1950 St. Ambrose participates in the National College Sophomore Testing Program

1992
The St. Ambrose Assessment
and General Education
Assessment Task Forces are
formed. EPC requires programs
to submit assessment plans.

2003

The Assessment & Evaluation Advisory Board is formed to evaluate assessment activities

2005

An annual assessment process is established.

2007

Only 16 departments

assessment process

participate in the annual

2012

84% of departments participate in the annual assessment process.

36% of programs provided assessment results.

5% of programs meet institutional expectations for assessment.

Spring 2013

of new annual

expectations. All

assessment

Deans, Chairs, and

Directors are informed

programs are to submit

SLOs and assessment plans by January 1.

July 2013 29 programs across 17 departments submit annual assessment results. January 1, 2014

20 programs submit SLOs online 5 programs submit SLOs offline 57 programs do not submit SLOs

> January 4, 2014 66 programs have SLOs listed somewhere (program reviews, IP reports).

I cannot find SLOs for 16 programs.

July 1, 2014
Deadline to

1995

St. Ambrose sends an Academic Assessment Plan to the HLC. 34 programs across 28 departments list EPC-approved student learning outcomes and assessment plans.

Assessment Workshop #3: Curriculum Mapping

February 10, 2014

2011

The Assessment Plan is completely revised to include a new, EPC-approved, annual assessment process tied to the program review process.

2013

The Assessment Plan is updated to reflect increasing internal and external expectations for assessment.

July 2013
Deans, Chairs, and
Directors are
emailed links to
online assessment
templates along
with a reminder of
the January 1
deadline.

Oct/Nov 2013 Workshop #1 (SLOs) and #2 (Plans) January 31, 2014
Assessment, HLC, and leadership meetings conclude that programs must submit assessment plans online.

February 10, 2014 (9:30 AM) 64 (78%) of programs list SLOs

48 (59%) of programs have assessment plans online

21 (26%) of programs have fully participated for 2 years

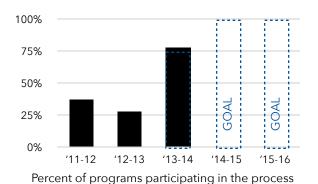
Dec. 2013

January 1 deadline email reminder

2004

The Academic Assessment Plan is evaluated and updated to include, among other things, co-curricular assessment and an annual assessment process.

Annual Assessment Goals



100%

75%

50%

25%

0%

'11-12 '12-13 '13-14 '14-15 '15-16

Percent of programs meeting all expectations

HLC Assumed Practices related to assessment:

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

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

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

HLC Criteria for Accreditation and Core Components related to assessment:

3A: The institution articulates and differentiates <u>learning goals</u> for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs

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

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

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

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

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

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

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

Values:

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

What is assessment?

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



To what end? To develop a culture of learning

• Students and faculty are aware of: General Education & Major Program SLOs

How activities contribute to development

What St. Ambrose is doing to improve learning

• Assessment is intellectually stimulating, sustainable, and useful

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

The most basic type of curriculum map...

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

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

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

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

<u>SAMPLE</u> CURRICULUM MAP # 4: A Hypothetical B.S. in Physics Program

LEGEND				SELECTED Program Student Learning Outcomes The B.S. in Physics Program Graduates Will Be Able To:																			
III OUTCOME STATEMENT:	SEMESTER:	FALL 2006	Knowledge of the basic principles, concepts and			nowledge of the basic 2. Fundamental 3. An ability to solve real- understanding of the world problems using 4. Demonstrate operational knowledge of the			erational	Ability to design and conduct a research project			Comprehensive understanding of basic					S					
The program outcome is (X) EXPLICITLY (score of 2) or (M) IMPLICITLY (score of 1) reflected in the course syllabus as	RESPONSIBLE: DEPARTMENT OF PHYSICS			f classical in physics.	and	how th	ses of scie ey have co present kn	ontributed	qualita argum		uantitative	and pr	matical cor ocedures a mathemat	assumed		present or reports of		instrun	vanced late nentation a to properly	ind the	SCORES	ES.	SCORES
refrected in terror course synabus as being a learning outcome for this course. [II] LEVEL OF INSTRUCTION:	DEGREE:	B.S. IN PHYSICS						formulations of the physical laws.		recond.			and record experimental data and uncertainties.			COURSE BREADTH SCO	DEPTH SCORES	SSMENT FOCUS					
(I) INTRODUCED - Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level	A "TYPICA	CULUM COURSES FOR AL" B.S. IN PHYSICS STUDENT	[i] Outcome Statement (X, M)	(ii) Level (i, E, R, A)	(F) / Assessment	[i] Outcome Statement (X, M)	(ii) Level (i, E, R, A)	(F) / Assessment	[i] Outcome Statement (X, M)	(i, E, R, A)	(F) / Assessment	[i] Oulcome Statement (X, M)	[ii] Level (i, E, R, A)	[ii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	(i, E, R, A)	(F) / Assessment	[i] Outcome Statement (X, M)	(ii) Level (i, E, R, A)	(F) / Assessment	COURSE	COURSE	COURSE ASSES
complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given	PHY 241: PHYSI	CS SEMINAR	M	E	F				X	E	F	M	E	F							3	6	3
course (score of 1).	PHY 160: UNIVE	ERSITY PHYSICS I	X	I	F	M	I		X	I	F	X	I	F							4	4	3
(E) EMPHASIZED - Students are expected to possess a basic level of knowledge and familiarity with the		ERSITY PHYSICS I DRATORY	X	I	F	M	I	F	M	I	F							X	I	F	4	4	4
content or skills at the collegiate level. Instruction and learning		ERSITY PHYSICS II	X	I	F	M	I		X	I	F	X	I	F							4	4	4
activities concentrate on enhancing and strengthening knowledge,		ERSITY PHYSICS II DRATORY	X	I	F	X	I	F	M	I	F							X	I	F	4	4	4
skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but		ERSITY PHYSICS III	X	I	F	M	I		X	I	F	Х	I	F							4	4	3
these aspects are treated separately (score of 2).	PHY 350: MODE	RN PHYSICS	X	I	F	M	I		X	I	F	Х	I	F							4	4	3
(R) REINFORCED - Students are expected to possess a strong foundation in the knowledge, skill.		RIMENTAL CONCEPTS IN ERN PHYSICS	M	I	F	M	I	F	M	I	F	M	I	F				X	I	F	5	5	5
or competency at the collegiate level. Instructional and learning	PHY 356: THER!	MODYNAMICS	M	E	F				M	E	F	Х	E	F							3	6	3
activities continue to build upon previous competencies with	PHY 365: PHYSI	CAL MECHANICS I	X	E	F				X	E	F	X	E	F							3	6	3
increased complexity. All components of the outcome are addressed in the integrative	PHY 366: PHYSI	CAL MECHANICS II	X	R	F				X	R	F	X	R	F							3	9	3
contexts (score of 3).	PHY 375: ELECT	TRICITY & MAGNETISM I	X	E	F				X	E	F	X	E	F							3	6	3
(A) ADVANCED - Students are expected to possess an advanced level of knowledge, skill, or	PHY 380: QUAN	TUM MECHANICS I	X	E	F				X	E	F	X	E	F							3	6	3
competency at the collegiate level. Instructional and learning activities	PHY 399: ADVA	NCED LABORATORY	M	E	F	X	E	F										X	E	F	3	6	3
focus on the use of the content or skills in multiple contexts and at multiple levels of complexity	PHY 468: OPTIC	S	X	E	F				X	E	F	Х	E	F							3	6	3
(score of 4).	PHY 475: ELECT	TRICITY & MAGNETISM II	X	R	F				X	R	F	X	R	F							3	9	3
[III] FEEDBACK ON STUDENT PERFORMANCE /	PHY 480: QUAN	TUM MECHANICS II	X	R	F				X	R	F	X	R	F							3	9	3
ASSESSMENT:	PHY 498: SENIO	R PROJECT I				M	A	F	X	A	F				X	A	F	X	A	F	4	16	4
(F) Students are asked to demonstrate their learning on the	PHY 499: SENIO	R PROJECT II				M	A	F	X	A	F				X	A	F	X	A	F	4	16	4
outcome through homework, projects, tests, etc., and are provided formal <u>F</u> eedback (score of I).		RES (i) COMMUNICATION, (ii) AND (iii) FEEDBACK POINTS	30	30	17	12	17	6	32	36	18	26	26	14	4	8	2	12	13	6			

2010 SACS-COC Annual Meeting // December 5, 2010 // Louisville, KY

W 16 - Curriculus Mapping: A thethodology to Define, Document, Demonstrate, and Improve the Coherence of Program Curricula // Nuria M. Cuevas (neuvas/ansu-edu), Alexei G. Matveev (agmatveev@nsu-edu), & Enrique G. Zapatero (egzapatero@nsu-edu) // Norfolk State University

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

A RUBRIC TO DETERMINE LEVELS OF $\underline{\textit{PROGRAM}}$ OUTCOME CONTENT DELIVERY IN $\underline{\textit{COURSES}}$ (I, E, R, A)

Levels of Program Outcomes Content Delivery	General factors defining course level of content delivery in the context of the program outcome content domain	Course focus in the context of the program outcome content domain (Plaza et al.)	Focal cognitive behaviors in the context of the program outcome content domain (Bloom/Anderson et al.)	Action verbs in the statements of <u>course</u> learning outcomes / assessment tasks related to the program outcomes (Biggs)	Student intellectual tasks in the context of the program outcome content domain (Knefelkamp)
<u>I</u> ntroduced (I)	1. Students are not expected to be familiar with the program outcomerelated content or skill at the collegiate level. 2. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. 3. Only one or a few aspects of a complex program outcome are addressed in the given course.	An indirect relationship exists between the course and the program outcome. In this case, the given program outcome itself is not the focus of the course, but at least one element of the course serves as a building block to the achievement of the given program outcome.	Remembering: Retrieve relevant knowledge from long-term memory by O Recognizing O Recalling	Understanding of the material related to the given program outcome is nominal Identify Recognize Define Paraphrase Choose Select Calculate Arrange Find Follow (simple) instructions	Learning basic information and definitions of terms and concepts. Learning to identify parts of the whole within the context of the program outcome. Beginning to be able to compare and contrast things.
Emphasized (E)	Students are expected to possess a basic level of program outcomerelated knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity.	A more direct relationship exists between the course and the program outcome. A mixture of course elements supports the achievement of the given program outcome, but the final integration of the knowledge, skills, and attitudes necessary for its achievement is not accomplished in this course.	Understanding Construct meaning from instructional messages, including oral, written, and graphic communication by Interpreting Exemplifying Classifying Comparing Inferring Applying: Carry out or use a procedure in a given situation by Executing Implementing	Understanding of the material related to the given program outcome as 'knowing about' O Describe O Account for O Classify O Structure O Formulate Execute O Solve O Prove O Do algorithm O Apply method	Can do compare-and- contrast tasks. Can see multiples – perspectives, parts, opinions, and evaluations. Perform basic analytic tasks. Use supportive evidence.
Reinforced (R)	Students are expected to possess an advanced level of the program outcome-related knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. Given program outcome is addressed in all of its complexity across multiple contexts or is turned reflexively on oneself.	A direct relationship exists between the course and the program outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome.	Analyzing: Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose by O Differentiating O Organizing Attributing	Understanding of the material related to the given program outcome as 'appreciating relationships' Analyze Explain Compare Contrast Integrate Summarize Design Relate Explain causes Apply theory (to its domain)	Good at analysis. Able to critique with positives and negatives. Use supportive evidence well. Can relate learning to other issues in other classes or to issues in "real life" – if they will apply themselves to that task. Learning to think in abstractions.
<u>A</u> dvanced (A)	Students are expected to possess an advanced level of program outcome-related knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. Given program outcome is addressed in all of its complexity across multiple contexts or is turned reflexively on oneself.	A direct relationship exists between the course and the program outcome. The course primarily focuses on the complex integration of knowledge, skills and attitudes necessary to perform the given program outcome.	Evaluating Make judgments based on criteria and standards by O Checking O Critiquing	Understanding of the material related to the given program outcome as 'far transfer', that is the ability to generalize to novel situations, and as involving metacognition O Discuss O Assess Evaluate O Theorize O Generalize O Hypothesize O Predict O Judge O Reflect Transfer theory (to new domain)	Can evaluate, conclude, and support own analysis. Can synthesize. Can adapt, modify and expand concepts because they understand the concepts. Relate learning in one context to learning in another with some ease. Look for relationships in the learning.

Nuria M. Cuevas (<u>ncuevas@nsu.edu</u>), Marvin D. Feit, Ph.D. (<u>mdfeit@nsu.edu</u>)

GUIDE FOR ANALYSIS AND INTERPRETATION OF CURRICULUM MAPS

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