuals who strive for excellence. Visit the [Web site](#) or the University of North Texas [Web site](#). **Deadline Date:** Open until filled

Submitted: 1/10/2012

INSTITUTIONAL RESEARCH & ACADEMIC ASSESSMENT - Dixie State College, St George, UT, About Dixie State College: Dixie State College is a state-supported four-year college of nearly 9,000 students that is continually expanding its educational offerings and programs. Dixie State College's mission is to help students achieve their academic, career, and life goals, including goals related to basic skills, core content knowledge, and knowledge that broadens and enriches students' lives. Earlier this year, the Utah State Board of Regents approved Dixie State College's proposal to eventually attain University status. About the Area: St. George, home of Dixie State College, is located 300 miles south of Salt Lake City and 110 miles northeast of Las Vegas, Nevada. With an area population of 74,000, St. George is a tourist magnet due to its proximity to such scenic wonders as Zion, Bryce and Grand Canyon National Parks, Cedar Breaks and Grand Staircase-Escalante National Monuments, and Lakes Powell and Mead. For more information on the area visit the [Web site](#) and visit the Dixie State [Web site](#). **Deadline Date:** Open until filled

Submitted: 1/10/2012

RESEARCH ANALYST - Portland Community College, Portland, OR, Portland Community College is a comprehensive community college serving over 92,000 students per year at four campuses and multiple center locations. Visit the [Web site](#) for more information. **Deadline Date:** Open until filled/preference date: 2/6/2012

Submitted: 1/10/2012

ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH - James Madison University, Harrisonburg, VA, James Madison University is a selective, regional, comprehensive, student-oriented public institution with an enrollment of approximately 19,400 students. Located in the heart of the Shenandoah Valley of Virginia, James Madison University is part of the statewide system of public higher education in the Commonwealth of Virginia and is the only university in America named for James Madison. Established March 14, 1908, the university offers programs on the bachelor's, master's and doctoral levels with its primary emphasis on the undergraduate student. JMU provides a total education to students — one that has a broad range of the liberal arts as its foundation and encompasses an extensive variety of professional and pre-professional programs, augmented by a multitude of learning experiences outside the classroom. MISSION : We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives. Visit the [Web site](#) for more information. **Deadline Date:** Open until filled

Submitted: 1/9/2012

ASSOCIATE DIRECTOR OF THE HIGHER EDUCATION DATA SHARING CONSORTIUM (HEDS), Crawfordsville, IN, The Higher Education Data Sharing Consortium (HEDS) is a national organization of 120 private colleges and universities that share and use data in a collaborative setting to support institutional research, decision making, assessment, and the advancement of liberal learning. Starting in the spring of 2012, HEDS will be located at Wabash College in Crawfordsville, Indiana. Visit the [Web site](#) for more information. **Deadline Date:** February 10, 2012

Submitted: 1/6/2012

DIRECTOR OF ASSESSMENT - North Carolina State University, Raleigh, NC, The mission of the Office of Academic Affairs in the College of Engineering at North Carolina State University is to provide undergraduate students with a sound engineering education; advance the understanding and application of scientific principles; enhance economic development; and improve the quality of life of our citizens through teaching, research and outreach programs. Because of our reputation for providing students the opportunity to develop excellent problem-solving and communication skills, our graduates can be found in leadership positions throughout our increasingly technological world. Visit the [Web site](#) for more information. **Deadline Date:** January 23, 2012

Submitted: 1/6/2012

INSTITUTIONAL RESEARCH ANALYST - Oklahoma City Community College, Oklahoma City, OK, Oklahoma City Community College is located in Oklahoma City, Oklahoma. Since 1972 the college has been serving students seeking employment upon graduation and those interested in pursuing their education. Visit the [Web site](#) for more information. **Deadline Date:** February 3, 2012

Submitted: 1/5/2012

COMPUTER ANALYST-INSTITUTIONAL RESEARCH - Idaho State University, Pocatello, ID, Idaho State University, a Carnegie-classified doctoral research high and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello, and at locations in Meridian, Idaho Falls and Twin Falls, ISU offers access to high-quality education in more than 280 programs. Almost 14,600 students attend ISU, receiving education and training in those programs. Idaho State University is the state's designated lead institution in health professions and medical education. Idaho State University faculty and students are leading the way in cutting-edge research and innovative solutions in the areas of energy, health professions, nuclear research, teaching, humanities, engineering, performing and visual arts, technology, biological sciences pharmacy and business. Idaho State University combines exceptional academics amidst the grand natural beauty of the West. ISU is at the heart of an outdoor-lover's paradise and a short drive to some of America's greatest natural wonders and exciting outdoor recreation opportunities. Find more information at the [Web site](#). **Deadline Date:** Priority consideration will be given to those applicants who apply by 2/6/2012; search will continue until position is filled.

Submitted: 1/5/2012

DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING - Northwestern Health Sciences University, Bloomington, MN, Northwestern Health Sciences University is a private, professional, non-profit university, with an enrollment of approximately 900, and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Northwestern offers a variety of natural health care educational programs including chiropractic, Acupuncture and Oriental Medicine, and massage therapy. In addition, Northwestern conducts clinical research and provides patient care through several outpatient clinics and interdisciplinary community partnerships. **Deadline Date:** Open until filled

Submitted: 1/5/2012

DIRECTOR OF INSTITUTIONAL RESEARCH AND EVALUATION (Job search re-opened January, 2012) - Franklin W. Olin College of Engineering, Needham, MA, The Franklin W. Olin College of Engineering strives to provide the best and most innovative engineering education to the brightest and most enterprising students. Our programs emphasize inquiry-based learning and team-based projects in a community of engaged, self-directed learners. Olin students, faculty and staff work together to support the mission of the college. We seek staff who can make significant contributions to the College's commitment to bringing fundamental change to engineering education, who can handle a number of tasks at one time, who are hard working, flexible and adaptable, who can see the big picture and reprioritize their work accordingly, who can work unsupervised and take initiative, who see themselves as an important individual within a spirited and dedicated team, and who conduct themselves professionally. Visit the [Web site](#) for more details. **Deadline Date:** Open until filled

Submitted: 1/5/2012

DIRECTOR OF INSTITUTIONAL RESEARCH - Presidio Graduate School, San Francisco, CA, Presidio Graduate School in San Francisco, among the world's first and leading sustainability graduate schools offering MBA, MPA, Dual Degree and Executive Certificate programs in Sustainable Management, seeks a Director of Institutional Research to develop and implement an institutional research plan to meet program review and institutional effectiveness needs. In coordination with the Accreditation Liaison Officer (ALO), the Director of Institutional Research will help lead Presidio through the Western Association of Schools and Colleges (WASC) candidacy process for independent accreditation. Visit the [Web site](#) for more details. **Deadline Date:** Until Filled

Submitted: 1/4/2012

SENIOR RESEARCH ANALYST - Dartmouth College, Hanover, NH, Dartmouth College has forged a singular identity. A member of the Ivy League, Dartmouth is a small, student-centered, undergraduate and graduate College, with three leading professional schools - Dartmouth Medical School, Thayer School of Engineering, and the Tuck School of Business. It is known for its commitment to excellence in undergraduate education. Visit the [Web site](#) for more information. **Deadline Date:** until filled

Submitted: 1/4/2012

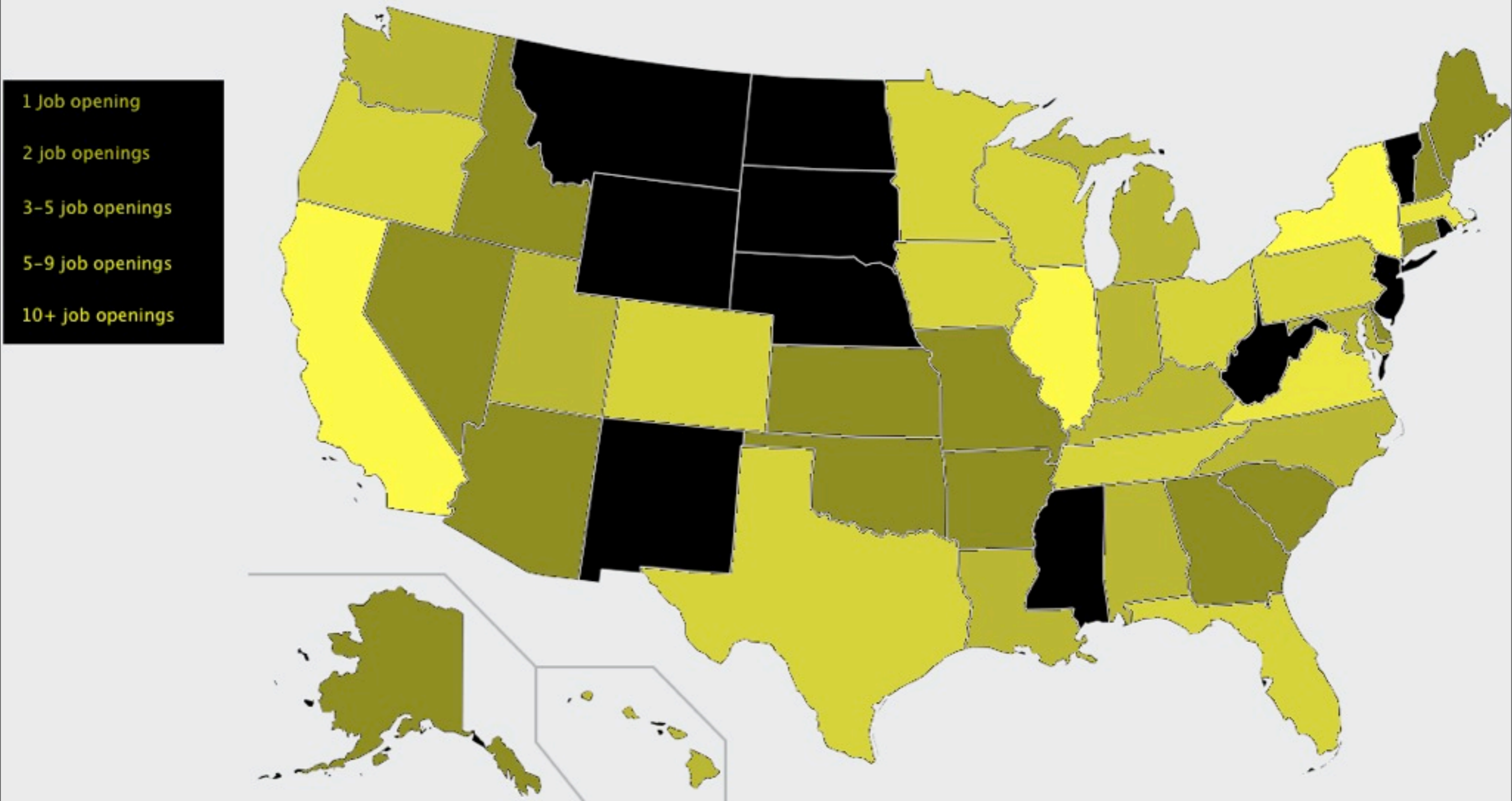
DIRECTOR OF INSTITUTIONAL RESEARCH & EFFECTIVENESS - Central Ohio Technical College, Newark, OH, Central Ohio Technical College is a state-assisted post-secondary institution of higher education offering associate degree and certificate programs in business, health, engineering, and public service technologies. The College is located in Newark about 40 miles east of Columbus. Central Ohio Technical College is committed to the fair treatment of all employees regardless of race, color, religion, ethnic or national origin, age, disability, sex, sexual orientation, or veteran status. **Deadline Date:** Until Filled

Submitted: 1/4/2012

DIRECTOR OF ACADEMIC ASSESSMENT - Saint Leo University, St. Leo, FL, Saint Leo University is a Catholic, liberal-arts based university serving people of all faiths. Rooted in the 1,500-year-old Benedictine tradition, the University seeks balanced growth in mind, body and spirit for all members of its community. On its home campus and many extension centers, Saint Leo University offers a practical, effective model for life and leadership in a challenging world, a model based on steadfast, moral consciousness that recognizes the dignity, value, and gifts of all people. Visit the [Web site](#) for more details. **Deadline Date:** Open until filled

airweb.org/Careers

AIR Jobs (2/1/2012)



airweb.org/Careers

chronicle.com/jobCategory/Institutional-research-/100

www.norcalherc.org
www.socalherc.org

Google

Job Opportunities

Title: Analyst, Coordinator, Director, Dean, Assoc. VP

Type: Faculty, Staff, Administrator, Consultant

Institution: Private, Public, Comprehensive, Specialized

Salary

None given	51
\$30,000 – \$39,999	5
\$40,000 – \$49,999	12
\$50,000 – \$59,999	15
\$60,000 – \$69,999	10
\$70,000 – \$79,999	13
\$80,000 – \$89,999	4
\$90,000 – \$99,999	1
\$100,000 +	2
“Competitive”	13
“Commensurate”	14

Job Opportunities

Title: Analyst, Coordinator, Director, Dean, Assoc. VP

Type: Faculty, Staff, Administrator, Consultant

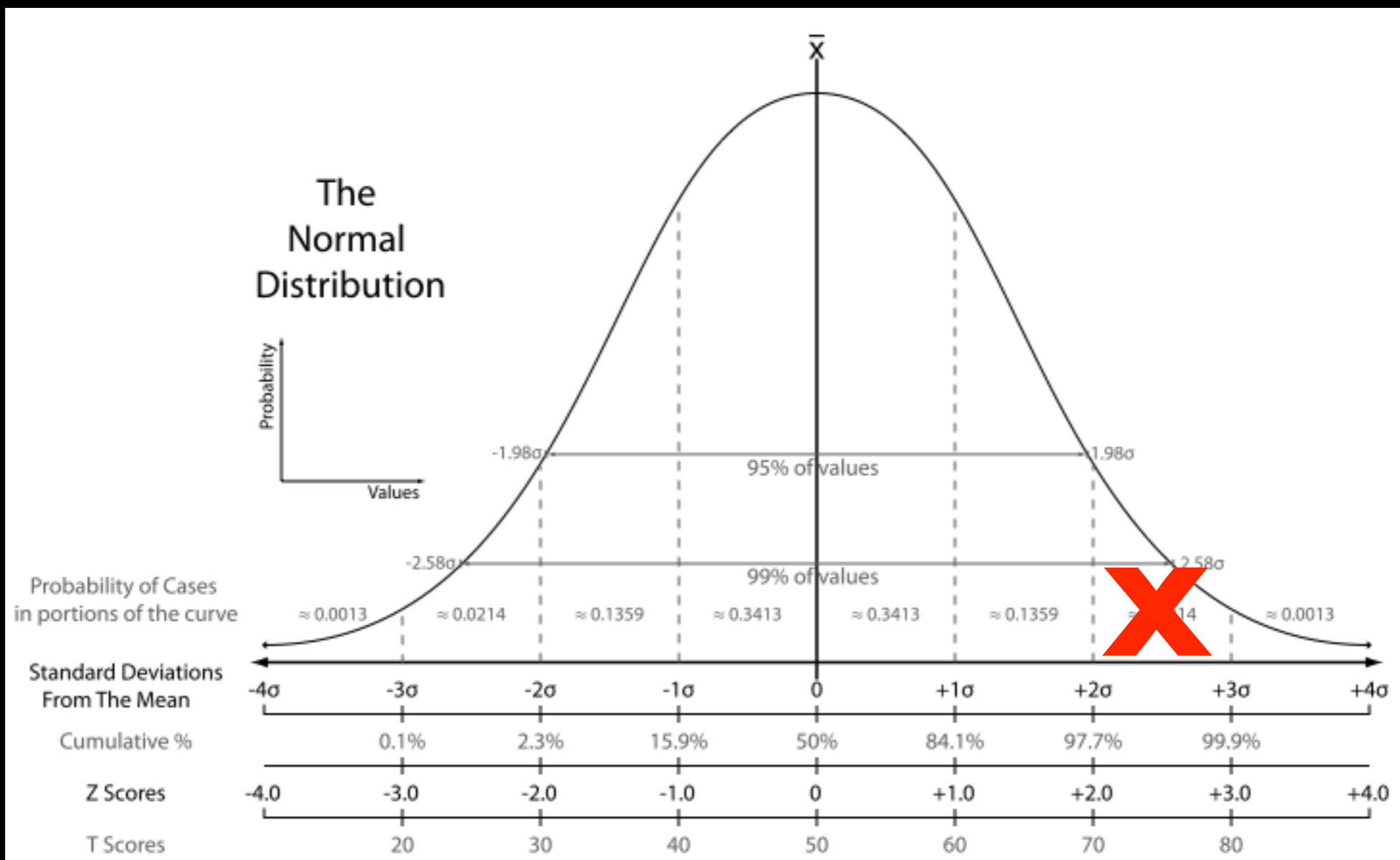
Institution: Private, Public, Comprehensive, Specialized

Salary



Why you?

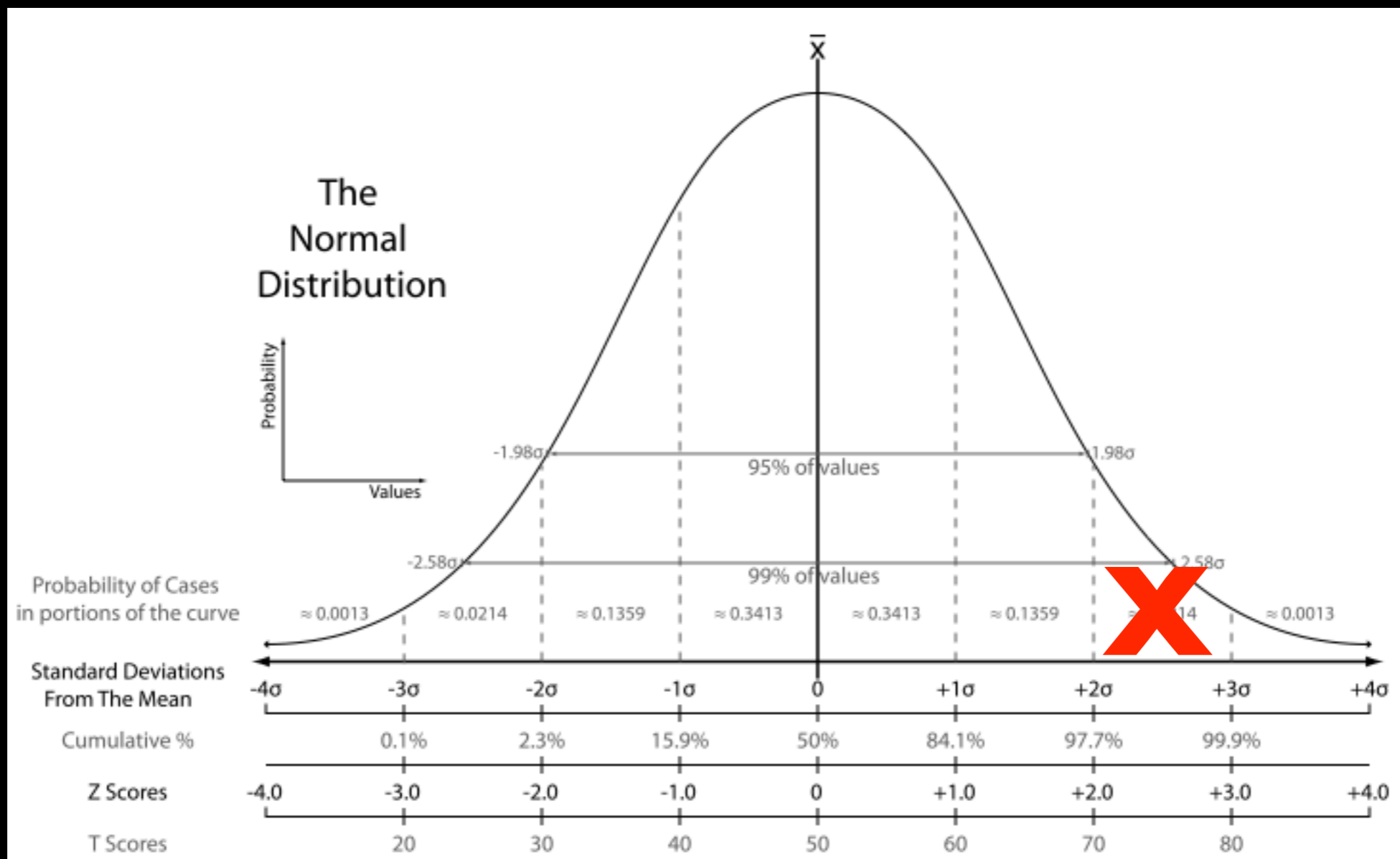
Why you?



Why you?

Hard Skills

- Assessment - (mis)uses, development/evaluation of
- Data analysis skills
- Speak the language of education



Why you?



Why you?

Course projects ↔ Real higher education issues/data

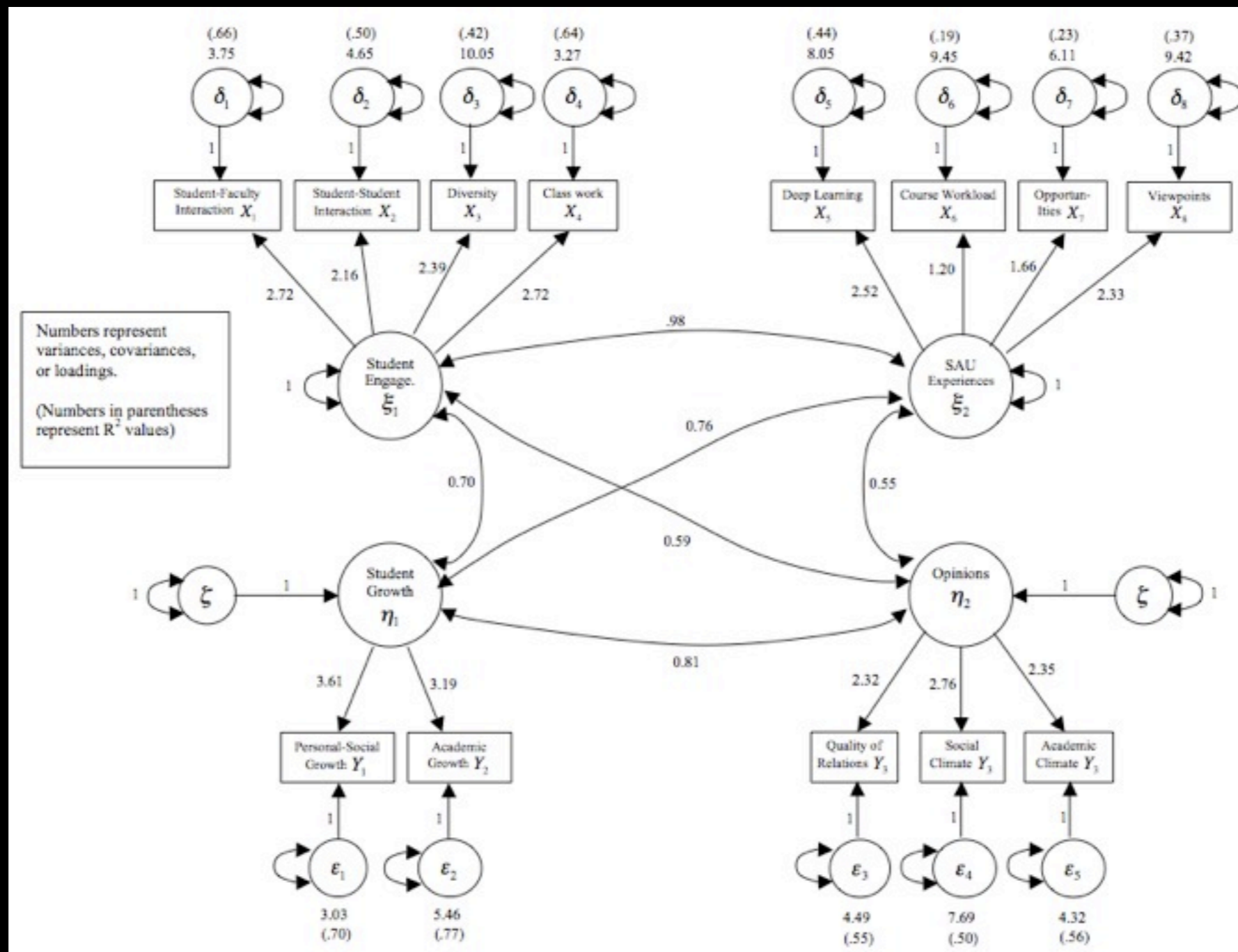
Why you?

Course projects ↔ Real higher education issues/data



Why you?

Course projects \longleftrightarrow Real higher education issues/data



Why you?

Ability to get things done

- Collaboration/coordination
- Communicating to (non)technical audiences
- Ability to learn; interest in learning new skills

Real opportunity - 2/13/12

Director of Institutional Effectiveness
at St. Mary's College of California
(3900 students; liberal arts; Lasallian; seminar-focus)

Complete revision to core curriculum (General Education)

Habits of Mind

Critical Thinking

1. Identify and understand assumptions and theses that exist in the work of others
2. Ask meaningful questions, originate plausible theses, identify own underlying assumptions
3. Seek and identify confirming and opposing evidence relevant to original and existing theses
4. Evaluate and synthesize evidence for the purpose of drawing valid conclusions.

Shared Inquiry

1. Advance probing questions about a common text or other object of study
2. Collaborate in sustained lines of inquiry
3. Reexamine judgments in light of evidence and collaborative discussion
4. Engage in inclusive, respectful conversation with others.

Communication

1. Recognize and compose readable prose characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ standard conventions
2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context and format
3. Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question
4. Use the process of writing to enhance intellectual discovery and unravel complexities of thought.

Information Evaluation and Research Practices

1. Develop search strategies and use library catalogs and databases to find relevant material
2. Critically evaluate sources
3. Integrate and cite evidence appropriately
4. Understand the concept of intellectual property and practice academic honesty.

Pathways to Knowledge

Mathematical and Scientific Understanding

1. Apply abstract and logical reasoning to identify patterns and solve mathematical problems
2. Communicate mathematical concepts accurately and clearly using symbols, language, and formulas.
3. Demonstrate an understanding of scientific concepts, principles, and theories that explain the natural and physical world
4. Collect, analyze, and interpret empirical data gathered in a laboratory or field setting
5. Examine social or ethical issues that arise in the process of scientific inquiry or out of scientific or technological developments.

Artistic Understanding

1. Analyze and interpret the form and meaning of works of art by applying discipline-based critical vocabulary and theory to explore the work's significance within appropriate contexts
2. Participate actively in a creative process using practices and materials specific to an artistic medium in order to produce an object or event appropriate to the discipline.

Theological Understanding

1. Demonstrate knowledge of major texts and themes of the Bible, including major theological and interpretive principles central to the Catholic tradition – with attention to their social, cultural, ethical and/or theological implications
2. Demonstrate an understanding of basic methods and tools used in scholarly interpretation of biblical texts
3. Demonstrate an ability to read biblical texts in light of relevant contextual factors
4. Demonstrate an understanding of aspects of Christian and/or another religious tradition acquired through focused study in a subfield of theology or religious studies
5. Demonstrate an ability to explore religious questions from a believer's point of reference and from the critical perspective of the academy
6. Demonstrate an ability to read biblical texts in light of relevant contextual factors
7. Demonstrate an ability to read biblical texts in light of relevant contextual factors

Social, Historical, Cultural Understanding

1. Examine human activity in particular periods or places from a social, cultural or historical perspective
2. Demonstrate an understanding of theories of human behavior, relations, culture or institutions; or interpretations of historical causation and change
3. Employ social science or historical methodology to collect and interpret evidence about the social world

Engaging the World

The Common Good

1. Reflect and write substantively on ways in which human beings find fulfillment in community
2. Articulate, in prose or through another communicative medium, a critical account of just social order.
3. Demonstrate a capacity for coherent, principled analysis of concrete social problems.

American Diversity

1. Analyze aspects of social diversity (e.g., ethnicity, race, socioeconomic status gender, sexual orientation, religion, age, ability, and political identity) and how they affect society in the United States of America
2. Explain how social categories and structures of power may affect the human person.

Global Perspective

1. Analyze the process of globalization by using different theoretical perspectives and debates on a broad range of issues (including issues of dependence and interdependence
2. Demonstrate an understanding of the world from a specific non-U.S. and non-Western European viewpoint.

Community Engagement

1. Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting
2. Demonstrate critical reflection throughout their experience
3. Express their understanding of the interconnections between their experience and their responsibilities as members of social or professional communities

Old Core Requirements

- Collegiate Seminar: 4 courses
- Composition: 2 courses
- Area Requirements:
 - Area A: Humanities: 2 courses
 - Area B/Mathematics: 1 course
 - Area B /Science: 1 lab course
 - Area C: Social Sciences: 2 courses
- Theology & Religious Studies: 2 courses
- Diversity: one course.
- Language: level 3 proficiency
- January Term: four courses

New Core Requirements

- Collegiate Seminar - 4 courses
- Composition - 3 courses (upper division writing)
- Artistic Understanding - 2 courses
- Mathematical Understanding - 1 course
- Scientific Understanding - 1 course
- Social, Cultural, Historical Understanding - 2 courses
- Theological Understanding - 2 courses
- Engaging the World Goals - 4 goals
- Language - level 3 proficiency
- January Term - 4 courses

1. How do they determine which courses should be designated as part of the “SMC Core?”
2. They want to collect student work in each SMC Core course, evaluate “significantly significant portions” of that work, and then synthesize those evaluations across courses to “see how well our students are meeting the learning outcomes for each learning goal.”
3. How do you get faculty to comply with (or engage in) this process? How will results be synthesized or reported?

(Oh, you can't really make anyone do any additional work)





If you want help: bradthiessen@gmail.com

www.bradthiessen.com

Project ideas, datasets, internship opportunities
or

If you'd like any advice on applying for a job in higher ed.



I'd also like your help.

If you're interested in a career in AIR, apply for a new position at St. Ambrose University.

We're looking for a Data Analyst to begin July 1st.



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