Institutional Assessment & Evaluation Plan

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

Assessment Environment

History of Assessment at SAU

Summarized from 2004 Omnibus Assessment Plan

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

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

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

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

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

This 2011 revision of the Institutional Assessment & Evaluation Plan reflects what we've learned through cycles of implementing and evaluating our institutional assessment activities. It also reflects the progress SAU has made in developing a culture of learning.

1940 National Report:

"American education has become evaluation-conscious. Objective tests and other instruments that are not so objective have been used and misused to evaluate individuals, instructors, departments, colleges, and even the educational systems of entire states. Some of this evaluation is significant and useful. Much of it is harmless and also useless."

- Edward E. Cureton, *The Report of the 8th Annual National College Sophomore Testing Program April 17 to May 5, 1939.*

http://www.jstor.org/pss/20150610

1995 SAU Assessment Plan:

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

http://web.sau.edu/assessment/1995plan.htm

2003 Assessment Task Force Mission:

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

Common assessment vocabulary:

http://web.sau.edu/assessment/A%20Common%20Vocabulary.htm

SAU Assessment Purpose & Values

Purpose

The purpose of assessment at SAU is to improve institutional effectiveness in fulfilling its mission, vision, and goals. Assessment documents the extent to which students achieve the intended learning outcomes. Assessment results can be used to determine the extent to which institutional activities contribute to student learning.

Values

The following values guide the implementation of assessment at SAU:

1) Effective assessment must provide results that are useful for improving student learning.
2) Effective assessment is efficient and feasible, using existing instruments, data, and procedures when possible
3) Effective assessment meets both internal and external (accreditation, public reporting) demands
4) Effective assessment synthesizes information from multiple high-quality assessment instruments
5) Effective assessment must be developed, implemented, and sustained by faculty and staff, and strongly supported by campus leaders.
6) Effective assessment is continuously evaluated and improved.
7) Effective assessment aligns with institutional mission, values, and vision statements
8) Effective assessment is a matter of commitment; not compliance
9) Effective assessment is the degree to which the institution and its programs document and use data to identify areas of improvement and make changes.
10) Effective assessment comes in many forms, but is informed by scholarship and good practice

Assessment & Evaluation Advisory Board

Purpose

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

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

Membership

Members of the Advisory Board, which include the Associate Dean for Academic Programs, faculty, and staff, are appointed by the President in consultation with the VP for Academic and Student Affairs. 2011-12 members include:

- Les Bell (Art)
- Bud Grant (Director of General Education; Theology)
- Michael Hustedde (Writing Across the Curriculum, English)
- Jason Richter (Director of Student Engagement)
- Tracy Schuster-Matlock (Associate Dean of Academic Programs)
- Art Serianz (Chemistry)
- Brad Thiessen, Chair (Assessment Coordinator, Mathematics)
- Katie Trujillo (Associate Dean, College of Arts & Sciences; Psychology)

2004 Assessment Plan:

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

http://web.sau.edu/assessment/2004.Assessment.Plan.Draft4.27.04.htm

2011-12 Advisory Board Members:

Les Bell
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Katie Trujillo
TrujilloKathleenM@sau.edu

2011-12 Advisory Board Goals:

1) evaluate, and review results from, annual assessment reports
2) plan, evaluate, and review results from the assessment of General Education outcomes
3) determine effective ways to share assessment results with the campus community and initiate campus-wide discussions

Institutional Outcomes

General Education Student Learning Outcomes

Liberal Arts:

1) Compare the effects of various philosophical approaches to the search for meaning.
2) Apply critical methods of inquiry to literary texts
3) Express creativity through an artistic medium
4) Examine the means of expression used in an artistic medium
5) Describe significant scientific concepts that explain the functioning of the natural world.
6) Explain how scientific methodology applies to understanding the natural world.
7) Explain how the scientific method is applied to human behavior
8) Use quantitative information to solve problems
9) Compare theories of human behavior and conceptions of citizenship.
10) Examine the implications of global issues for global citizenship
11) Demonstrate the ability to communicate (in writing and speech) and comprehend (by reading and listening) a second language at the novice-high level

Catholic Intellectual Tradition:

12) Explain the contributions of key themes, events and figures in the Catholic intellectual tradition
13) Analyze the effects of a consistent worldview on a person's relationships
14) Evaluate the worldview and practical ethical framework supported by Catholic theology

Critical Reasoning:

15) Synthesize information from diverse research sources in a coherent presentation
16) Evaluate the validity of arguments, sources, analysis methods and conclusions

Health & Wellness:

17) Assess the influence of life choices on physical, mental and spiritual health
18) Participate in an organized physical activity or "samaritan" program or course
19) Evaluate and plan for financial wellness

Communication:

20) Effectively communicate in writing and evaluate the effectiveness of a piece of written communication
21) Effectively communicate, employing appropriate contemporary techniques and evaluation tools, in one or more of the following oral communications contexts: interpersonal, group, public

Integrated Learning:

22) Integrate general education experiences by exploring common themes, issues or problems using knowledge and skills from multiple disciplines

SAU General Education Program:
http://web.sau.edu/gened/index.html

SAU General Education Student Learning Outcomes:
General Education student learning outcomes were developed by faculty from 2007-2010 and approved by Faculty Assembly in Spring 2010
http://web.sau.edu/gened/index.html

1997 Status of Learning in the General Education Program Report
http://web.sau.edu/assessment/http___web.sau.edu_GeneralEducation_reports_assessment97.pdf

2005-06 Institutional Mission Survey Results
http://web.sau.edu/assessment/Mission%20Survey%2020052006-Section2.pdf

Student Engagement and Satisfaction

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

> ... the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.... Those institutions that more fully engage their students in the variety of activities that contribute to valued outcomes of college can claim to be of higher quality in comparison with similar types of colleges and universities (Kuh, 2003, p.1).

Because of this link between student engagement and student learning, SAU must assess the level of engagement of its students as they work towards attaining the institutional (General Education) student learning outcomes listed in the previous section.

In addition to outcomes related to student learning and engagement, SAU also strives for high levels of student satisfaction. Thus, the satisfaction of current students and alumni must also be assessed at an institutional level.

George Kuh (2003):
Kuh, G.D. (2003). The National Survey of Student Engagement: conceptual framework and overview of psychometric properties. National Survey of Student Engagement, Indiana University Center for Postsecondary Research and Planning.
http://nsse.iub.edu/pdf/conceptual_framework_2003.pdf

Student learning, engagement, and satisfaction

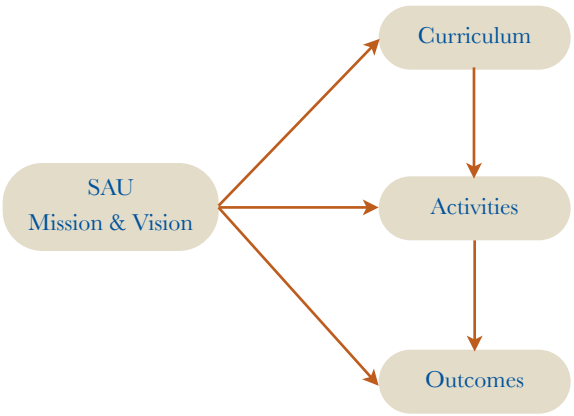
Assessing Institutional Outcomes

Model

This section describes how SAU assesses student learning outcomes, student engagement, and student satisfaction at an institutional level. To provide structure, this Plan will assume a simplified student learning model in which:

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

The diagram below displays this model. The table on the next page expands the model to describe what is evaluated at each step in an effort to assess student learning outcomes.



Assessment vs. Evaluation:
"We are reserving the term 'assessment' for activities specifically related to student learning outcomes. The term 'evaluation' relates to all other activities that we develop goals and objectives for, measure outcomes for, and work to improve those outcomes to ensure that we are meeting our goals and objectives."
http://web.sau.edu/assessment/The%20Five%20Fundamental%20Questions.htm

Model	What is evaluated?	How is it evaluated?	When is it evaluated?
Curriculum	Alignment	Academic program reviews (align courses to outcomes) ~~"The Grid" (part of program review process)~~	Annually ~~2000-2007~~
Activities	Alignment	Annual assessment process (align activities to outcomes)	Annually (beginning 2011-12)
	Engagement	National Survey of Student Engagement (NSSE) ~~Faculty Survey of Student Engagement (FSSE)~~ ~~Beginning College Survey of Student Engagement (BCSSE)~~	2001, 05-06, 08-09, 11-12 ~~2005-06~~ ~~2005-06~~
	Satisfaction	Student Satisfaction Inventory (SSI) Institutional Priorities Survey (IPS) Adult Student Priorities Survey (ASPS)	2003-04, '06-07, '09-10 2006-07 2006-07
Student learning	Satisfaction	Alumni Survey Student Satisfaction Inventory (SSI)	Annually 2003-04, '06-07, '09-10
	Student Learning Outcomes	Collegiate Learning Assessment (CLA) ~~ETS Proficiency Profile (EPP, formerly MAPP,AP)~~ ~~Collegiate Assessment of Academic Proficiency (CAAP)~~ Embedded Assessment System General Education Program Review	2011-12 ~~2004-05,'07-08~~ ~~2002-03~~ 2006-07, '07-08 Every 5 years

~~Strikethrough~~ = evaluation no longer conducted at SAU
This table is limited to activities from 2000-present

Links to information about these assessments:

Academic Program Reviews: http://web.sau.edu/epc/guidelines.htm
Alumni Survey: web.sau.edu/cdc/GradSurvey.htm and web.sau.edu/assessment/RevisedAlumniSurveyReportFall2004.pdf
ASPS (Adult Student Priorities Survey): noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/adult-student-priorities-survey
Annual Assessment Process: See pages 19-20 and Appendix A of this document
AP (Academic Profile): See EPP
BCSSE (Beginning College Survey of Student Engagement): http://bcsse.iub.edu
CAAP (Collegiate Assessment of Academic Proficiency): http://www.act.org/caap/
CLA (Collegiate Learning Assessment): http://www.collegiatelearningassessment.org
Embedded Assessment System: See pages 12-13 of this document
EPP (ETS Proficiency Profile, formerly AP, MAPP): http://www.ets.org/proficiencyprofile/about
FSSE (Faculty Survey of Student Engagement): http://fsse.iub.edu
General Education Program Review: (See academic program reviews)
The Grid (brief description): http://web.sau.edu/assessment/2004.Assessment.Plan.Draft4.27.04.htm#The%20Grid
IPS (Institutional Priorities Survey): noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/institutional-priorities-survey
MAPP (Measure of Academic Proficiency and Progress): See EPP
NSSE (National Survey of Student Engagement): http://nsse.iub.edu
SSI (Student Satisfaction Inventory): noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/student-satisfaction-inventory

Institutional Assessment -- Curriculum

If the curriculum guides educational activities (which, in turn, influence student learning), then the curriculum must be aligned with the intended student learning outcomes. For SAU, this means that the General Education curriculum must be aligned with General Education student learning outcomes (listed on page 5).

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

The Director of General Education specifies that courses seeking General Education designation should:

1) Identify the General Education outcome that is so integral to the course that a student cannot fail the outcome and still pass the course.
2) Specify that outcome in reference to the course material and include the assessment of student success: what will the student DO that demonstrates that the outcome has been met?
3) Provide a sample syllabus, and consider including the General Education outcome, as specified for your course, and the student assessment for that outcome in your course syllabus.
4) Once you begin teaching the course, collect samples of student work that illustrates success at meeting the outcome. This will be important evidence for you to retain General Education course status when the course is reviewed as part of your regular Program Review with EPC.

From 2000-2007, academic programs were also required to complete "The Grid." Using The Grid, programs identified which General Education outcomes were addressed in their courses (both courses with and without General Education designation) and how student attainment of the outcomes were assessed in those courses. After reviewing its usefulness, The Grid was removed from program review requirements in 2007.

With the approval of new General Education outcomes in 2010, the General Education Committee asked faculty to identify outcomes addressed by the General Education courses. Ultimately, this list will assist in providing a more global evaluation of the alignment between General Education curriculum and outcomes.

SAU Educational Policies Committee:
http://web.sau.edu/epc/index.htm

General Education guidelines for Academic Program Review process:
http://web.sau.edu/gened/review.html

How to request General Education designation for a course:
http://web.sau.edu/gened/designation.html

Institutional Assessment -- Activities

Alignment:

Guided by the curriculum, the educational activities provided to students should also align with institutional outcomes. For SAU, this means that educational activities should align with General Education student learning outcomes.

The degree to which General Education course activities align with institutional outcomes is evaluated, primarily, through the annual assessment process. While the annual assessment process is focused on programmatic assessment, it requires programs to describe student activities in General Education courses that demonstrate how the course is addressing General Education outcomes. The University Assessment & Evaluation Advisory Board collects this information and submits it to the General Education Committee.

Annual Assessment Process:
See pages 19-20 and Appendix A

Engagement:

As described earlier, student engagement is a good predictor of student learning. For SAU, this means that educational activities, both in academic and co-curricular programs, should engage students at a high level.

The degree to which students are engaged at SAU is evaluated, primarily, through the National Survey of Student Engagement (NSSE). The NSSE, a 99-item online or paper-and-pencil survey, defines student engagement in terms of two features:

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

NSSE Information:
http://nsse.iub.edu/

From student responses to 42 NSSE items, five benchmarks of student engagement are reported:

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

2006 SAU NSSE Results:
http://web.sau.edu/assessment/NSSE_Benchmarking_Presentation_2006_Data_Web.pdf

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

At SAU, the NSSE has been administered on a 3-year rotation to freshmen and seniors since 2004-05. This 3-year rotation allows for status comparisons (comparisons to national norms for the administration year), cross-sectional comparisons (seniors compared to freshmen for the administration year), and longitudinal comparisons (seniors compared to the scores from the year they were freshmen).

The NSSE is administered by the test publisher and coordinated by the University Assessment Coordinator. In 2006 and 2009, the online form of the NSSE was administered to freshmen and seniors during the Spring semester. Response rates, while similar to the national average, were:

2006	2009	2012
39%	34%	

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

Carnegie Classifications:
http://classifications.carnegiefoundation.org/

During 2005-06, the Faculty Survey of Student Engagement (FSSE) and Beginning College Survey of Student Engagement (BCSSE) were administered to faculty and first year students, respectively. After evaluating the usefulness of the results, these surveys were discontinued at SAU.

Satisfaction:

In addition to evaluating the alignment of educational activities to student learning outcomes and the level of student engagement in educational activities, the institution evaluates student satisfaction with the educational activities at SAU.

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

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

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

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

Similar to the NSSE, the SSI has been administered to freshmen and seniors on a 3-year rotation since 2000. The following table displays the number of students completing the SSI each year:

Year	2000	2003	2006	2009
Total students	621	595	252	
Freshmen	236	329	100	
Seniors	139	230	138	

Results from the SSI are published to the SAU website for review. The University Assessment Coordinator maintains a database of the *Instructional Effectiveness*-related results for longitudinal analysis.

In 2007, the Institutional Priorities Survey (IPS) and Adult Student Priorities Survey (ASPS) -- both published by Noel-Levitz -- were also administered. The IPS is designed to measure the satisfaction and priorities of campus administrators, faculty, and staff. The ASPS is designed to assess the satisfaction of adult learners. The usefulness of these assessments will be evaluated to determine if they will be administered on the same 3-year rotation as the SSI.

SSI Information:
https://www.noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/student-satisfaction-inventory

2000 SAU SSI Results:
http://web.sau.edu/assessment/St.AmbroseUniversityFall%202000-4-2005.html

2003 SAU SSI Results:
http://web.sau.edu/assessment/St.AmbroseUniversity4-2005.html

2007 SAU SSI Results:
http://web.sau.edu/assessment/ReportsPage.htm

2007 SAU IPS Results:
http://web.sau.edu/assessment/St%20Ambrose%20University%20(IPS)%20-%204-2007.html

2007 SAU ASPS Results:
http://web.sau.edu/assessment/St.%20Ambrose%20University%20(ASPS)%20-%204-2007.html

Course evaluations:
While course evaluations provide information about student engagement and satisfaction with academic coursework, they are beyond the scope of this University Assessment Plan. SAU currently administers the SIR II as its course evaluation form.
http://www.ets.org/sir_ii/about

Institutional Assessment -- Student Learning

In addition to evaluating the alignment of student learning outcomes with the institutional mission, curriculum, and educational activities, the institution must assess actual student performance. For SAU, this means assessing student attainment of the General Education student learning outcomes. It also means evaluating student satisfaction with their achievement while at SAU.

Satisfaction:

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

A) Their level of satisfaction with the preparation they received at SAU in 20 areas (closely related to the institutional General Education student learning outcomes)

B) Their satisfaction with 15 aspects of their academic department and major

C) Their overall level of satisfaction with SAU

Response rates for the alumni survey have been low. In 2005, the number of students completing the survey jumped in response to offering an online survey option:

	2003	2004	2005	2006	2007
Graduated previous year	66	47	104	116	101
Graduated 5 years earlier					63

The University Assessment Coordinator maintains results from this survey for analysis. Satisfaction with General Education student learning outcomes are shared with the Director of General Education.

Student Learning Outcomes:

Three methods are used to assess the degree to which students achieve institutional (General Education) student learning outcomes:

A) Externally-normed, standardized assessments

B) The embedded assessment system

C) General Education program review

These assessment methods and measures are selected and evaluated by the University Assessment and Evaluation Advisory Board to ensure they:

- align with General Education outcomes, providing data about each outcome
- provide useful, high-quality data to make valid inferences
- are feasible and efficient

As the assessment calendar on page 15 shows, these assessment methods and measures are implemented on a rotation with the goal of assessing all institutional student learning outcomes at least once every five years.

Alumni Survey:
See Appendix D

Alumni Survey reports:
http://web.sau.edu/assessment/ReportsPage.htm

Career Center Alumni Survey Statistics:
http://web.sau.edu/cdc/GradSurvey.htm

A) Externally-normed, standardized assessments

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

The 2004 revision to the University Assessment Plan then set a 3-year rotation for administering standardized measures to assess institutional student learning outcomes. This led to the administration of the Academic Profile (AP) in 2004-05 and 2007-08 (then renamed the MAPP - Measure of Academic Proficiency and Progress).

The AP/MAPP were administered to freshmen and seniors on a 3-year rotation to estimates of student learning at SAU. While the assessments were administered to freshmen during New Student Seminar sections, the assessments were administered to senior volunteers. The following table displays the number of students completing the AP/MAPP:

Year	2004	2007
Total students	238	380
Freshmen	198	195
Seniors	31	61

During the 2010-11 academic year, the University Assessment Coordinator evaluated the alignment of the AP/MAPP to institutional outcomes and the usefulness of the results. Based on this analysis, and a comparison to other available standardized assessments, it was recommended to replace the multiple-choice AP/MAPP with the constructed-response Collegiate Learning Assessment (CLA). The first administration of the CLA will occur during the 2011-12 academic year.

The University Assessment Coordinator collects and analyzes results in the summer following administration of the standardized assessments. Results are shared with the Director of General Education. For more information about how scores are used, see pages 16-17.

For more information about the various standardized assessments and how they align with institutional outcomes, see the alignment section of this Plan on pages 13-14.

B) The embedded assessment system

While providing valuable data for external comparisons, standardized measures do not assess all SAU student learning outcomes. Because of this, the "Embedded Assessment System" was developed and piloted in 2006.

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

Placement testing:

While placement tests provide information about incoming student achievement, this Assessment & Evaluation Plan focuses more on the assessment of student learning as a result of the curriculum and activities at SAU. The Student Success Center administers placement tests in writing, foreign language, music theory, and biology/chemistry.

http://web.sau.edu/studentsuccess/placement_process.htm

The ACCEL program administers the COMPASS, published by ACT, to incoming students.

http://www.sau.edu/ACCEL/Admission_and_Application/COMPASS_Placement_.html

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

The Embedded Assessment System was suspended from 2009-2011. During that time, new General Education student learning outcomes were approved and a list of courses addressing each student learning outcome was created. With this new information, the Embedded Assessment System will be refined and reinstated for the 2011-12 academic year.

The new Embedded Assessment System refines the rubric used to assess student performance. At the end of a semester, faculty teaching General Education courses will be asked to complete an online form that asks them to report the number of students who:

- Fall below expectations for student achievement of the outcome at the end of the course
- Approach expectations for student achievement at the end of the course
- Meet expectations for student achievement at the end of the course
- Exceed expectations for student achievement of the outcome at the end of the course

This new rubric allows faculty to evaluate students in comparison to their expectations. This will allow flexibility for assessing freshmen and seniors (who may be taking the same General Education class) in comparison to different standards of performance. Faculty will, once again, be asked to list the evidence they used to make their assessment.

As the assessment calendar on page 15 shows, this Embedded Assessment System will be implemented on a cycle to ensure all General Education student learning outcomes are assessed at least once every 5 years.

Data from this Embedded Assessment System will be collected and synthesized by the University Assessment Coordinator each summer. Scores from this System may be analyzed longitudinally using the methods described in Appendix C.

C) General Education program review

Beginning in the 2015-16 academic year, the Educational Policies Committee will review the General Education program. This review will provide a comprehensive view of the assessment of General Education student learning outcomes.

Assessment Alignment

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

The table also demonstrates the importance of the Embedded Assessment System, as no combination of externally-normed, standardized measures will comprehensively assess SAU General Education outcomes.

Embedded Assessment System Rubric:

Below expectations

Student performance is regularly below expectations for students at this level. Substantial improvement is needed to meet this student learning outcome.

Approaching expectations

Student performance does not meet expectations consistently; student performance is approaching expectations in this student learning outcome.

Meeting expectations

Student performance consistently meets expectations for students at this level in this student learning outcome.

Exceeding expectations

Evidence suggests student performance in this outcome regularly exceeds expectations for students at this level.

Student Learning Outcome	NSSE	CAAP	EPP	CLA	Alumni Survey	Embedded	Other	Options
1) Compare the effects of various philosophical approaches to the search for meaning.			Humanities			PHIL HIST PSCI ENGL		
2) Apply critical methods of inquiry to literary texts.	3a, 3b	Reading	Reading			ENGL THTR MLAN	CBASE	
3) Express creativity through an artistic medium.					19	MUS ART KIN THTR ENGL		
4) Examine the means of expression used in an artistic medium.	6a				17	ENGL MUS THTR KIN ART MLAN		
5) Describe significant scientific concepts that explain the functioning of the natural world.		Science	Natural Sciences			PSYC BIO CHEM NSCI PHYS	Biology/Chemistry placement exam, CBASE	
6) Explain how scientific methodology applies to understanding the natural world.						BIO CHEM CRJU NSCI	ACT science	
7) Explain how the scientific method is applied to human behavior.			Social Sciences			CRJU ECON FNCE ORGL PSYC SOC EDUC		
8) Use quantitative information to solve problems	4a, 4b, 11f, 11m	Mathematics	Mathematics	Problem Solving	4, 14	MATH STAT ECON FNCE CHEM	COMPASS, ACT Math, CBASE	
9) Compare theories of human behavior and conceptions of citizenship	11L,				18	PHIL HIST PSCI THTR		
10) Examine the implications of global issues for global citizenship						THEO ART ENGL HIST INTL PSCI WMST MLAN	Global Perspectives Inventory	
11) Demonstrate the ability to communicate and comprehend a second language at the novice-high level	7e, 7f				20	MLAN		
12) Explain the contributions of key themes, events and figures in the Catholic intellectual tradition						THEO HIST ENGL		
13) Analyze the effects of a consistent worldview on a person's relationships	6e, 8a, 8b, 8c				11	PHIL THEO	Service Learning	
14) Evaluate the worldview and practical ethical framework supported by Catholic theology	6c, 11n				7	THEO	Service Learning	Defining Issues Test
15) Synthesize information from diverse research sources in a coherent presentation				Performance Task, Make-an-argument		ENGL IL PHIL THEO INTL PSCI		
16) Evaluate the validity of arguments, sources, analysis methods and conclusions	6d, 11e	Critical Thinking	Critical Thinking	Analytic Reasoning & Evaluation, Make/Critique argument	3, 10	IL PHIL PSCI MATH ENGL	Information Literacy exam	SAILS, WGCTA, iSkills
17) Assess the influence of life choices on physical, mental and spiritual health					13	KIN		
18) Participate in an organized physical activity or "samaritan" program or course	1k, 6b, 7b, 9d, 11o				15	KIN	Service learning participation	
19) Evaluate and plan for financial wellness						MATH FNCE		
20) Effectively communicate in writing and evaluate the effectiveness of a piece of written communication	1c, 1d, 3c, 3d, 3e, 11c	Writing skills	Writing	Writing Effectiveness, Writing Mechanics	5	COMM ENGL MATH THTR	CBASE, Writing Across Curriculum data	
21) Effectively communicate, employing appropriate contemporary techniques and evaluation tools, in one or more of the following oral communications contexts: interpersonal, group, public	1b, 11d				1, 2	COMM PSCI	Undergraduate research presentations	
22) Integrate general education experiences by exploring common themes, issues or problems using knowledge and skills from multiple discipline	1i, 2c, 7c, 7h			Problem Solving, Make-an-argument				

Notes: This table displays the alignment between various institutional assessments and SAU General Education student learning outcomes.
Cells display the assessment items or score scales that align with each outcome
NSSE items are from NSSE version 1.0
The CAAP and EPP are no longer administered to SAU students
Alumni survey item numbers are from the 2007 version of the survey
Embedded Assessment System column displays departments teaching courses that contribute to each outcome.
"Other" assessments may not be administered to representative samples of SAU students

Assessment Calendar

The following calendar displays the rotation of institutional assessment and evaluation activities:

Assessment	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Embedded Assessment System	Outcomes 5, 6, 7, 8, 9	Outcomes 1, 12, 13, 14, 10	Outcomes 15, 16, 2, 20, 21, 11	Outcomes 17, 18, 19, 3, 4	Outcome 22	Outcomes 5, 6, 7, 8, 9
NSSE	Spring '12			Spring '15		
SSI			Spring '14			Spring '17
Alumni Survey	Summer '12	Summer '13	Summer '14	Summer '15	Summer '16	Summer '17
CLA	Fall, Spring			Fall, Spring	Spring '16	
General Education Program Review					Spring '16	
Other assessments		Service Learning		Participation Rates		

The University Assessment Coordinator will maintain a more detailed calendar of activities each year. For example, the following activities will be completed during the 2011-12 academic year:

- August: Finish annual assessment form; first Advisory Board meeting; finalize Assessment & Evaluation Plan
- September: Finish aligning SLOs to measures; prepare for CLA administration; collect annual assessment forms
- October: Administer CLA; evaluate annual assessment forms
- November: Evaluate CLA administration process; collect and review General Education assessment data
- December/January: Draft summary report of General Education assessment data
- February: Prepare for NSSE administration (prepare emails, student list)
- March: NSSE administration; Report General Education findings to GenEd Committee
- April: Create 2012-13 assessment calendar, CLA administration
- May: Update Assessment & Evaluation Plan
- June: Analyze NSSE data; create summary presentation

Assessment Logistics

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

	Administered				Analyzed		Disseminated	
Assessment	when	by	to	format	by	when	how	by
Embedded Assessment	Each semester	Assessment Coordinator	Faculty teaching GenEd courses	Online	Assessment Coordinator	Following summer	summary posted online; presented	Assessment Coord
NSSE	Spring (3-yr rotation)	Test Publisher	All freshmen; All seniors	Online	Test Publisher; Assessment Coord.	Following summer	summary posted online; presented	Assessment Coord
SSI	Spring (3-yr rotation)	Test Publisher	Freshmen; Seniors		Test Publisher		results posted online	Assoc. Dean of Acad. Prog.
Alumni Survey	Summer (annually)	Career Center	Recent graduates; 5-year alumni	Online; Paper	Assessment Coord; Career Center	Following summer	results shared w/ Career Center	Assessment Coord
CLA	Spring (3-yr rotation)	Test Publisher	100 freshmen in NSS; 100 seniors	Online	Test Publisher; Assessment Coord	Following summer	summary posted online; presented	Assessment Coord

Using Institutional Assessment Results

General Uses

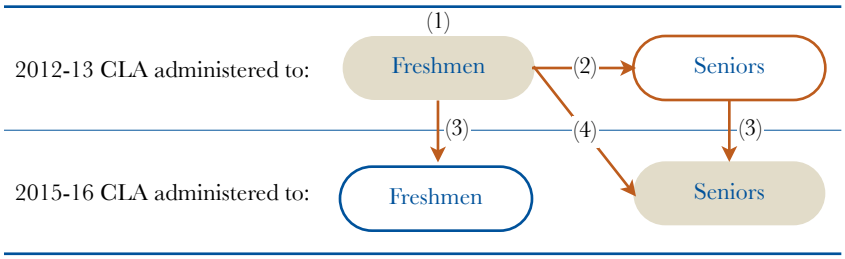
To help ensure the data are used to guide strategic planning, summaries of all assessment and evaluation results will be shared with the Vice President for Academic Affairs. The results will also be shared with University stakeholders by posting summaries online and hosting presentations/workshops.

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

General Analysis Methods

3-year rotation:

Beginning with the 2004-05 administration of the Academic Profile, most standardized assessments have been administered to freshmen and seniors on a 3-year rotation. The following diagram demonstrates this 3-year rotation for the CLA, beginning in 2012-13:



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

1) Current status
   The results can be used to determine the current status of freshmen and seniors in 2012-13. From this, areas of relative strength and weakness can be identified.
2) Cross-sectional analysis
   Results can also be compared between freshmen and seniors within a single year. This would provide weak evidence of institutional effectiveness. A value-added analysis would strengthen this evidence.
3) Longitudinal analysis
   Results from 2012-13 freshmen can be compared to from freshmen in 2015-16. This would provide evidence for the effectiveness of any changes to the first-year curriculum/experience.
4) Cohort analysis
   The results can be used to determine the current status of freshmen and seniors in 2012-13. From this, areas of relative strength and weakness can be identified.

Value-added analyses:

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

Value-added modeling:
http://en.wikipedia.org/wiki/Value-added_modeling

CLA value-added scores:
- Jeffrey T. Steedle, *Improving the reliability and interpretability of value-added scores for post-secondary institutional assessment programs.* Presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, CO, 5.3.2010
www.collegiatelearningassessment.org/files/Steedle_2010_Improving_the_Reliability_and_Interpretability_of_Value-Added_Scores_for_Post-Secondary_Institutional_Assessment_Programs.pdf

Problems with value-added models:
- Howard Wainer, *Value-Added Models to Evaluate Teachers: A Cry For Help*. CHANCE, 2.2011.
http://chance.amstat.org/2011/02/value-added-models/

Embedded Assessment System analysis:

As described on page 13, The Embedded Assessment System classifies student learning into below, approaching, meeting, or exceeding expectations. Because each individual instructor has their own level of expectations for students at the end of the course, it is difficult to track results from this System over time. Appendix C describes an approach for analyzing results from the Embedded Assessment System longitudinally.

Setting criteria

To maximize the usefulness of results from institutional assessment and evaluation methods, the Assessment and Evaluation Advisory Board (see page 4) will strive to set criteria (a priori) for determining if the institution is meeting its goals for each assessment. These criteria will be derived from results from previous and alternate assessments, as well as through discussions with faculty, staff, and campus leadership. The criteria will also include goals for response rates / participation rates on each assessment.

Evaluating Institutional Assessment

Ongoing evaluation

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

HLC Assessment Culture Matrix:
http://www.ncahlc.org/download/AssessMatrix03.pdf

HLC Statement on Assessment of Student Academic Achievement:
http://www.ncahlc.org/information-for-institutions/publications.html

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

Formal evaluations

Institutional assessment will also be evaluated more formally, albeit indirectly, through the program review process. Institutional assessment results, used to assess student achievement of General Education outcomes, will be presented to the Educational Policies Committee (EPC) during the review of the General Education program. During this program review, EPC will have the opportunity to evaluate the usefulness of institutional assessments.

Evaluation of institutional assessment measures

The University Assessment Coordinator will work to document the quality of all measures used for institutional assessment and the validity of inferences made from assessment results. See Appendix E for more information.

Assessment validity:
http://en.wikipedia.org/wiki/Test_validity

Academic Program Assessment

Student Learning Outcomes (SLOs)

In addition to the institutional General Education student learning outcomes, each academic program maintains a list of intended student learning outcomes. Programs were assisted in developing these outcomes, particularly during the 2005-06 academic year, when the University Assessment Coordinator hosted a workshop to assist programs in developing specific, measurable statements of the knowledge, skills, and abilities an academic program intends for its graduates.

To ensure SLOs align with the mission of the program, EPC, as part of the program review process, requires departments to "explain how your stated student learning outcomes are appropriate to your mission, programs, degrees, and students."

EPC Program Review Guidelines:
http://web.sau.edu/epc/guidelines.htm

Guide for developing academic department assessment plans:
http://web.sau.edu/assessment/Guide%20for%20DevelopingDepartmentalAssessmentPlans.htm

Rubric for evaluating academic assessment plans
http://web.sau.edu/assessment/Evaluative%20Rubric%20for%20Assessment%20Plan%20Development%20and%20Implementation.pdf

Collection of academic program review documents
http://web.sau.edu/assessment/deptassessments.htm

Minimum Assessment Standards

Recommendations

While each academic program is free to choose the most appropriate, useful, and effective methods for assessing their student learning outcomes, the following standards are recommended for programmatic assessment at SAU.

Frequency of assessment:

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

Even though students may not be able to meet intended outcomes until graduation, it is important to continually monitory student progress. Therefore, it is recommended that programs assess student learning outcomes multiple times throughout a student's career. Programs could assess students at a baseline level (close to the start of the program), developmental level (at a midpoint of the program), and mastery level (close to program completion) to help gauge program effectiveness.

Additionally, programs should strive to assess their alumni.

Number of measures:

Because assessment instruments differ in quality and scope, a strict number of instruments needed to adequately assess program SLOs cannot be mandated across programs. Programs should assess each SLO using as many instruments as they need to confidently (reliably) make inferences about student achievement.

At a minimum, programs should assess each SLO using results from at least two measures.

Quality of measures:
To help ensure decisions made from assessment data are valid, programs should work to evaluate and document the technical quality of the assessment instruments they use to assess each SLO. This includes evaluating assessment instruments in terms of their content (comprehensiveness, alignment, and relevance), reliability (over time, forms, or raters), fairness, efficiency, usefulness and their relationship to other measures of performance on the SLO.

Evaluating the quality of assessment instruments requires a great deal of time and resources. Therefore, whenever possible, information from test developers or external researchers would be sourced as evidence of assessment quality. When this information is not available (for internally developed assessments), programs should work to develop plans to collect evidence of the quality of their chosen assessment instruments.

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

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

1) Assessment instruments with documented evidence of quality are preferred to instruments with little/no available evidence of quality
2) Whenever possible, programs should assess each SLO using information from at least one direct measure of student performance. Ideally, both assessments at each level would be direct measures. Information from these direct measures may be supplemented by information from indirect measures
3) Preference should be given to assessment instruments allowing comparisons of student performance to external norms/criteria

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

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

Reporting standards:
Academic programs will meet reporting standards through the Annual Assessment process and the Program Review process described in the next sections.

Direct assessments
Assessments based on an analysis of actual student behaviors or products. Examples include analyses of written tests, essays, portfolios, presentations, performances, and simulations

Indirect assessments
Assessments based on an analysis of reported perceptions about student performance. Typically, indirect measures provide indicators of achievement rather than evidence of actual student achievement. Examples include surveys (of students or supervisors), interviews, & focus groups

Annual Assessment Process

Overview and history

Beginning in the summer of 2006, academic programs were encouraged to complete a simple form to document their annual assessment activities. This form asked departments to document:

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

This process was intended to fulfill three purposes:

1) to remind departments that assessment is an ongoing process
2) to allow the institution to track assessment activities to identify potential weaknesses in the institutional assessment process
3) to modify assessment activities when necessary

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

Previous annual assessment form:
http://web.sau.edu/assessment/AnnualAssessmentUpdate.htm

New annual assessment process

Because the old annual assessment process suffered from low response rates, a new Annual Assessment Process was proposed in 2011. To encourage participation, faculty were informed that participating in this annual assessment process would ensure their programs meet minimum institutional assessment standards. The Educational Policies Committee also agreed that programs could substitute the annual assessment process for the more onerous assessment section of their five-year program review. This new annual assessment process received a statement of support from the Educational Policies Committee in Spring 2011.

The new annual assessment process requires academic programs to complete the form found in Appendix A by the end of each academic year. To complete this form, programs must provide information in three areas:

1) General program information
2) Programmatic assessment activities
3) Evaluation of contributions to General Education outcomes

General program information:

In addition to providing contact information for the individual completing the annual assessment form, this section requires programs to identify the contributions made by faculty and staff to the assessment process.

Programmatic assessment activities:

The annual assessment process requires programs to assess each of their student learning outcomes at least once during a five-year period. To assist in planning, this form allows programs to list their student learning outcomes, identify the tools and methods they intend to use to assess each outcome, and identify the year(s) in which they intend to assess each outcome.

The form also requires programs, at the end of each academic year, to provide results from their assessment activities. Programs are allowed to provide a brief explanation or discussion of these results.

Evaluation of contributions to General Education outcomes:

Programs hosting General Education courses must also complete a section to document how their courses contribute to the General Education student learning outcomes. To do this, programs first identify the courses that address each General Education SLO. They then specify the year(s) in which the contributions of these courses towards General Education SLOs will be evaluated.

To demonstrate how courses contribute to General Education SLOs, the annual assessment form asks programs to briefly explain:

1) How the course is designed to help students attain the SLO
2) What students do to demonstrate achievement towards the outcome

Annual assessment process timeline:

The timeline by which the annual assessment process will be implemented is:

- August: Academic programs will receive the Annual Assessment Form with a reminder of the outcomes they intended to assess and methods they intended to use during the year. .
- September-February: The Assessment and Evaluation Advisory Board will work to evaluate assessment forms from the previous year using the rubric explained below
- March: Programs will receive feedback from their previous year's assessment form. Programs will be reminded of the Annual Assessment Process.
- July: Programs will submit the annual assessment for to the University Assessment Coordinator.

Annual Assessment Form:
See Appendix A

Evaluating the annual assessment process:

As the timeline shows, the Assessment and Evaluation Advisory Board will collect, evaluate, and provide feedback on program annual assessment forms. To evaluate assessment forms, the Advisory Board will use the rubric found in Appendix A (page A-4).

Annual Assessment Form Rubric:
See Appendix A (page A-4)

It is hoped that, over time, feedback to annual assessment forms will improve programmatic assessment across SAU.

Program Review Standards

Comprehensive Review

In addition to the Annual Assessment Process, academic program assessment activities are evaluated during the formal Program Review Process. In the summer of 2011, members of the Educational Policies Committee established the following requirements for program review reports:

III. Assessment:
- A. Program Evaluation
  - i. Describe the conceptual framework of your department, explaining how your major(s) align with your department and the institution
  - ii. Present findings associated with program evaluation as appropriate. This may include surveys, accreditation documentation, course evaluations, departmental achievements/awards, focus groups, advisory boards, etc.
- B. Student Learning Outcomes
  - i. Present evidence that students achieve your stated student learning outcomes. If such documentation is not available, please include the following:
    - a) Explain how your stated student learning outcomes are appropriate to your mission, programs, degrees, and students
    - b) Present evidence that students achieve stated student learning outcomes
    - c) Document how your department analyzes & uses evidence of learning
    - d) Describe how your faculty members share responsibility for student learning and its assessment
  - v. Reflect on evidence & describe your findings. Propose any change to student learning outcome or curriculum. Include how you evaluate and improve your efforts to assess and improve student learning
  - vi. Describe how you inform your various stakeholders (students, employers, accreditation agencies, etc.), both on and off campus, about what and how well your students are learning

To help evaluate the assessment section of academic program reviews, the University Assessment Coordinator serves as an ex officio member of the Educational Policies Committee. The University Assessment Coordinator uses a rubric adapted with permission from Kansas State University to evaluate each program review. The rubric includes the following aspects of programmatic assessment on a scale from unacceptable to exemplary:

- Student Learning Outcome: SLOs stated in terms of measurable knowledge, behavior, attitude, or disposition. .
- Assessment methods: More than one appropriate measure was used for each SLO.
- Direct measures: Approximately 1/2 of assessment measures were direct, and there was at least one direct measure for each outcome.
- Participants: Participants were identified for each SLO.
- Timeframe: The timeframe for administration of measures or collection of data was specified..
- Setting: The setting or forum in which each of the measures was administered or data collected was specified.
- Results: Results were described for each SLO that was assessed.
- Discussing results: The process that was used for the interpretation, review, and discussion of the data/evidence by the faculty was described.
- Using results: Specific actions or revisions have been or will be implemented based on assessment results.

Academic, Co-curricular, and Administrative Departmental Assessment/Evaluation Plans:

A collection of academic program assessment plans approved by the Educational Policies Committee and co-curricular evaluation plans evaluated by the Academic Support Committee:

http://web.sau.edu/assessment/deptassessments.htm

Guide for developing academic program assessment plans:

http://web.sau.edu/assessment/Guide%20for%20DevelopingDepartmentalAssessmentPlans.htm

Five fundamental questions on student learning:

Questions to guide and evaluate efforts to improve student learning:

http://web.sau.edu/assessment/Guide%20for%20DevelopingDepartmentalAssessmentPlans.htm

Rubric for evaluating programmatic assessment:

Questions to guide and evaluate efforts to improve student learning:

http://web.sau.edu/assessment/Evaluative%20Rubric%20for%20Assessment%20Plan%20Development%20and%20Implementation.pdf

Co-Curricular Evaluation

Academic Support Committee Evaluation Review Process

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

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

The Academic Support Committee schedules a review of each co-curricular unit every five years, similar to the academic program review process conducted by the Educational Policies Committee.

Academic Support Committee:
http://web.sau.edu/assessment/Academic%20Support%20Committee.htm

Academic Support Committee Evaluation Review Procedures:
http://web.sau.edu/assessment/ASC_Evaluation_Review_%20Policies_for_Posting.pdf

Guide for developing co-curricular department assessment plans:
http://web.sau.edu/assessment/Guide%20for%20Developing%20Non-academic%20and%20Co-curricular%20Departmental%20Evaluation-Assessment%20Plans.htm

Rubric for evaluating academic assessment plans
http://web.sau.edu/assessment/Evaluative%20Rubric%20for%20Evaluation%20Plan%20Development%20and%20Implementation.pdf

Collection of co-curricular review documents
http://web.sau.edu/assessment/deptassessments.htm

SAU Annual Assessment Form

Purpose: To assist programs in documenting programmatic and General Education assessment activities.

Benefits: Completion of this form ensures your program has met minimum institutional assessment standards.
You will submit these forms to EPC with your program review to demonstrate effective, ongoing assessment.
You may receive feedback on these forms to help you improve your assessment efforts.

Directions: Enter information into the yellow highlighted areas. Skip any sections that do not apply to your program.
When you are finished, send the form to Brad Thiessen at ThiessenBradleyA@sau.edu

1. Program Information:

This section identifies your program, a contact person, and the individuals who contributed to this report.

2. Program Assessment:

List your programmatic student learning outcomes (SLOs). These can be copied from your last program review.

For each SLO, identify at least one tool/method you intend to use to assess student performance. Consider exams, papers, projects, presentations, performances, or any other indicators of student performance. While you are free to choose the tools/methods that are best for your program, keep in mind the following principles:

1) Direct measures of student learning (actual samples of student work products/performances that demonstrate achievement) are preferred over indirect measures (perceptions of student learning – surveys, course evaluations – or indicators of achievement – job or graduate school placement rates, participation rates, graduation/retention rates – that imply learning has taken place).

2) If your SLOs are statements of the knowledge, skills, and abilities you intend for students who complete your program, you should try to report results from assessments administered towards the end of your program (in upper-level or capstone courses).

3) Assessments with documented evidence of quality are preferred.

4) While the use of existing, internally-developed assessments and rubrics are encouraged, results from these assessments can be validated by externally-developed or externally–normed assessments (allowing student performance to be compared to external norms or criteria).

Identify the academic year(s) you intend to assess each outcome by checking the appropriate boxes. You are encouraged to assess SLOs on a 5-year cycle (assessing at least one outcome each year and each outcome at least once in a 5-year period).

At the end of each academic year, you will be asked to provide results from your scheduled assessment of student learning. These results should provide evidence of student performance on each outcome. Ideally, you should set goals for each outcome and evaluate student achievement in comparison to those goals.

3. Evaluation of contributions to General Education Outcomes: (only for programs with GenEd courses)

This section allows you to document the contributions your program makes towards General Education outcomes. Identify the courses within your program that are designed to contribute to each outcome. Then identify the academic year(s) in which you will evaluate the contributions of those courses to the outcome. The contribution of each course will evaluated by (a) explaining how the course is designed to help students attain the outcome, and (b) explaining what students do to demonstrate achievement towards the outcome.

If you have any questions about completing the form, contact Brad Thiessen at ThiessenBradleyA@sau.edu

1. Program Information:

Name of Department/Program: name **Academic year:** 2011-12

Contact person: name

List program faculty/staff and identify the contribution each individual made to this report: (press return/enter after entering each name or contribution)

names Contributions

2. Program Assessment:

Student Learning Outcomes	Assessment Tools/Methods	Academic year(s) of assessment '11-12	'12-13	'13-14	'14-15	'15-16	Assessment Results (due 7/1/2012)
1. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
2. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
3. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
4. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
5. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
6. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
7. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
8. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
9. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
10. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
11. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
12. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
13. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
14. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion
15. SLO	tool	☐	☐	☐	☐	☐	Results and brief explanation/discussion

3. Evaluation of contributions to General Education Outcomes:

General Education SLOs	Course(s) contributing to SLO	When will you review course? 11-12	12-13	13-14	14-15	15-16	How are the courses designed to help students attain the outcome?	What do students do to demonstrate achievement towards the outcome?
1. Compare the effects of various philosophical approaches to the search for meaning	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities
2. Apply critical methods of inquiry to literary texts	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities
3. Express creativity through an artistic medium	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities
4. Examine the means of expression used in an artistic medium	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities
5. Describe significant scientific concepts that explain the functioning of the natural world	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities
6. Explain how scientific methodology applies to understanding the natural world	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities
7. Explain how the scientific method is applied to human behavior	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities
8. Use quantitative information to solve problems	course numbers	☐	☐	☐	☐	☐	explain course design	explain student activities

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 Program information, including list of contributions, is provided	0 = Below (some information is missing) 1 = Approaches (all information is provided) 2 = Meets (all information is provided; multiple faculty contributed to the report)	
SLOs 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)	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)	Example: Given a description of a student with a particular disability, students identify at least 3 ways to differentiate instruction. Non-examples: • Students will be taught methods of differentiated instruction (not student-focused) • Students will participate in... (process; not outcome) • Students will understand differentiated instruction (too vague)
Number of Measures At least one direct measure is identified to assess each SLO	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)	Direct assessments are analyses of actual student behaviors or products. Examples: analyses of written tests, essays, portfolios, presentations, performances, and simulations 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
Quality of Measures The program uses high-quality measures to assess each SLO	0 = Below (no evidence of quality is provided; measures appear to be low-quality; 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)	Examples: 0 = SLO was assessed by asking students about their writing skills. 1 = Course instructor rated student essays for clarity and organization 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 At least one direct measure is identified to assess each SLO	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 The program provides a brief discussion of results to determine the degree to which SLOs were met	0 = Below (results were not provided for the SLOs to be assessed) 1 = Approaches (results were provided, but explanation/discussion is lacking) 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)

Embedded Assessment System Form

According to the course schedule, you are currently teaching a course that addresses the following General Education student learning outcome: [INSERT GENERAL EDUCATION OUTCOME]. We are asking for your help in determining the level to which our students are achieving this outcome.

On this form, report the number of students who:

- Fall below your expectations for student achievement of the General Education outcome at the end of the course
- Approach your expectations for student achievement of the General Education outcome at the end of the course
- Meet your expectations for student achievement of the General Education outcome at the end of the course
- Exceed your expectations for student achievement of the General Education outcome at the end of the course

Feel free to use this as an opportunity to discuss with other faculty the expectations you have for students on this outcome.

You are also asked to list the evidence you used to assess student performance on this outcome. Examples of evidence may include classroom tests, assignments, projects, discussions, or other sources. Please be specific in listing this evidence.

Results from your class will not be reported to the campus community. Instead, results from all classes addressing this outcome will be combined for a report. As this process matures, we hope to give you a report that compares your results to the results from all courses addressing this outcome.

Thank you for contributing to the assessment of student learning.

General Education SLO	Number of students in your class who: Fall Below expectations	Approach Expectations	Meet Expectations	Exceed Expectations	Total number of students
[insert student learning outcome here]	_____	_____	_____	_____	[insert number of students here]

List the evidence you used to assess student performance (be specific):

_____

_____

_____

_____

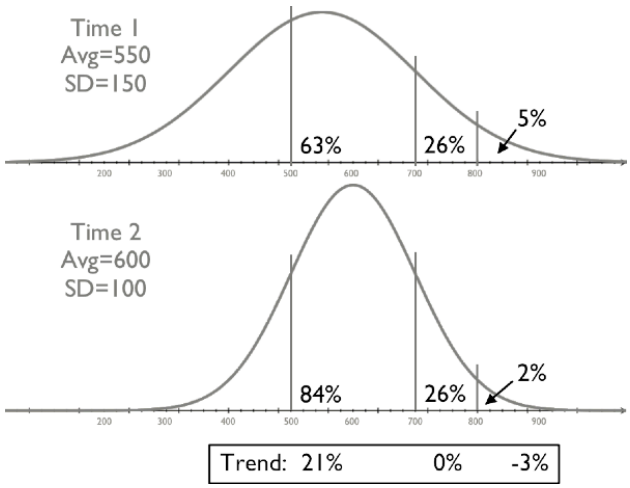
_____

_____

Embedded Assessment System Analysis

The Embedded Assessment System, once results are combined across courses, will result in a total number of students who fall below, approach, meet, or exceed faculty expectations for achievement of a particular General Education student learning outcome. While results cannot be identified for individual students, it would still be nice to be able to track results longitudinally for the entire institution. To do this, nonparametric effect sizes can be used.

To compare results from year-to-year, it is tempting to simply calculate the change in the percentage of students meeting or exceeding out expectations (trends in the percentage of students scoring above a cut-score). Unfortunately, these trend comparisons are known to be dependent on the choice of cut-score. As a simplified example, suppose we only collect data from a single assessment in a single course over a 2-year period. The figure below displays simulated score distributions from this assessment. The data were simulated so that from the first year to the second, the average score increased from 550 to 600 and the standard deviation decreased from 150 to 100 (average student achievement increased; gaps in student achievement decreased).



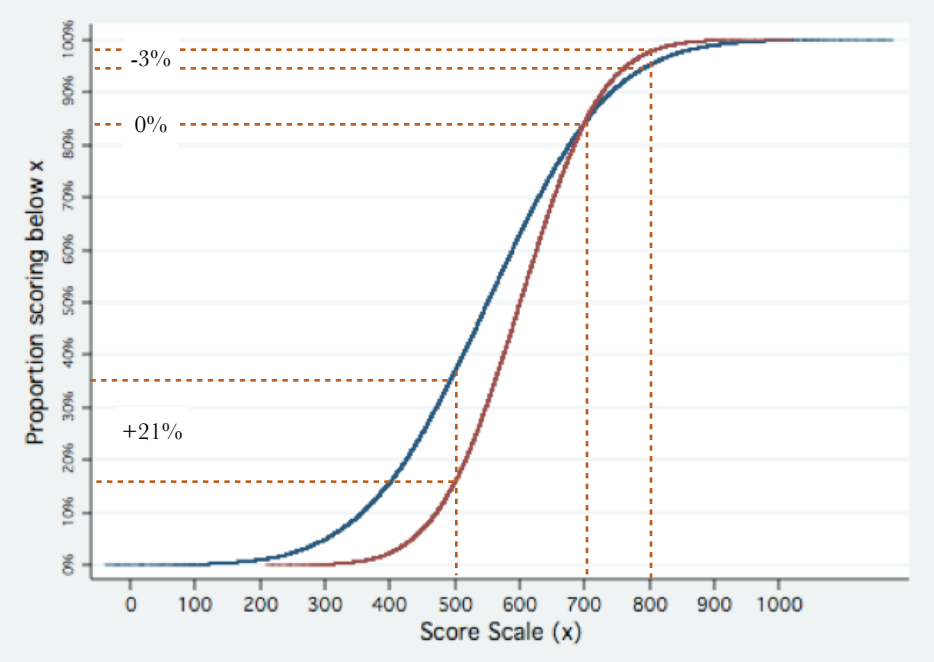
In this example, suppose the course instructor chose a cut-score so that students scoring above 500 meet expectations. The figure above shows that, with this cut-score, 63% of students at Time 1 and 84% of students at Time 2 would have scored above this cut-score. Therefore, using a cut-score of 500, we would conclude that the percentage of students meeting expectations increased by 21%.

Suppose, instead, the instructor had higher expectations and had chosen a cut-score of 700. The figure shows that in both Time 1 and Time 2, 26% of students met expectations by scoring at or above 700. Thus, we would conclude student achievement had not changed.

Finally, suppose the instructor had very high expectations defined by a cut-score of 800. With this cut-score, 5% of students at Time 1 and 2% of students at Time 2 would have met expectations. From this, we would conclude student achievement declined in this course.

Which conclusion is correct? Did student achievement increase, remain unchanged, or decrease? The truth is that all three conclusions are correct for their respective cut-scores. An instructor's level of expectations (defined, in this example, by a cut-score on a single assessment) can impact the conclusions drawn from analyzing trends in the percentage of students meeting or exceeding expectations.

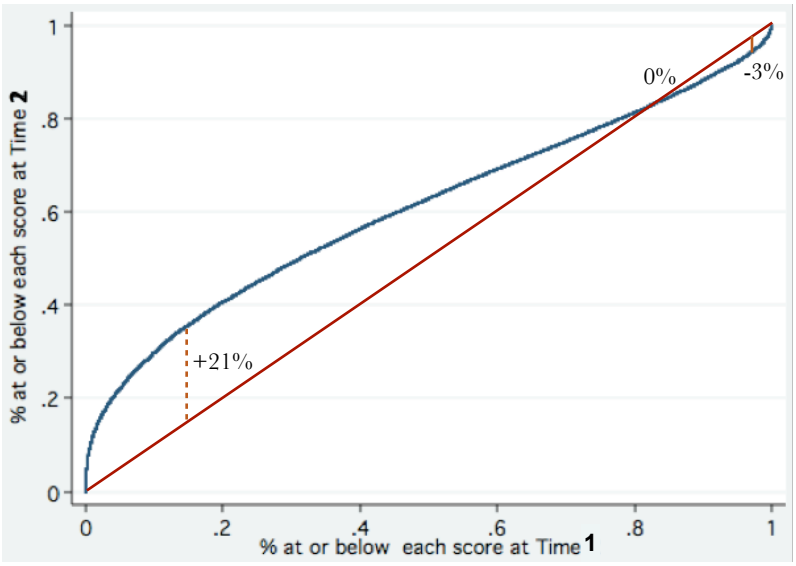
To address this issue, we can use nonparametric effect sizes. To develop the logic behind this approach, let's return to our simplified example. The following figure displays the cumulative distribution functions (CDFs) for the score distributions at Time 1 and Time 2. CDFs display the percentage of students scoring at or every possible cut-score.



The figure is just another way to visualize the same distributions from the previous page. The blue curve represents the Time 1 score distribution and the red curve represents the Time 2 distribution The vertical gaps between the curves are what we're most interested in. The vertical gaps represent trends in scores from Time 1 to Time 2. You can see the 21% increase, o% change, and 3% decrease we would get depending on the instructor's level of expectations.

P-P plots can also be used to display the vertical gaps between our Time 1 and Time 2 distributions. But rather than focusing on a single cut-score (or, in our example, focusing on 3 different cut-scores), P-P plots display the vertical gaps at all possible cut-scores. As an added bonus, P-P plots, and any statistics derived from them, do not change if we transform the score scale of our assessment.

P-P curves display the percentiles of the Time 1 score distribution against the percentiles of the Time 2 distribution. A percentile is the test score at which a certain percentage of students score at or below. For example, if the 75th percentile of a test is 610, then 75% of students score at or below 610 on the test. When the distributions represent scores from the same assessment administered twice, as in this example, the P-P curve represents the proportion of students scoring at or below a given cut-score at Time 1 and Time 2. The following figure displays the P-P plot for the simulated data in our example:



The blue curve is the P-P curve; the red diagonal line is drawn for reference. A P-P curve that lies along the diagonal would represent identical score distributions at Time 1 and Time 2; a P-P curve that lies mainly above the diagonal would indicate a positive score trend; and a P-P curve below the diagonal would represent a negative trend in scores. The vertical lines drawn in the figure represent the same 3 cut-scores used throughout this example. For example, the point (.16, .37) on the P-P curve shows that only 16% of students at Time 2 scored below the 37th percentile from the Time 1 distribution (the same 21% "gain" displayed in the previous figures).

Since these vertical deviations from the P-P curve to the diagonal represent score trends, one useful and interpretable statistics of interest would be the area under the P-P curve. The area under the P-P curve:

$$\text{Area} = \int_0^1 F_1\left(F_2^{-1}(p_2)\right)\, dp_2 = P(X_2 > X_1)$$

represents the probability that a randomly chosen test score from Time 2 is greater than a randomly chosen test score from Time 1. For identical score distributions at Time 1 and Time 2, the P-P curve would be the red diagonal line and the area under the curve would be 0.50 (representing a chance probability). When scores improve from Time 1 to Time 2, the P-P curve would fall above the diagonal and the area would be greater than 0.50. As Ho (2007, p.8) notes, "the usefulness of this statistic is that it is invariant to discretionary choices such as cut-scores, percentile, and score scale." Thus, the area under the P-P curve addresses the problem of trend comparisons being influenced by the choice of cut-scores.

For the above figure, the area under the curve is approximately 0.611. This positive value represents the positive trend in scores from Time 1 to Time 2. It also indicates that a randomly chosen test score from Time 2 has a 61% probability of being greater than a randomly chosen test score from Time 1.

If we assume the distribution from Time 1 has a standard normal distribution and the distribution from Time 2 has a normal distribution with unit variance, the area under the P-P curve defines the mean for the Time 2 distribution that can be interpreted in terms of standard deviation units. Thus, we can calculate the following transformed summary statistic:

$$V = \sqrt{2}\Phi^{-1}\left(P(X_2 > X_1)\right) = \sqrt{2}\Phi^{-1}\left(\int_0^1 F_1\left(F_2^{-1}(p_2)\right)\, dp_2\right)$$

where represents an inverse normal transformation. This V statistic is a scale-free effect size of the trends in scores from Time 1 to Time 2. Unlike traditional effect sizes, the V statistic cannot be distorted by scale transformations, yet it may still be loosely interpreted as a distance in terms of standard deviation units.

For the current example, $V = \sqrt{2}\Phi^{-1}(0.611) = 0.40$. This indicates that the Time 2 scores increased by 0.40 standard deviation units over the Time 1 scores. This is supported by the fact that the data were simulated to have an effect size of approximately 0.40

P-P plots and V statistics are calculated from test score distributions. Since the data from the Embedded Assessment System will represent a combination of assessments across instructors and courses, we won't know the distribution of scores. The data collected from instructors will simply show the number of students scoring in 4 categories: below, approaching, meeting, or exceeding expectations. When we combine results across instructors, we can report the percentage of students in each category. For example, suppose we get the following results for a particular student learning outcome assessed in two different years:

	Below	Approaching	Meeting	Exceeding
Year 1	33.2%	46.1%	18.4%	2.3%
Year 2	25.3%	45.0%	23.8%	5.9%

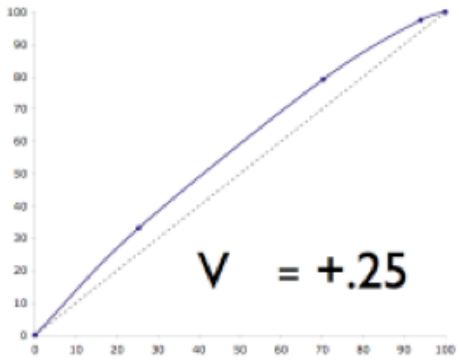
With this data, the question is: Has student achievement increased or decreased from Year 1 to Year 2?

It's tempting to conclude test scores improved by comparing the percentage of students meeting expectations, but remember this conclusion is impacted by the choice of cut-scores. We can use a nonparametric effect size approach to address our question.

To use this method, we first need to convert the results to show the percentage of students scoring at or below the 3 implicit cut-scores on our scale:

	cut-score between BELOW and APPROACHING	cut-score between APPROACHING and MEETING	cut-score between MEETING and EXCEEDING
Year 1	33.2%	33.2 + 46.1 = 79.3%	79.3 + 18.4 = 97.7%
Year 2	25.3%	25.3 + 45.0 = 70.3%	70.3 + 23.8 = 94.1%

Once we have this information, we can plot 5 points – (0,0), (.253, .332), (.703, .793), (.941, .977), and (1,1) -- on a P-P curve. With these five points, we can use cubic splines to define an interpolation function to get a reasonable approximation of the P-P curve. The following figure shows the interpolated P-P plot.



Once the P-P plot has been interpolated, numerical integration procedures can be used to estimate the area under the curve. The area under the curve can then be transformed to a V statistic. In this example, V = .25, indicating scores increased by 0.25 standard deviation units from Year 1 to Year 2.

St. Ambrose University
One Year Survey of Graduates – Fall 2005

The list below contains some abilities and skills that may have been developed during your undergraduate career at SAU. Please indicate:

1) How **important** each skill or ability is to you today (Very Unimportant to Very Important)
2) How **satisfied** you are with the preparation you received at SAU (Very Dissatisfied to Very Satisfied)

Fill in your response in both columns. **Please use a #2 pencil if one is available**.

Very Unimportant			to	Very Important		Very Dissatisfied			to	Very Satisfied
O	O	O	O	O	Write effectively	O	O	O	O	O
O	O	O	O	O	Communicate well orally	O	O	O	O	O
O	O	O	O	O	Work effectively in a group	O	O	O	O	O
O	O	O	O	O	Resolve conflicts effectively	O	O	O	O	O
O	O	O	O	O	Think quantitatively	O	O	O	O	O
O	O	O	O	O	Think critically	O	O	O	O	O
O	O	O	O	O	Solve problems effectively	O	O	O	O	O
O	O	O	O	O	Make health life decisions	O	O	O	O	O
O	O	O	O	O	Use computer adequately	O	O	O	O	O
O	O	O	O	O	Locate appropriate sources of information	O	O	O	O	O
O	O	O	O	O	Communicate in a different language	O	O	O	O	O
O	O	O	O	O	Respect individual differences	O	O	O	O	O
O	O	O	O	O	Recognize that freedom of Inquiry allows for dissent	O	O	O	O	O
O	O	O	O	O	Make moral and ethical decisions	O	O	O	O	O
O	O	O	O	O	Take responsibility for my actions	O	O	O	O	O
O	O	O	O	O	Participate in the life of my community	O	O	O	O	O
O	O	O	O	O	Appreciate artistic and other events	O	O	O	O	O
O	O	O	O	O	Place issues in historical perspective	O	O	O	O	O
O	O	O	O	O	Express self through an artistic medium	O	O	O	O	O

Attitudes Toward Undergraduate First Major Department

1) How adequate do you think each of the following features were within your major department or program? If you completed a double major, please be sure to answer the following for your **first** major only.

	Very Inadequate		**to**		**Very Adequate**
Faculty interest in academic development of students majoring in department	O	O	O	O	O
Faculty interest in personal development of students majoring in department	O	O	O	O	O
Communication between faculty members and students regarding student needs and concerns	O	O	O	O	O
Professional competency of the faculty in the department	O	O	O	O	O
Department flexibility in meeting the needs of individual students	O	O	O	O	O
Intellectual stimulation within the department	O	O	O	O	O
Opportunity for involvement with department clubs/organizations	O	O	O	O	O
Information provided by department academic advisor	O	O	O	O	O
Department help in finding employment for graduates	O	O	O	O	O
Department help with admission into an advanced degree program	O	O	O	O	O
Preparation for employment in a related field	O	O	O	O	O
Preparation for advanced degrees in a related field	O	O	O	O	O
Variety of resources with which to research careers	O	O	O	O	O
Number of networking opportunities between potential employers and students	O	O	O	O	O

	Very Dissatisfied		**to**		**Very Satisfied**
Overall, how satisfied are you with your choice of major?	O	O	O	O	O

St. Ambrose University Career Center Survey

1. Have you ever used the services provided by the St. Ambrose University Career Center?

   O Yes

   O No

2. Did you participate in an internship while attending St. Ambrose University?

   O Yes

   O No

3. Are you employed?

   O Yes, full-time in my field

   O Yes, part-time in my field

   O Yes, full-time but not in my field

   O Yes, part-time but not in my field

   O No, seeking employment*

   O No, not seeking employment*

   *If you answered no, you can skip to question 8

4. Please print the name of the organization in which you are employed in the following box.

5. Please print the title of your position in the following box.

6. Please print the state where you are currently employed in the following box.

7. What is your approximate annual salary:

   O Under $20,000

   O $20,000 - $29,999

   O $30,000 - $39,999

   O $40,000 - $49,999

   O $50,000 - $59,999

   O $60,000 - $69,999

   O $70,000 or above

   O Prefer not to answer

8. If you are not currently employed, are you involved in any of the following activities (skip to question 13 if you are not involved in any of the following activities)?

   O Volunteer Service

   O Military Service

   O Continuing my education

   O Internship, Fellowship, or Student Teaching

9. If you have enrolled in another formal degree program, what degree are you pursuing (skip to question 13 if you are not enrolled in a degree program)?

O Associate's Degree
O 2nd Bachelor's Degree
O Post-Baccalaureate Certificate
O Master's Degree
O Post-Master's Certificate
O Doctoral Degree (M.D., D.D.S., D.O., D.V.M., etc.)
O Law Degree (L.L.B., J.D.)
O Licensure

10. Student Status

O Full-time
O Part-time

11. Print the name of the school you are attending in the following box.

12. Print the name of the degree program you are enrolled in, in the following box.

13. Would you be willing to have current SAU students, alumni, or Career Center Staff contact you?

O Yes
O No

14. If you answered "Yes" to Question 13, please mark the items you would be willing to assist with

O Answer questions
O Assist in job search
O Assist in internship search
O Visit Campus to speak

15. If you answered "Yes" to Question 13, please print your name and the address and phone number at which you would like to be contacted below.

Name_____

Address_____

E-mail Address_____

Home Phone_____

Cell Phone_____

Documenting Assessment Quality:

High quality assessment instruments must produce results that allow for appropriate, meaningful, and useful inferences. The quality of assessment instruments can also be judged by their fairness to those being assessed and the efficiency by which they can be administered and analyzed. At this time, academic programs are not required to document evidence supporting the quality of their chosen assessment instruments.

Programs should reflect on the efficiency and usefulness of their chosen assessments. Ideally, the instruments chosen by programs to assess the SLOs would be administered and analyzed even if we had no accreditation requirements to assess institutional student learning. That is, these instruments should be designed, administered, scored, and analyzed without any additional resources (beyond what the program uses in its normal operations). If an instrument chosen to assess the SLOs requires additional resources, the program will need to determine if the usefulness of the results outweigh the resources needed to obtain and interpret those results.

Programs should also reflect on the primary question: Does this assessment instrument provide results that allow us to make inferences about performance on the intended SLO? To address this question, programs may wish to document any evidence they have regarding the following questions:

- Are the items or tasks on this assessment relevant to the SLO? Does the assessment contain any items or tasks irrelevant to the SLO? Does the assessment (or a combination of assessments) comprehensively cover the SLO?
- Are the items or tasks on this assessment aligned with the curriculum within the program? Did students have an opportunity to learn what is tested by the assessment?
- Are the results of the assessment consistent across time, different forms of the instrument, or different raters/scorers? Would the instrument consistently place students along the score scale
- Do the results relate appropriately to results from other assessments? Do the results correlate with assessments of similar constructs?
- Are the cut-scores, especially the cut-score defining our expectations, appropriate?
- Does the assessment provide high quality feedback to the student or program? Can the results be used to make improvements to the program?

Institutional Assessment Plan

Assessment Contacts

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