Academic Program Assessment Report: 2010-2011

Assessment & Institutional Research

Viterbo University

Academic Program Assessment Report: 2010-2011
Executive Summary

This report presents the work accomplished in Viterbo University's academic programs in understanding, confirming, and improving student learning. It summarizes the assessment results of the academic year 2010-2011. The report tracks progress made in assessment processes and practices and summarizes the use of assessment for improvements in student learning in majors, stand-alone minors, graduate programs, and general education.

Assessment Practice and Progress
- In its first year, the Academic Program Assessment Committee worked to foster continuous improvement in undergraduate programs, general education, and graduate programs:
- Worked with the deans' council to articulate assessment expectations for new programs;
- Supported assessment-related faculty development activities, serving as panel members in an assessment workshop for faculty during January in-service;
- Established robust goals for assessment progress for the Sept. 2011 updates, which were met;
- Received and made recommendations on the General Education Online Equivalency Assessment Project and on the annual assessment results;
- Established a cycle for in-depth formative peer review on assessment work for academic programs and launched the cycle;
- As one way of ensuring high-quality assessment practices, APAC presented assessment awards for the second year.

Strengthening Learning through Assessment in Undergraduate and Graduate Programs
Of the 46 established academic programs (both undergraduate and graduate):
- All (46) have data on student learning and are in the process of analyzing the data
- 96% (44) have articulated action taken to improve student learning.
- 78% (36) have tested the effectiveness of actions, either confirming learning or taking further action.

	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011 Goals	Sept. 2011 Actual	Sept. 2012 Goals	Sept. 2013 Goals
1) Establish a plan: outcomes aligned with teaching strategies and methods	100%	100%	100%	100%	**100% (46/46)**	100%	100%
2) Collect actionable data and draw conclusions through analysis	92%	96%	100%	100%	**100% (46/46)**	100%	100%
3) Take action to improve learning	73%	83%	89%	95%	**96% (44/46)**	100%	100%
4) Test the effectiveness of actions, either confirming learning or taking further action	18%	57%	63%	70%	**78% (36/46)**	80%	90%
5) Disseminate Results	Viterbo University Annual Assessment Report, advisory board reports, and other forms of reporting to stakeholders						

**In 2010-2011, forty-six of the academic programs are considered established programs.

The academic programs (majors and stand-alone minors) continue to make progress in improving student learning through assessment.

The emphasis is on direct measures; indirect assessment at the program level is supplemental.

Eight programs launched assessment plans in 2010-2011, and all of these have a curriculum which is aligned with outcomes and methods of assessment. Six have collected actionable results, and three have taken action to improve learning. This progress exceeds the expectations for the first year.

The Academic Program Assessment Committee set goals for continued progress in the academic programs. These goals were shared with faculty in the January 2011 in-service session on assessment. The goals were met at all levels.

The report highlights examples of strengthened learning through assessment, including the nursing program. Students in the Nursing program had a 96% pass rate on the National Council Licensure Examination for Registered Nurses in 2010, for the second consecutive year. These improvements followed several years of targeted improvements following the low pass rate of 69% in 2007. Using evidence from other direct assessment methods, faculty made changes such as educating faculty on NCLEX testing and on writing test questions related to learning outcomes in their own courses and providing interventions for at-risk students early in the program.

Implementing and Assessing the LIVE Outcomes-based Core Curriculum
In October 2010, Viterbo's Faculty Council unanimously passed the newly designed outcomes-based core curriculum. The resounding confirmation of the new curriculum set in motion a year of implementation. Fourteen faculty committees worked throughout the year to produce the assessment framework for each component of the core curriculum: learning outcomes which align with the eight core curriculum learning outcomes, rubrics for assessing common assignments, and structures for active learning strategies and high-impact practices. 2010-2011 also saw the launching of the first-year seminar in the core curriculum: Franciscan Values and Traditions. A faculty learning community comprised of faculty who taught the seminar met throughout the year to align teaching methods with learning outcomes and the common assessment method. Assessment results from the first year of Franciscan Values and Traditions concluded with adjustments to improve alignment of the curriculum and the common assignment with Social Justice, Ethical Reasoning and Moral Development, Integrative Learning, and Written Communication.

Equivalency across Modes of Delivery
The Modes of Delivery assessment project focused on general education courses which are offered in at least two modes of delivery, one of which is an online (distance) mode. The purpose was to compare the alignment between learning outcomes and curriculum and design in online and face-to-face courses and to compare student learning in critical thinking and written communication. Methods included questionnaire results, content analysis of course artifacts provided by instructors, and course-level assessment results. The assessment results indicate that there are no significant differences in student learning between online and face-to-face formats for the 100-level and 400-level courses, and that for the 300-level course, where there was a difference in evaluation of student learning, scores in the online section were significantly higher. Content analysis revealed highly effective practices such as a standardized template showing alignment between learning outcomes and course activities or assignments for multiple sections of a course. One of the decisions based on the study is to oversample for online courses in future assessment points for the new core curriculum to ensure ongoing assessment of modes of delivery.

Naomi Stennes-Spidahl, Director
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Part I: Progress in Assessment Process and Policies

The mission of the Office of Assessment and Institutional Research is to be a trusted provider of relevant, unbiased institutional information to support decision-makers in strategic planning, policy formulation, and external reporting. The office also serves as the responsible unit for regulatory reporting of institutional data to the National Center for Educational Statistics, the Higher Learning Commission of the North Central Association, and the Wisconsin Association of Independent Colleges and Universities. Assessment and Institutional Research supports the continuous improvement of student learning by providing planning, training, and support for assessment processes; conducts or assists with assessment-related research; and maintains a framework for reporting outcomes assessment on an annual cycle.

In 2010-2011, several objectives were met in strengthening continuous improvement of student learning at Viterbo University.

Academic Program Assessment Committee Responsibilities	2010-2011 Objectives	Achievements
1. Develop and implement policies and procedures for annual documentation of assessment work within all academic programs	1a. Develop and implement policies and procedures for assessment in new programs; 1b. Provide oversight for assessment plan for Core Curriculum. 1c. Provide oversight for assessment of equivalency between online and face-to-face courses 1d. Establish goals for robust use of assessment for improvement.	1a. Deans' Council approved Assessment Expectations for New Programs. 1b. Several members of APAC led or were involved with CC assessment and curriculum design. 1c. APAC reviewed the results of the Online Equivalency Project. 1d. Goals for academic program assessment 2011 were met.
2. Provide formative feedback to departments and schools	2a. Review assessment updates and provide feedback 2b. Provide formative feedback to new and developing programs on assessment.	2a. Assessment coordinators, chairs, and deans received review of the Sept 2010 updates. The reviews are summarized in the annual report. 2b. Director met with 10 new programs and 12 programs which are developing their assessment work or redesigning the curriculum.
3. Provide an annual report to the Academic Vice President, the Deans' Council, the Faculty Council, and the Viterbo University community.	3a. Review annual assessment report and make recommendations to Deans' Council; 3b. Provide oversight to implementation of plan of action affirmed by Deans' Council	3a. Made recommendations for new program expectations, new faculty workshops, and consultation with programs. 3b. New program expectations met in 2011 updates; plan for new faculty workshops in place for 2011-12; progress made with assessment development.
4. Support assessment-related faculty development activities to promote a culture of assessment	4a. Design and implement January and May assessment sessions; 4b. Provide oversight for new faculty workshop 4c. Provide leadership for development of learning outcomes, common assignments, course guidelines, and assessment plans for the new Core Curriculum.	4a. January and May assessment sessions met objectives. 4b. Plan for new faculty workshop in place for 2011-12. 4c. Assessment and curriculum design in all components of CC was achieved and disseminated in May workshop.
5. Recognize departments and units that engage in high-quality or innovative assessment practices	5. Review nominations for awards and grant awards to programs in Best Practice and in Great Strides	5. Awarded Great Strides to Organizational Management Online and Face-to-Face programs. Awarded Best Practice to Broad Field Social Studies and to Music programs.

6. Contribute to the establishment and maintenance of a culture of continuous improvement by establishing faculty-driven expectations for ongoing, timely, and high-quality assessment practices and by keeping apprised of trends and expectations for assessment.	6a. Give oversight to OAIR website and OAIR newsletter, "Assessment Notes." 6b. Align peer review of assessment with program review.	6a. OAIR expanded resources on website and published "Assessment Notes." 6b. Began a cycle of intensive peer review of assessment in programs 18 months before program review.

Assessment Development

Assessment Training for New Faculty
Thirty-three percent of the full-time faculty in 2009-2010 came to Viterbo University since Fall 2007. Of the 119 full-time faculty, 10 began in 2010, 18 began in 2009, and 10 in 2008.   Since the conclusion of Title III, assessment workshops for new faculty have been held each spring (2009, 2010, and 2011).

The Academic Program Assessment Committee and Deans' Council supported increased joint (Faculty Development and Assessment and Institutional Research) workshops with new faculty for 2011-2012.

Support and Accountability for Program Assessment
The director provide deans with a high-level annual summary of programs within each school and works with deans on a process of consultation and reporting for selected programs.
The May 2011 Assessment Day included intensive consultation for ten programs. Most of these programs showed significant progress in the Sept. 2011 updates.

Expectations for Assessment Development in New Programs
Generally, new programs will establish learning outcomes and a curriculum map along with program design. The deans' council determines what year is the first full year of a program, to give programs that are launched in stages a reasonable time frame. Programs with few majors (10 or fewer) may take longer to determine curricular changes. (See page 9 for details).

Strengthen Faculty Ownership of Assessment Reporting
A key component of assessment is for faculty to disseminate the performance story to key constituencies such as students, Viterbo University community, accrediting bodies, and advisory boards. TracDat functions as a repository of documents and evidence pertinent to the assessment cycle; however, it does not provide a mechanism for the ultimate phase of the assessment cycle. For the 2010 updates, several programs piloted a summary narrative, which was effective in providing a performance story from the program. Beginning in September 2011, assessment coordinators submit a brief summary of assessment activity and plans to OAIR by the annual deadline for updating TracDat.

Part 2: Undergraduate and Graduate Program Assessment

Viterbo University Academic Program Assessment Principles and Practices

The central goal of the Viterbo University Academic Program Assessment Framework is to provide a structure for the continuous improvement of academic program quality. The framework is designed to accomplish three results for academic programs: 1) to gather information about the knowledge, abilities, and values of program graduates; 2) to use that information to improve teaching and learning in the program; and 3) to communicate assessment results with stakeholders (students, faculty, administrators, and advisory boards).

(See the Viterbo University Academic Program Assessment Framework in the Appendix.)

Best Practices of Program Assessment

Program assessment is an ***on-going*** process designed to ***monitor*** and ***improve*** student learning. The assessment plan focuses on authentic, summative assessment with at least two direct methods of assessment.
Faculty:

- Develop explicit statements of what student should learn
- Align pedagogy with methods and outcomes
- Collect empirical data that indicate student attainment
- Reach a conclusion (faculty are satisfied or disappointed with student learning)
- Use these data to make curricular or pedagogical changes
- Test the effectiveness of the changes
- Confirm student learning

1. Assess, confirm, and improve student learning through systematic collection and analysis of information about learning.
2. Tell the story of assessment through documentation of evidence-based assessment.

Chapter 1:
Summary of Progress Reflected in 2011 TracDat Reports

Status of 2010-2011 Assessment in Academic Programs:

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The academic programs (majors and stand-alone minors) continue to make progress in improving student learning through assessment

The emphasis is on direct measures; indirect assessment at the program level is supplemental.

Eight programs launched assessment plans in 2010-2011, and all of these have a curriculum which is aligned with outcomes and methods of assessment. Six have collected actionable results, and three have taken action to improve learning. This progress exceeds the expectations for the first year.

The Academic Program Assessment Committee set goals for continued progress in the academic programs. These goals were shared with faculty in the January 2011 in-service session on assessment. The goals were met at all levels.

	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2010 Actual	Sept. 2011 Goals	Sept. 2011 Actual	Sept. 2012 Goals	Sept. 2013 Goals
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3) Take action to improve learning	73%	83%	87%	89% (41/46)	95%	**96% (44/46)**	100%	100%
4) Test the effectiveness of actions, either confirming learning or taking further action	18%	57%	63%	63% (29/46)	70%	**78% (36/46)**	80%	90%
5) Disseminate Results	Viterbo University Annual Assessment Report; Reports to Advisory Boards							

**In 2010-2011, forty-six of the academic programs are considered established programs, with the expectation for use of assessment for program improvement.

Minimum Expectations for Establishing Assessment in New Programs:

New programs will establish learning outcomes and a curriculum map along with program design. The deans' council will determine what year is the first full year of a program, to give programs that are launched in stages a reasonable time frame. Programs with few majors (10 or fewer) may take longer to determine curricular changes.

End of Year 1: Establish a plan: outcomes aligned with teaching strategies and methods
End of Year 2: Collect actionable data, test validity of assessment tools and processes, and draw
　　　　　　　　conclusions through analysis.
End of Year 3: Collect actionable data, test validity of assessment tools and processes, and draw
　　　　　　　　conclusions through analysis.
End of Year 4: Take action to improve student learning and/or take action to improve assessment.
End of Year 5: Test the effectiveness of actions, either confirming learning or taking further action. Now
　　　　　　　　the program is counted as an established program.

Assessment Development in New Programs					
	2010-2011	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
1) Establish a plan: outcomes aligned with teaching strategies and methods	New programs in Year 1	New programs in Year 1	New programs in Year 1	New programs in Year 1	New programs in Year 1
2) Collect actionable data, test validity, and draw conclusions through analysis.		New programs in Year 2	Year 2	Year 2	Year 2
3) Collect actionable data, test validity, and draw conclusions through analysis			New programs in Year 3	Year 3	Year 3
4) Take action to improve student learning or to improve assessment				New programs in Year 4	Year 4
5) Test the effectiveness of actions, either confirming learning or taking further action					New programs in Year 5
6) Tell your performance story	Viterbo University Annual Assessment Report; Reports to Advisory Board				

Status of Assessment Development in New Programs: Sept. 2011		Establish a plan	Collect Data	Take Action	Test Effectiveness of Actions
Ten new programs launched in 2009-2010	Year 1: 09-10	10/10	10/10	3/10	
	Year 2: 10-11	10/10	10/10	3/10	
Eight programs launched in 2010-2011	Year 1: 10-11	8/8	6/8	4/8	

Chapter 2: Examples of Strengthening Learning through Assessment

I.   The National Council Licensure Examination for Registered Nurses (NCLEX-RN) Pass Rates

As can be seen in the following table, the 2000 – 2006 range for the first time pass rate on the nursing licensure examination was 88.9% to 94% with a seven year average of 90.22%, achieving the benchmark of $\geq$90%.

NCLEX-RN First Time Pass Rates

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
94%	90%	88.9%	89%	90%	89.65%	90%	69%	74%	96%	96%

In 2007, the first time pass rate on the NCLEX was 69%. Two major factors were believed to have influenced this low pass rate:
1.   Being the first group of students to have a revised curriculum that blended concept and clinical courses that made it easier to pass a course;
2.   Having an increased NCLEX-RN pass standard that year.
The Dean of the School of Nursing launched a task force which created an action plan for improvement.

Analysis of Inputs:
Statistical analysis of student data was completed to determine if there were any significant differences between a sample of those students who passed the NCLEX the first time and those students who did not pass the first time. A letter from Silvana Richardson, Dean of the School of Nursing, to Jill Remy, of the Board of Nursing (February 1, 2009) summarized the findings:

> It was determined that there was a significant difference between these two groups on success in certain nursing courses. Students who did not pass the NCLEX the first time received lower grades in N372 Adult Health, N349 Pharmacology, N322 Maternity, N422 Adult Health, N432 Psychiatric/Mental Health, and N460 Nursing Leadership than students who passed the exam the first time. The Task Force also reviewed the results of the NCLEX predictor examination from 2007 and initiated a review of the School of Nursing curriculum as the graduates in May 2007 were the first to graduate from a revised curriculum.

Programmatic and Curricular Adjustments:
Improvements following a short-term plan
The short-term plan included the following action items:
- Administering the NCLEX predictor earlier in the spring semester, 2008;
- Identifying students who were at-risk for not passing the NCLEX the first time based on the predictor and performance in the courses noted to be significant;
- Developing an Individual Plan for Success with each student (especially those identified as high risk);
- Conduct course-specific review related to the curriculum revisions;
- Incorporate new NCLEX –type questions into their courses.

Results: Of the 65 students, who graduated in May 2008, 48 of 65 students (74%) passed the NCLEX on the first attempt, 16 of 65 students (25%) did not pass the exam on the first attempt, and 1 of 65 students (2%) has not yet taken the exam. This is an improvement when compared to the 69% first-time pass rate in 2007, but markedly lower than the 2006 first-time pass rate of 92%.   Nursing faculty concluded that

the short-term plan shows an improvement in the first-time NCLEX pass rate (69% to 75%), but further improvement was required.

Improvements following a long-term plan

The long-term plan to improve the first-time pass rate included:
- A review of the current curriculum;
- A comparison of the NCLEX blueprint with the current curriculum;
- Faculty education on NCLEX testing and writing test questions;
- On-going review of student data related to academic performance;
- Analysis of data to identify at-risk students as early in the program as possible.

Results: In 2009, the first-time pass rate was 96%.

Additional Action for Improvement: In 2009 ATI testing for all Nursing Students was integrated into the N422 Adult Health Nursing course so that students could gain experience in taking computerized, standardized testing. Additionally, the NCLEX predictor test was incorporated as an assessment method for Critical Thinking in N482, Clinical Synthesis. The integration of this method into Nursing's outcomes assessment framework ensures ongoing improvement in all components of student achievement. (See page 25 for details on the use of the NCLEX predictor test for improvements in Critical Thinking.)

Results: In 2010, the first-time pass rate was 96%.

NCLEX-RN First Time Pass Rates

2007	2008	2009	2010
69%	74%	96%	96%

II. Continuous Improvements through Assessment in the Chemistry Major

Learning Outcome: Problem Solving—apply theory, laws, and experimental information to solve chemical problems.

Method: Standardized Exams in CHEM 121, 330, 340, 362, 430, and 450.

Criterion: 50% of Chemistry majors will be above the 50th percentile on the normalized national exam.

Results: In 2008, 34% of all students scored above the 50th percentile.

Action: Faculty examined four questions in detail and made adjustments in the curriculum to address areas of weakness. Specifically, the instructor assigned many more homework problems and devoted an entire quiz to this type of fundamental kinetics thought problem. Also, the instructor emphasized hybrid orbital and VSEPR bonding schemes whenever the opportunity arose on subjects involving chemical structure or chemical bonds.

>   **Follow-up Results:** In 2009 56% of the Chemistry / Biochemistry majors scored above the 50th percentile.
>
>   **Follow-up Action**: Continue with additional homework problems on fundamental kinetics and hybrid orbital and VSEPR bonding scheme.
>
>>   **Follow-up Results:** In 2010, 78% of Chemistry / Biochemistry majors scores above the 50th percentile on the normalized national exam. 47% of all students scored above the 50th percentile.
>>
>>   **Follow-up Action:** The weakest area was in bonding; build in reminders to study the previous semester's material.
>>
>>>   **Follow-up Results:** In 2011, 100% of Chemistry majors scored above the 50th percentile. 50% of all students scored above the 50th percentile.

III. Persistent Curricular Adjustments in Social Work

In 2010-2011, Faculty in the Social Work department reviewed four of the thirteen program outcomes, on their cycle of assessment. The program measures each outcome through two direct methods and three indirect methods (in accordance with their accreditation expectations). Learning was confirmed and the benchmark met for Understand history and current issues in social work; for Demonstrate skill in policy analysis; and for Demonstrate skill in political advocacy. For Effective use of research skills, however, the benchmark was not met. Assessment coordinator, Debra Daehn Zellmer noted, "Students are not demonstrating this skill at the course level and two classes were not confident of research skills as demonstrated through the exit survey. The faculty has identified both research skills and academic writing as weaknesses over several classes of students." The following iterative use of assessment reveals how this program utilizes assessment to make continued improvements.

Learning Outcome: Use research and evaluate practice—utilize social work research skills and knowledge to evaluate practice and program effectiveness.
Results: In 2007, Social Work students met identified program benchmark for three of the four mechanisms; however, on the Employer Survey, assessment results fell below benchmarks.
Action: Curricular changes included to move SOWK 340, Social Work Research, to the fall of the junior year, followed by MATH 130, Basic Statistics. This sequencing will better prepare students for SOWK 482, Senior Capstone.

> **Method 1:** SOWK 482 Senior Capstone Research Project evaluated according to components on the rubric which align with the Research outcome.
> **Criterion:** Eighty percent of students will score 80% or better
> **Follow-up Results**: In 2008, 75% of students reached the benchmark. In 2009, 93% of student reached the benchmark. In 2010, 64% met the criterion, and in 2011, 67% met the criterion. Faculty noted, "When data is aggregated over all four years, only 75% of students achieved a score of 80% or better. The benchmark is not met."
> **Follow-up Action**: A new, additional sophomore level course, "Introduction to Research and Analytical Writing," will be implemented and taken concurrently with or followed by Statistics. Also, to improve integration of research findings in the case study in SOWK 482, there will be new exercises developed for the capstone course that will help students focus on the criteria in the rubric and develop skill in integrating literature findings in the discussion section of the paper.

Chapter 3: An Overview of Assessment Work by School

Assessment Report for Dahl School of Business: Sept. 2011 Updates

Program Name	Status	Outcomes	Methods	Results	Actions	Follow-up Results	Notes
MBA (Daytime)	2009-10	5	9	15	12	Met & pending	The program collected results for all of the learning outcomes in this second year of the program. Data in 2010 showed the criterion for social responsibility was not met: the instructor modified the assessment method and included individual feedback. Follow-up results showed an improvement in learning.
Accounting	Est.	4	13	39	28	Met & pending	Changes in the review process for the exam in ACCT 425 have resulted in improvements for all outcomes, and the criteria are met for three of the four outcomes. The program added an intermediate assessment measure in an intermediate course to track student learning. This program has steadily improved its use of assessment to strengthen student learning.
Computer Information System	Est.	5	12	16	4	Met & Pending	New results for four of the twelve methods. Follow-up results to the change of a textbook is pending in Spring 2012. Small numbers of students limit the ability to draw conclusions and make targeted changes. Continue to strengthen assessment for authenticity and meaningful results.
Management	Est.	5	20	39	34	Met & pending	Faculty continue to collect results and make targeted changes to strengthen learning There are numerous instances of targeted changes resulting in improvements. Action planned for 2011-12 includes improvements in student understanding of the balanced scorecard for Complex Business Issues.
Marketing	Est.	4	7	13	7	Met & pending	Follow-up results in the MKTG 456 marketing plan for Communication indicated that the criterion is met. Follow-up results for cultural sensitivity met the criteria following the incorporation of an interview with a professional with experience in international business. Continued work on strengthening assessment for authenticity and meaningful results.
MBA (Evening)	Est.	6	22	33	25	Met & pending	Excellent use of assessment to strengthen learning. Faculty are using assessment evidence to make adjustments in the curriculum: one example is that MGMT 512 will maintain a balance of practical skills while strengthening a theoretical foundation. Written communication was identified as problematic and a graduate-level writing module has been incorporated into the first course in the program.
MIS	Est.	7	48	28	4	Met	Work on aligning the assessment rotation for MIS and OMGT has been accomplished. One area for focus is to align the rubrics with particular learning outcomes.
MIS Online	Est.	7	46	27	12	Met & pending	The program has made some curricular changes in tandem with CIS curricular changes. Continued work on aligning methods and rubrics with particular learning outcomes.
OMGT	Est.	7	46	49	6	Met & pending	Follow-up results for Communication demonstrated improvement in learning. All four measures for Ethical Decision-making met the criteria. Program faculty will take action to improve Critical Thinking.
OMGT Online	Est.	7	44	41	13	Met & pending	Assessment results for the four methods measuring Communication indicated an area for improvement in written communication for online students. Action will be taken in 2011-2012 to make improvements.

Sport Management & Leadership	Year 1	6	3	5	7	Met & pending	In the second year of the program, the focus is on collecting results and strengthening assessment methods and processes. For the communications outcome, faculty developed a more elaborate rubric and brought in an external reviewer: students presented their projects for Scholar's Day in Spring 2011. In Spring 2011, a meeting on SPML and SPSL assessment occurred, with continued work on designing overlapping assessment methods with Sport Science identified.

I. Assessment of the Core Learning Outcomes in Traditional Undergraduate Majors:

Accounting, Computer Information Systems, Management, Marketing, Sport Management and Leadership Undergraduate students in the Dahl School of Business develop four common learning outcomes in a set of required core courses. In 2010-2011, faculty focused on two of the core learning outcomes: Professional Communication (written and oral) and Teamwork.   Assessment Coordinator, Sara Cook, summarized improvements in communication through assessment:

> Last year the DSOB focused specifically on its communication outcome – written and oral. We identified a chain or core courses (required by all traditional undergraduate majors) that develop communication competency and focused our assessment and discussion around those courses. We have collected data on the formal business report in MGMT 300 for four cycles. A number of instruments and techniques – online tools, investigation of different student subgroups in the course, modified pedagogy - have been implemented to improve student performance, and our latest results continue to show significant improvement though they are still not quite meeting our criteria.   We also concentrated on collecting data and discussing results from the communication assessment in MGMT 341 (another core course) to improve oral communication. Rubric and assignment changes improved student performance, specifically in audience engagement.

A specific example of improved learning in the Dahl School of Business core follows:
Learning outcome: Learners demonstrate professional communication skills
Direct assessment method: Evaluation of communication using the professional communication rubric for the MGMT 300 Formal Business Report.
Summary of Results:
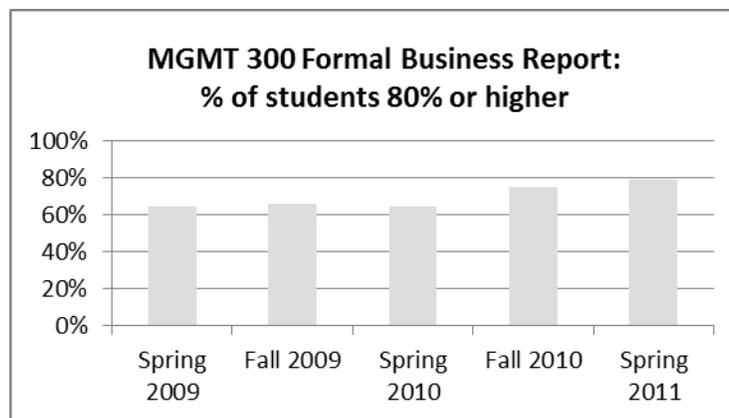
Targeted Action: After analyzing data from spring 2009, instructor recommended that the students coming from Western in the 2+2 program take the 16 week course instead of the 7 week OMGT 302 Business Communications class to give them more time to increase their writing/grammar skills. Additionally, she implemented testing of CLUE (Comprehensive Language Usage Essentials) work/review four times during the course during the Fall 2010 semester. After analyzing data in Fall 2009, instructor required the purchase of the physical, hard-copy textbook a requirement. All students who earned below a C in the course in Fall 2009 relied on the online textbook, and they all recognize that this caused problems for them. Further, we removed the formal "oral presentation" of the report as a course activity to allow for more time to focus on writing and add a literature review.

> **Follow-up Results:** Each action has resulted in improved instruction, learning, and performance. In spring 2011, our results improved to 79% of the students who submitted the project earned 80% or above. There were no scores below 75% for the students who submitted papers. We have seen improvement in student writing, and assessment in this course has spurred the faculty to convene roundtable discussions around writing in all DSOB courses.

II. Improvements in Learning in the Accounting Program

Learning Outcome: Solving Complex Issues: Learners apply principles of accounting to solve complex issues.
Direct Assessment Method: Assessment of Solving Complex Issues using selected exam questions in ACCT 425.
Results: Fall 2008: Only 2 of the 8 students (25%) met the criterion on exam questions pertaining to solving complex issues.
Targeted Action: Fall 2008: Add active learning strategies to improve learning.
> **Follow-up Results**: Fall 2009: 39% of students met the criterion on exam questions.
> **Targeted Action**: Fall 2009:
>   1) Modify exam review process by providing specific review topics for the exam rather than telling students that the exam will "cover chapters 1-5" for example;
>   2) Evaluate exam questions for clarity and for alignment with this learning outcome;
> > **Follow-up Results:** Spring 2011: 74% of students met the criterion on selected exam questions in ACCT 425. This is an improvement; however, the criterion is still not met.
> > **Targeted Action:** Fall 2011: Accounting faculty will determine targeted action in Fall 2011 meetings.
>   3) Add an intermediate assessment method in ACCT 311 and 312.
> > **Follow-up Results**:
> > **Spring 2009**: 38.1% of students met the criterion; criterion not met
> > **Fall 2009**: 16.4% of students met the criterion; criterion not met
> > **Spring 2010:** 23.1% of students met the criterion; criterion not met
> > **Targeted Action**: Spring 2010: 1) Allow students and an extra attempt at the quiz and grade the extra attempt. This will give students another chance to ask questions and get individual help from the instructor. 2) Add an online software tool and integrate its use for development of problem-solving.
> > > **Follow-up Results**: Fall 2010: 73% of students met the criterion; criterion not met
> > > **Targeted Action**: Fall 2010: Instructor will adjust teaching and learning strategies to improve learning.
> > > **Follow-up Results**: Spring 2011: 89% of students met the criterion; criterion met.

Percentage scoring 80% or higher on ACCT 312 & ACCT 313 exam questions pertaining to solving complex problems
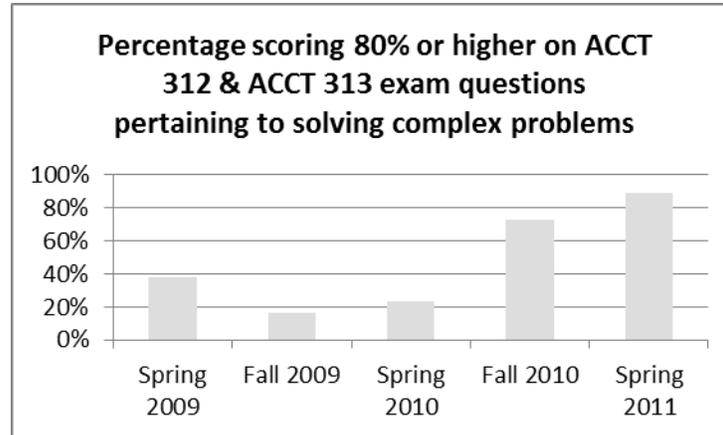
III. Assessment in the Organizational Management Program

In 2010-2011, Organizational Management faculty focused on three of the six learning outcomes, collecting data separately for the OMGT face-to-face and online programs.
Alissa Oelfke, assessment coordinators for the Organizational Management Program, summarized the improvements in communication:

> There were four measures for Communication, 2 direct course-embedded assignments, and 2 measures from the exit surveys. All four methods met the criteria. There was a strong improvement over last year in one particular measure, the business report. The course is utilizing an electronic writing tutorial service (Aplia) that gives students the ability to practice and get feedback on basic writing skills. The business report project description and rubric have been streamlines, and our adjuncts have gained experience using all of these tools. This was a point of difference from the online program, where students struggled with this outcome (only 63% of the 10/11 online students met the criteria. Action will be taken in 11/12 with the goal of improving this result in the online program.

Learning Outcome: Communication: Learners demonstrate the ability to apply communication skills in a variety of interpersonal and organization settings.
Direct Assessment Method: Evaluation of communication in the OMGT 302 Business Report using the project rubric.
Summary of Results: Fall 2010: 75% of students scored 80% or higher on the Business Report; criterion not met
Targeted Action: 1) integrate an electronic writing tutorial service (Aplia) which will help students develop writing skills; 2) Fine-tune assignment and rubric; 3) Give adjuncts support in using the above tools.

> **Follow-up Results**: Fall 2011: 95% of learners earned a score of 80% or higher on the Business Report for communication. Criterion met: loop closed.

See Appendix for detailed program-level assessment summaries.

Assessment Report for the School of Fine Arts: Sept. 2011 Updates

Program Name	Status	Outcomes	Methods	Results	Actions	Learning confirmed	Notes
Art	Est.	7	7	27	15	Met	New results for the sophomore level review indicate that the desired criterion is met: students are meeting sophomore-level proficiency in six of the six learning outcomes. Plans for 2011-2012 are focused on expanding collection of results for Outcome #2, with an aim to include direct measurements at the freshman, sophomore, junior, and senior measurements.
Arts Administration	Est.	12	46	44	2	Met & pending	Last TracDat activity: 9/30/2009; program undergoing restructuring. Theatre programs assessment meetings held in May 2011.
Dance (minor)	Year 1: 2010-11	3	5	2	2	Met & pending	The criteria for the two outcomes measured were met. For Technical Proficiency, the instructor plans to take action to increase proficiency when the tempo of the movement increases. One action is to assist students in making more vocalization while tapping. Continued work on collecting results and aligning methods & measurements with outcomes.
Music: BA Music, BM Music Education, BM Music Performance	Est.	4	24	9	17	Met & pending	This is the first year of a common assessment update for all three Music programs, using core learning outcomes and assessment methods. The department decided that tracking one class of students from freshman through junior years did not yield actionable data. Faculty will change the Jury Evaluation Form to collect data that is related to program differentiation and levels of achievement.
Music Theatre	Est.	7	16	10	3	Met & pending	The jury rubric for MUTH 171 and 371 is clearly aligned with relevant learning outcomes: results were meaningful and actionable. For the Voice outcome, faculty will focus on improvement in Vowels, Breath Control, and Placement during lessons in 2011-2012. For Musicianship, faculty will focus on all areas with special attention paid to pitch, rhythm, and tempi. For the Acting outcome, faculty will begin by revising the rubric for better alignment with learning outcomes.
Theatre—Acting	Est.	6	22	2	3	Not met / pending follow-up	New results for the Acting outcome, using the audition scores did not meet the targets. Two actions will be taken: 1) refine the syllabus for the course to clarify the assessment criteria and create a scoring system consistent with the five-point rubric used elsewhere in the program; 2) revise the rubric to provide more specific and detailed information to use for targeting improvement.
Theatre—BA	Est.	8	24	0	0	No results	Met in May 2011 & August 2011: department plans to discuss this major and its assessment plan and take action in 2011-12
Theatre—Design Tech	Est.	28	58	55	12		New results for the exit interview align with several learning outcomes; follow-up results after changes in the process indicate the criteria are met and the new process is working well. For Practical Skills, minimum score criterion for the portfolio review is met; however, the average score, at 3.66, did not meet the criterion of 3.75. An example of a change in assessment processes is regarding the Analysis outcome: faculty are considering adding an element that aligns with this outcome to the Senior Thesis evaluation, sophomore review, and/or the portfolio review.
Theatre—Ed	Est.	13	11	1	0	No results	Met in May 2011 & August 2011.
Theatre—Stage Management	Est.	9	22	4	0		Last TracDat activity: 7/11/2008. The major is undergoing realignment as a result of program review; met as department in May 2011

Examples of the Use of Assessment to Strengthen Learning

Dance:
Learning Outcome: Technical Proficiency
Direct Assessment Method: Tap Dance I (DANC 230) Final (an artistic performance)
Summary of Results: Spring 2011: 70% of the students scored 4 or 5 under the category of Technique on the dance rubric. The criterion was met.
Targeted Action: The Dance instructor wrote, "Upon observing the combination and the scores, I realized I would like to increase the percentage in the future. I also noticed that students' technical proficiency suffered most when the tempo of the movement increased. Tension became present in their joints and hindered their ability to move quickly and execute clear sounds and accurate rhythms." The instructor has decided to make a targeted improvement in student vocalization while tapping and will follow up with results the next time the course is taught (in Fall 2012).
   Follow-up Results: Expected in Fall 2012.
   Assessment Coordinator, Nicole Balsamo, summarized her assessment findings:
         Last year I focused on two of our three outcomes. The criteria were met for both
         technical proficiency and artistic expression. Although the criteria were met for technical
         proficiency, I was not happy with the results of the Tap Dance I, DANC 230 final. The
         results showed that while students tapped at quicker tempos, tension interfered with
         technical proficiency. I decided to implement more vocalization during tapping into Tap
         Dance II, DANC 330. I also am integrating more discussion of the importance of use of the
         body during daily activities and during the "non-dancing" moments of class as a way of
         increasing students' ease of movement. Students performed beyond expectation during
         their Dance Composition, DANC 360, final performance and process paper, which I chose
         as the measure for artistic expression. I will continue to examine the teaching that lead
         up to these performances and implement these practices into other courses as well as
         raise expectations for artistic expression within the program

Music:
Learning Outcome: Performance: Demonstrate skills requisite for artistic self-expression in voice or piano and proficiency in keyboard, sight reading, and conducting.
Direct Assessment Method: Sight Singing Exam in MUSC 116 & 117, evaluated using a faculty-developed common rubric.
Summary of Results: Spring 2008: 100% of students passed the Sight Singing II Exam.
Targeted Action: Although the criterion was met, faculty decided there was a need to define the criteria for "fluency" in sight reading, as the current exam only measure an "introductory" level of sight reading. A faculty committee was formed to develop criteria for "fluency" and to further develop a more rigorous Sight Singing II Exam that measures fluency rather than an introductory level of sight reading.
   Follow-up Results: Spring 2009: 100% of Music Education students and 85.7% of BM Music Performance students passed the Sight Singing II exam.
   Targeted Action: Raise the criterion from 75% to 80% pass rate for the exam.
      Follow-up Results: Spring 2010: 91% of Music Education students passed the Sight Singing II exam, and 100% of BM Music Performance students passed the exam.
         Follow-up Results: Spring 2011: 100% of all Music majors passed the 117 Sight Singing Exam (15/15)

Music Theatre:
Learning Outcomes: Vocal Technique
Direct Assessment Method: Assessment of vocal juries in MUTH 171 in students' fourth semester of study.
Criterion: 100% of students will achieve scores of 4.0 or higher on a scale of 1 to 5.
Summary of Results: On average, students assessed during their fourth semester of study scored 3.9 out of 5.0 in MUTH 171. The criterion was not met.
Targeted Action: Faculty will focus on all areas of Vocal Technique during private lessons over the 2011-2012 academic year, with special attention paid to Vowels, Breath Control, and Placement—components of the rubric where students were the weakest.
Karla Hughes, assessment coordinator, summarized the findings for Vocal Technique:

> The assessment had some surprising results and pointed out areas the Music Theatre Voice Faculty need to focus on. In the areas of Professionalism and Musicianship, we did meet our scoring goals for fourth semester students, but not eighth semester students. In Vocal Technique, neither group met our scoring goals. This points to the need for pedagogical changes from the faculty by using the rubric not only as an assessment tool, but as a teaching tool. This will be the Action we will take for the coming year, to distribute the rubric during the second week of classes and focus on it for the entire year.

Follow-up Results: Expected in Spring 2012.
See Appendix for detailed program-level assessment summaries.

School of Letters and Sciences: Report from Sept. 2011 Updates

Program Name	Status	Outcomes	Methods	Results	Actions	Learning Confirmed	Notes
Addiction Studies	Year 1: 2010-11	6	4	2		Criteria met	This new program has built assessment into curricular design, with outcomes aligned with teaching strategies, active learning, and assessment methods. Results for two of the methods have been collected and analyzed. The program will collect and analyze results for the next two learning outcomes in 2011-2012.
Associate of Arts / Science	Est.	4	8	15	4	Met & pending follow-up	The associate degree has undergone curricular revision and now has aligned the program learning outcomes with the new core curriculum: Written Communication, Oral Communication, Information Literacy and Critical Thinking. Direct measurements of learning take place in the two degree-specific courses. The program will collect and analyze results in UNST 195 and UNST 295 in 2011-2012.
Biochemistry	Est.	8	11	19	5	Met & pending follow-up	The program is making targeted improvements based on evidence. It continues to address the challenge of an interdisciplinary major.
Biology	Est.	4	20	48	6 new actions	Met & pending follow-up	Biology faculty made curricular changes based on assessment evidence. One of the goals is to clarify alignment of learning strategies with outcomes and assessment points. One example of improvements with follow-up pending is related to the Scientific Method outcome: Math 230 (Basic Statistics) is now required and lessons in stats are added to BIOL 397. Follow-up expected in 2011-2012.
Biopsychology	Est.	7	17	36	10	Met & pending follow-up	The program has completed substantial curricular changes based on prior assessment evidence; it has added new major-specific courses and worked on assessment alignment.
Broad Field Social Studies	Est.	21	30	76	24	Met & pending follow-up	Productive assessment work: ongoing collection of results, with analysis, and action. Follow-up results show improvement in targeted areas.
Chemistry	Est.	7	12	94	5	Met & pending follow-up	Good ongoing work; follow-up results confirmed learning after refinement of problem-solving assignments in CHEM 330.
Communication: Org. and Visual Comm.	Year 1: 2011-12	8	1				Program will continue to work on identifying assessment methods and on collecting and analyzing results in 2011-2012.
Criminal Justice	Est.	7	19	13	1	Met & pending follow-up	Incremental improvements: for the Research outcome, faculty added a feedback loop on students' proposals and added exemplars to the coursework. Follow-up results met the criterion for this outcome.
English	Est.	7	25	31	10	Met & pending follow-up	Assessment of learning using the sophomore portfolio and the graduation portfolio has resulted in targeted changes. The changes have resulted in improved achievement at the sophomore level.
Environmental Studies	Est.	5	11	29	4	Met & pending	Faculty followed their analysis of new assessment results with decisions about changes to improve learning. For example, results for one of the methods for Scientific Method did not meet the criterion. The instructor is adding further instruction and group work regarding the scientific method. Follow-up expected in 2011-2012.
Integrated Studies	Est.	3	19	21	7	Met & pending	Discrepancies in evaluating student achievement in written communication is being followed by revision of the rubric and greater dialogue within the program to build common expectations. Follow-up results expected.

Latin American Studies (minor)	Year 1: 2010-11	6	2				The program was in its first year of assessment in 2010-2011. Collection and analysis of results expected in Fall 2011.
Liberal Studies	New	3	3	1			The work of a task force resulted in curricular changes; further assessment results expected in 2011-2012
M.A. in Servant Leadership	Est.	14	23	28	26	Met & pending	Assessment evidence led to changes in the program, including a new core course SVLD 610: Research Methods. Improvements in curricular design and in assessment methods are resulting in meaningful and actionable results.
Mathematics	Est.	6	6	28	6	Met & pending	Response to peer review in 2010 (which advised direct measures and actionable data) has resulted in action to refine the rubric and to decide on changes to improve Problem Solving
Natural Science	Est.	6	16	19	1	Met & pending	Response to peer review in 2010 (which advised better alignment) includes a plan to redefine the program to better meet the needs of majors. An extensive review is planned for 2011-2012.
Philosophy	Year 1: 2010-11	3	5	5	0	Met	Faculty in the Philosophy program devised two methods which clearly align with the program: an oral examination and assessment of learning in a senior-level paper. Rigorous criteria were met and learning confirmed at the summative level. Faculty plan to develop intermediate assessment methods.
Psychology	Est.	7	45	117	93	Met & pending	There is now alignment between outcomes, teaching and learning strategies, and assessment methods. The focus in 2010-2011 was on biopsychosocial and multicultural perspective and theories: where the criteria were not met, instructors are making changes and will follow up with new results in 2011-2012.
Religious Studies	Est.	11	[28]	[41]	[84]	Met & pending	The revised curriculum was launched in Fall 2011. The program has revised its learning outcomes to align with the new core curriculum outcomes for Ways of Thinking—Theological Inquiry and Integrating Faith and Practice; assessment results are in the work for 2011-2012
Social Work	Est.	13	83	108	12	Met & pending	Assessment work in 2010-2011 focused on four of the outcomes; the criteria were met for three of the four. Analysis of several years of results for "Effective use of research skills" has resulted in implementing an additional sophomore-level Introduction to Research and Analytical Writing. Follow-up results are expected in 2011-2012. The program also realigned its outcomes with changes in its accrediting body; the outcomes will be reduced from 13 to 10 this year.
Sociology	Est.	7	18	15	3	Met & pending	Following disappointing results for Research in 2009, faculty added review of drafts to SOCL 338; follow-up results showed improvement in this learning outcome.
Spanish	Est.	8	16	19	3	Met & pending	Faculty are addressing weaknesses in Written Communication by starting a new writing workshop in the Academic Resource Center and by faculty participation in the ACTFL Writing Proficiency Test workshop this year. The criteria for the other four outcomes in the 2010-2011 cycle were met.
Sport Science & Leadership	Year 1: 2010-11	[6]	[3]	[5]	[7]	Pending follow-up	Sport Science & Leadership, housed in the School of Letters and Sciences, shares some common features with Sport Management & Leadership, house in the Dahl School of Business. Deans and faculty responsible for both programs met in Spring 2011 to consider the possibilities for common assessment points. The point person for SPSL subsequently resigned and the next steps were not taken.
Women's Studies (minor)	Est.	3	10	25	14	Met after changes	Results are collected every other year in this interdisciplinary minor. New results confirmed learning following adjustments in the curriculum and revisions of rubrics.

Examples of the Use of Assessment to Strengthen Learning

I. Improvements in an Ethics outcome in Psychology

Learning Outcome: Ethics—Students will be able to identify, describe, and apply ethical guidelines, principles, and standards of the American Psychological Association (APA) in their understanding of research and practice in psychology and related fields.
Faculty identified several methods of assessment for Ethics in preparation for the 2009 cycle of assessment, which included Ethics. The results were mixed, and faculty made several targeted changes to improve students' understanding of ethics. Now students are introduced to this outcome in PSYC 149, develop their expertise in PSYC 351, and are assessed for proficiency in PSYC 449. In 2011, learning was confirmed for all levels of assessment and the loop was closed.

Direct Assessment Method 1: Students will address ethical issues in their final poster presentation in PSYC 449
Summary of Results: In 2009, all students identified three to five elements of ethical practice in their poster presentations. Learning was confirmed and the criterion was met. The teaching strategies and assessment method will continue.
Targeted Action: Faculty concluded that PSYC 351 (Psychological Testing) should also be an assessment point for the ethics outcome using a case study format.
Direct Assessment Method 2: Students will address ethical issues in PSYC 351 in a case study format.
   Results: In 2009, 82.3% of students earned average scores or higher in addressing the ethical issues presented in the case study. The criterion was met. The department decided to collect results the following year.
   Results: In 2010, 100% of students were proficient in addressing ethical issues in the case study. Further analysis led faculty to note, "While all students could identify potential ethics violations and suggest ways to address these issues, only 50% of the students performed at the proficient level in linking the psychology code of ethics to the issues." Faculty concluded that a more thorough examination of the ethics code is needed earlier in the curriculum. Concurrently, lectures and discussion in ethics were added to PSYC 149.
Direct Assessment Method 3: Students will score 75% or higher on ethics rubric for the written assignment.
Results: In 2010, only 14 out of 33 students scored 75% or higher.
Targeted Action: The instructor added practice with ethics earlier in the course to prepare students for analysis, and the assignment was more clearly aligned with the learning outcome.
   Follow-up Results: In 2011, 15 out of 20 students scored 75% or higher on the ethics rubric for the written assignment.

II. Improvements in the Research outcome in Sociology

Learning Outcome: Research—Students will be able to design and execute an original research project as well as critically evaluate the research of others.

Direct Assessment Method 1: Research proposal completed in SOCL 338: Quantitative Research Methods.
Results: In 2008, the average score on the research assignment among Sociology majors was 76%, and in 2009 the average score was 79%. The criterion was not met.

Targeted Action: Students will turn in drafts of their literature reviews and methods sections for feedback prior to completing their final draft. Instructors will provide students with examples of well executed proposals

    Follow-up Results: In Fall 2010 the average score on the research rubric for the assignment was 81%. The criterion was met.

Direct Assessment Method 2: Research critique assignment completed in SOCL 338: Quantitative Research Methods.

Results: In 2008, the average score on the research critique rubric was 88%, and in 2009, the average score was 87%. The criterion was met.

Indirect Assessment Method: Selected questions on an exit survey administered to graduating seniors in SOCL 465 Senior Seminar.

    Results: From 2007 to 2009, the cumulative average score on the items related to Research was 4.50 on a 5 point scale. The criterion of 4/5 was met.

III. Program Improvements in the Master of Servant Leadership

Previous Learning Outcome: Life of Virtue—apply the theories and practices of leadership and service in relationship to a life of virtue

Direct Assessment Method: Integration paper in SVLD 603

Summary of Results: In 2008, 12 out of 21 students scored higher than 90% on the evaluation rubric. The criterion was not met.

Targeted Action: On the basis of assessment results for this outcome, as well as other outcomes, the Servant Leadership Committee recommended significant curriculum revision. Faculty completed the revision in Spring 2010, and the changes were put into effect in Fall 2010. Many of the changes focus on development of graduate-level research skills. For example, a new course was added to the curriculum to extend and deepen the research process. Curricular revisions included revision of learning outcomes. Matthew Bersagel Braley notes, "After consultations with the Director of Assessment and Institutional Research and the Dean of the School of Letters and Sciences, the Program Committee adopted in Spring 2011 a revised set of program-level outcomes. These new outcomes (see related documents in TracDat) align more closely with the graduate-level skills and capacities the MASL program expects of its graduates and the University's goal of cultivating a graduate culture. Initial assessment of three of these new outcomes (1-Theories & Practices of Servant Leadership; 4- Servant Leadership Research; 5-Organizational Mission, Culture, and Dynamics) are captured in the September 2011 report. This is the first time a course other than 605 has been used to assess program-level outcomes. Assessment methods were developed for each of the five new outcomes and are now embedded in each of the core courses, with Mastery level proficiency indicated in 603, 604, 605, 610. With the expansion of assessment methods, a cycle of assessment is now needed to determine the program focus in each of the coming years."

Revised Learning Outcome: Theories and Practices of Servant Leadership—Critically analyze, apply, and reflect on the theories and practices of servant leadership to a variety of contexts.

Direct Method: The colloquium oral presentation will be evaluated according to the following components of the rubric: 1) Demonstrate an understanding of servant leadership appropriate for a master's student prepared to graduate; 4) Reflect on the outcomes of their project, relative to their understanding of servant leadership; 5) Present the impact of their study to society, their profession, or their personal aspirations.

    Follow-up Results: Component (1) - 10 of 11 students met criteria (4.0 or greater). All students achieved a score of 3.75 or greater. Component (4) - 7 of 11 students met criteria (4.0 or greater). All students achieved 3.0 or greater. Component (5) - 9 of 11 students met criteria (4.0 or greater). All students at 3.5 or greater).

Reflection: High achievement for component (1) is encouraging since this measures the central focus of the program and suggests that component (1) is well-integrated into several of the other core courses. Question of whether challenge in component (4) relates to need to highlight this as a key component in the presentation and encourage students to build in time for it or whether the component is not clearly understood by students. A similar concern could be raised for component (5).

Action: 1) During SVLD 605, instructor will review rubrics with students prior to oral presentation, clarify expectations for Component (4) and provide an example of presentation that met criteria; 2) Introduce new core course in Fall 2011, SVLD 610—Research methods to provide a "development" benchmark for Outcome 1, prior to the expectation of "mastery" in the oral colloquium presentation.

Assessment Report for the School of Education: Sept. 2011 Updates

Program Name	Assessment Status	Outcomes	Methods	Results	Actions	Learning confirmed	Notes
LIC: IA - 5-12 Teacher Reading (149)	Year 2	9	9	9	1	Met & pending	The program aligned outcomes with the standards for the licensure. Include any adjustments to the curriculum which are based on assessment results under "Action." Provide documents such as scores, rubrics, and assignments. Question: to what extent is the assessment process providing meaningful, actionable results?
LIC: IA - Early Childhood	Year 2	6	6	1	1	Met	Results for the first outcome were updated. Collect results for outcomes 2-6. Consider alignment and adding a second direct method. Provide pertinent documents such as scores. Question: to what extent is the assessment process providing meaningful, actionable results?
LIC: IA - Ed Leadership	Year 2	6	6	6	4	Met & pending	The results for the 2009-2010 academic year were collected for the direct method of capstone evaluation. The criteria were met for all six outcomes. For Standard 5—Ethics, further analysis of the capstone project. Instructors then met for curriculum development in ethics.
LIC: IA - K-8 Teacher Reading (148)	Year 2	7	8	8	0	Met & pending	Congruence between 148 and 149. Question: to what extent is the assessment process providing meaningful, actionable results?
LIC: IA - Middle School (182)	Year 2	9	10	9	0	Met	Please to link documents such rubrics and results to TracDat update. Reconsider how useful the current methods are for understanding graduate student learning in order to make programmatic improvements.
LIC: IA – Reading Specialist (176)	Year 2	8	7	11	0	Met	Are the outcomes aligned with standards? Questions about alignment between method and outcomes. Please clarify the difference between fieldwork and endorsement portfolio. Commendable plan to add a second direct method in 2010-2011. Provide documents such as assignments, rubrics, and results.
LIC: WI - Dir Instruction	Year 3	7	21	56	4	Met & pending	Several years of data from a strong assessment plan. Notes include reflection regarding action. Use the "Action" and "Follow-up" slots to articulate specific changes made and follow up on those changes. For example, what will you do to address concerns about WAS 4?
LIC: WI - Dir Special Education & Pupil Services	Year 2	7	23	61	9	met & pending	Assessment is based on an excellent framework—two direct methods and an exit survey. Three years of results included. Follow-up results after changes have confirmed learning. Suggestion: add relevant documents.
LIC: WI - Early Childhood	Year 2	6	11	5	0	Met	Results have been added for two of the six outcomes in 2008, 2009, 2010, and 2011. Where are the results in TracDat for the other outcomes? Questions regarding

Program							
							alignment, reflection, and action. What is the relationship between the standards and the outcomes? Question: to what extent is the assessment process providing meaningful, actionable results?
LIC: WI - Ed Leadership - Principal	Est.	7	21	77	9	Met & pending	Strong, ongoing use of assessment for program improvement. Follow-up results document improvement in targeted areas. For WAS 2, what changes will you make to address the second consecutive year of not meeting the criterion for the capstone portfolio? Articulate changes you make under "Action" in TracDat.
LIC: WI - Post Bac Teaching	Est.	11	23	81	1	Met	Good ongoing collection of results, with great Access reports. With one exception, you have met the criterion every year for every standard. Question: How are you assessment results are helping you make targeted improvements?
LIC: WI – 17 Reading Specialist	Year 2	8	10	18	1	Met & pending	Good progress, with new results record for every method. The summary indicates adjustments made for continuous improvement, such as fieldwork restructuring, instructor support of student, annual in-service for instructors. It is helpful to link action to the outcomes in TracDat, even when you are meeting your criteria.
LIC: WI - Teacher Reading (316)	Year 2	4	5	9	10	Met & pending	This program is utilizing assessment results to make targeted improvements. The actions taken to strengthen Standards Application have resulted in improved achievement in this area of the portfolio. The portfolio (with several artifacts and a reflection paper) appears to be a strong, workable direct measure. The rubric is tightly aligned with the outcomes. Another strength is the annual adjunct meeting.
Master's of Art in Education	Est.	2	3	8	8	Met	The program has confirmed learning after making changes for improvements. Consider adding direct methods for the second outcome.
Undergrad Program	Est.	11	23	86	3	Met & pending	Good ongoing collection of results, with great Access reports. For Knowledge of the Discipline, the criterion has not been met for the Praxis II pass rate for the fourth year in a row. What adjustments will you make for improvements? Question: How are you assessment results are helping you make targeted improvements?

I.   Follow-up Results confirm Improvements in the Director of Special Education and Pupil Services Licensure Program

Outcome: WAS 4—the administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
Method 1: Individual Student Score Sheets
Results: In 2010, 82% of students were proficient on the first writing. The criterion was not met.
Action: Add information related to the IEP process at key points in the curriculum
    Follow-up Results: In 2011, 95% of the students were proficient in this standard.
Method 2: Evaluation of capstone portfolio
Results: In 2009, 2010, and 2011, all students reached proficiency on their first writing. The criterion for this method was met.
Method 3: Exit survey at the end of the program
Results: In 2009, 83% of students responded with Strongly Agree or Agree to the survey question aligned with Standard 4. The criterion was not met.
Action: Add information on budgetary and financial resources that are needed to operate the Director of Special Education / Pupil Service program.

Follow-up Results: In 2010, 100% of students responded with a Strongly Agree or Agree to the survey question aligned with Standard 4. The criterion was met.

II. Follow-up Results confirm Improvements in the Reading Teacher Licensure—Wisconsin

Outcome: Standards Application—Students will clearly describe and discuss all standards addressed in the courses or applied in their artifacts.
Method 1: Portfolio evaluation
Results: In 2010 72% of the students achieved a proficient rating on their portfolio for this standard. The criterion of 85% was not met.
Actions: 1) the program coordinator revised directions for the portfolio for this section. During the annual Data Retreat, recommendations were made to continue to monitor the progress of students over the next year to determine the impact of the revisions; 2) A mandatory in-service meeting for reading instructors was held to provide guidance for assisting students with standards applications in various courses.

Follow-up Results: In 2011, 89% of students achieve a proficient rating on their portfolio for this standard. The criterion of 85% was met. Lisa Valentini-Lilly noted, "The good increase in Standards Application was due to instructors guiding students through this part of the portfolio."

Assessment Report for the School of Nursing: Sept. 2010 Updates

Program Name	Status	Outcomes	Methods	Results	Actions	Learning confirmed	Notes
BSN	Est.	9	67	79	42	Met & pending	The BSN program consistently uses assessment results to make targeted improvements, following up on changes until learning is confirmed. In 2010-2011, follow-up results for Critical Thinking improved but did not meet the criterion. This continues to be an area for improvement. The benchmarks were met for Environmental Issues, as was the end-point assessment for Cultural Sensitivity.
BSNC	Est.	9	44	177	153	Met & pending	The program has collected four years of data and has made improvements in the assessment tools and processes in response to Program Review. Faculty have created rubrics to measure learning outcomes and have shared the rubrics with students for transparency. Assessment evidence was used to make changes in the course design for NURS 481: Clinical Synthesis Portfolio.
Dietetics CP	Est.	11	42	84	15	Met & pending	The program has redesigned its assessment framework, with learning outcomes that directly align with CADE standards. The goal is to have clear alignment between CADE standards, outcomes, teaching and learning strategies, and assessment methods.
MSN	Est.	8	26	45	37	Met & pending	Assessment methods include course-embedded assignments, capstone project, end-of-program, alumni, and employer surveys, and national certification rates. Results following changes consistently show improvements.

Examples of the Use of Assessment to Strengthen Learning

I.   National Certification Rates Strengthened for the Master of Science in Nursing

Learning Outcome: Advanced Role Development—Practice in an expanded, specialized, and/or advanced nursing role.
Method: National Certification Rate: 90% of students taking certification exams will pass on first time.
Results: In 2008 10/12 students passed their certification the first time, for an 84% pass rate in 2008. Between 2004-2007, the program had enjoyed a 100% pass rate. In 2008, the criterion was not met.
Action: 1) The APEA exam was initiated as a pretest to the certification test. It is taken during the Clinical Residency Practicum so that students have a period to remediate if they need to, before taking the

certification test; 2) Encourage students to take the AANP exam rather than the ANCC exam as appropriate because of the clinical focus on the AANP exam.

Follow-up Results: In 2009, 12/12 students passed on the first attempt, and in 2010 9/9 students passed on the first attempt. The criterion was again met. The program continues to monitor the certification pass rate and continues to provide the APEA as a pretest.

II. Improvements in Learning Outcomes in the Bachelor of Science in Nursing

Learning Outcome: Critical Thinking
Critical Thinking was assessed in 2007-2008 and again in 2009-2010, on the regular cycle of assessment for the BSN program. This outcome is evaluated through five direct methods and an end-of-program survey. The criteria for four methods was met in 2009-2010; however, the following two methods called for adjustments and follow-up results.
Method 1: In N322, Maternal Newborn Nursing, students complete two clinical simulations, Assessment for a Newborn and Normal Labor, Birth and Postpartum. The criterion is: 80% of students in two attempts will reach the minimum proficiency score for critical thinking related to each of the two case studies.
Results: In the Jan-March 2010 rotation, 50% of students scored minimum proficiency score, and the criterion was not met.
Action Plan: 1) Emphasize case studies and critical thinking exercises on the Blackboard site and in the Study Guide; 2) Practice doing critical thinking exercises from the other case studies; 3) Encourage the use of the tutorial in the ATI program on test-taking strategies on critical thinking; 4) Reinforce the assignment instructions to include: a) complete the simulation after the student has a mastery of the content, and b) print and submit a sheet recording the critical thinking score for each attempt in order to track the student's progress.
Follow-up Results: In Spring 2011, the criterion was met.

Method 2: In N482 Clinical Synthesis, senior level students will take the NCLEX predictor test. Results related to thinking skills will be evaluated. The two subcomponents to thinking skills include: 1. Foundational Thinking in Nursing which measures the ability to recall and comprehend information and concepts and 2. Clinical Judgment/Critical Thinking in Nursing which measures the ability to use critical thinking skills (interpretation, analysis, evaluation, inference ad explanation) to make a clinical judgment regarding a posed clinical problem. Included are cognitive abilities of application and analysis.
Criterion: VUSON benchmark for the predictor exam is set at 72% which translates into a predicted 92% pass rate on the NCLEX.
Results: In 2009, the Foundational Thinking score was 71% and the Clinical Judgment/Critical Thinking in Nursing score was 69.5%. The criterion was not met.
Action: Embed opportunities for students to utilize the tests and tutorials available through ATI in order to enhance critical thinking skills.
Follow-up Results: In 2010, the Foundational Thinking score was 71.7% and the Clinical Judgment/Critical Thinking in Nursing score was 71.9%. The scores had increased but the criterion was not met.
Action: Embed opportunities for students to utilize the tests and tutorials available through ATI in order to enhance critical thinking skills.
Follow-up Results: In 2011, the Foundational Thinking score was 73.1% and the Clinical Judgment/Critical Thinking in Nursing score was 70.5%. The criterion for Foundational Thinking was met and for Clinical Judgment/Critical Thinking in Nursing was not met. Judy Talbott, the assessment coordinator for the BSN, wrote, "At the end of the academic year the mid and end of program assessment results were shared by each course coordinator with the BSN faculty as a whole. This stimulated a very useful dialogue about student learning outcomes and how they are measured in the courses. In addition, it was requested that the nursing professional development committee schedule time in 2011-12 for the faculty to further discuss critical thinking in the BSN program.

Part 3: LIVE Core Curriculum: Outcomes-Based Design and Assessment

In October 2010, Viterbo's Faculty Council unanimously passed the newly designed outcomes-based core curriculum. The resounding confirmation of the new curriculum set in motion a year of implementation. Fourteen faculty committees worked throughout the year to produce the assessment framework for each component of the core curriculum: learning outcomes which align with the eight core curriculum learning outcomes, rubrics for assessing common assignments, and structures for active learning strategies and high-impact practices. 2010-2011 also saw the launching of the first-year seminar in the core curriculum: Franciscan Values and Traditions. A faculty learning community comprised of faculty who taught the seminar met throughout the year to align teaching methods with learning outcomes and the common assessment method. Assessment results from the first year of Franciscan Values and Traditions concluded with actions taken for targeted improvement.

LIVE Core Curriculum Structure
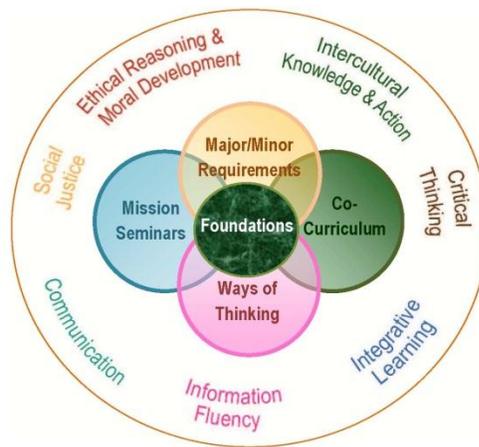
In October, 2010, Faculty Council unanimously approved a new core curriculum, after three years of open discussion. This new general education program, named **LIVE**, builds upon

- ✓ The strengths and weaknesses of the existing general education program
- ✓ Insights into outcomes-based education from a 2003-2008 Title III grant
- ✓ The LEAP initiative from the Association of American Colleges & Universities
- ✓ The core values and mission of Viterbo University

LIVE stands for **l**iberal arts, **i**ntegrated, **v**alues-based **e**ducation. **LIVE** is the product of wide faculty involvement: committees working to implement its components involved all five schools of the university and benefited from the input of more than 80 faculty and administrators.

During the 2010-2011 year, committees for each component of the new core curriculum created student learning outcomes and course guidelines for all relevant courses. These parameters help instructors teaching general education courses clarify to students and to themselves how the work of a particular course promotes the 7 overall outcomes of **LIVE**:

1. Social Justice
2. Ethical Reasoning & Moral Development
3. Intercultural Knowledge
4. Critical Thinking
5. Integrative Learning
6. Information Fluency
7. Oral and Written Communication

Officially and fully launched this fall, **LIVE** includes three main components:
- **Foundations** courses, which give students underlying skills in information fluency, quantitative literacy, and written and oral communication
- **Ways of Thinking** courses, in which students learn the assumptions, methods, and questions of different disciplines
- Four sequenced **Mission Seminars**, in which students examine issues from a disciplinary lens
  1. Franciscan Values and Traditions
  2. Living in a Diverse World
  3. Serving the Common Good
  4. The Ethical Life

LIVE Core Curriculum		
Component	Credits	Description
Foundations	**8** First and second year	Foundations core component provides basic skills that are essential for a student's discipline, upper-level courses, and as preparation to be broadly trained citizens of the world. Students should demonstrate that they have attained these skills within their first two years. These requirements may be satisfied in multiple ways including courses approved by GEUAP (majors courses, support course or GE courses), portfolio for prior learning, entry qualifications, CLEP/AP
Mission Seminars	**12** Three credits per year	These courses are fundamental to the Catholic, liberal arts focus at Viterbo University. These courses are tied closely to the mission of Viterbo and the mission of the general education program. The central purpose is to engage students in interdisciplinary discussion-based seminars in the areas and the responsibilities that we all share across specialized academic majors and vocations. These seminars help students to understand leadership and to apply multiple perspectives and integrate what they are learning in the various components of the GE.
Ways of Thinking	**25**	Ways of Thinking courses engage students in a variety of dimensions to so they understand past, present, self and others. In addition, the courses provide students with the tools to acquire new knowledge when faced with new situations and intellectual contexts with which to situate new knowledge. Finally, these courses engage students in the dynamic of faith and reason.
Co-curriculum	**0**	The co-curriculum are components of learning that occur outside of the traditional classroom experience or major requirement.These experiences not only support the learning outcomes and distinctive Viterbo experience, but also reinforce and develop what students learn in their courses. The co-curriculum includes programming and activities in areas such as student affairs, fine arts center, athletics, internships, undergraduate research, study abroad, campus ministry and service activities. Emphasis areas include health and wellness, leadership, global, environmental, fine arts experiences
Total	**45**	(As few as 39 credits with double dipping between Mission Seminars and Ways of Thinking)

Component A: Foundations (1-10 credits, depending on entering skills)

- **Written Communication**: A typical student with median or higher achiever based on ACT as a starting point will take a one-semester four-credit comp course approved by the GE committee—two 3-credit courses (103/104) will still be an option for those who do not meet the criteria—and a writing-intensive course in the sophomore year that might also meet requirements within the major.

- **Quantitative Literacy**: A typical student will take one 3-credit math course, though the competency may satisfied by a math course, high enough entry scores, or applied math course(s) in the student's major – as approved by the GE committee.

- **Information Literacy**: For a typical student, this skill will be part of the composition course taken at Viterbo; students who do not complete the traditional composition course will complete a 1-credit module .

- **Oral Communication**: A typical student would meet this competency with a one-credit addition to a course within their major, or an existing course in their major; however other courses such as intro to speech or other approved course could satisfy this skill.

Component B: Mission Seminars (12 credits)

- Franciscan Values and Traditions (3 credits)
- Living in a Diverse world (3 credits)
- The common good (3 credits)
- The Ethical Life (3 credits)

Component C: Ways of Thinking (25 credits)

- Historical analysis (3)
- Literary analysis (3)
- Scientific reasoning in the natural sciences (4)
- Scientific reasoning in the social sciences (3)
- Artistic expression (3)
- Theological inquiry (3)
- Integrating faith and practice (3)
- Philosophical and moral inquiry (3)

Component D: Additional GE learning outcomes developed through co-curriculum

- Environmental stewardship
- Health and wellness
- Global issues
- Arts experience

Chapter 4:
Developing Learning Outcomes, Methods, and Criteria for Core Curriculum

Component A: Foundations

Information Fluency

Definition:

The ability to access and use information ethically, legally, and responsibly; determine the extent of information needed; access the needed information; evaluate information and sources critically; and use information to accomplish a specific purpose.

Learning Outcomes

1. **Use information ethically, legally and responsibly:**
   - Understand the concept of academic integrity and practices to avoid plagiarism.
   - Cite, quote, and paraphrase sources correctly.
2. **Determine the extent of information needed:**
   - Define key concepts within a research statement.
   - Identify types of information sources.
3. **Access the needed information:**
   - Find information using a variety of search strategies.
   - Consult multiple sources when gathering information.
   - Develop awareness of resources available at Viterbo.
4. **Evaluate information and sources critically:**
   - Recognize and explain bias, authority, and reliability of sources.
   - Identify and question assumptions in compiled research.
5. **Use information to accomplish a specific purpose:**
   - Organize and communicate information from sources to meet the purpose of the assignment.

Ways to fulfill competencies

This skill will be developed in English 103, 104, 105, or 195 for incoming freshmen. All transfer students must take a one-credit information literacy course, UNST-301. (Note: this single credit may be also included in an existing course.)
These courses have been granted provisional status as IF Foundations courses:
INFO 150, INST 395, MUSC 328, NURS 340, OMGT 302, UNST 295* (Must be taken at VU, not transferred, AP, CLEP.)
*For students who completed an AA or AS through Viterbo University and have continued on to a bachelor degree program

Written Communication

Definition:
Written Communication Competency

Viterbo students will communicate effectively in writing, shaping their writing in relation to subject, purpose, medium, context, and intended audience.

Learning outcomes

1. Align the writing task with audience, purpose, and context. (Context of and Purpose for Writing)
2. Use appropriate, relevant, and compelling content to support a thesis and unify the work. (Content Development)
3. Consistently apply disciplinary conventions, including organization, content, presentation, and style. (Genre and Disciplinary Conventions)
4. Consistently support claims with credible, relevant, and appropriate sources. (Sources and Evidence)
5. Communicate in direct, error-free language. (Control of Syntax and Mechanics)

Ways to fulfill competencies

Students will demonstrate that they have achieved this competency within their first two years. This competency may be satisfied in multiple ways. The primary path is placement in ENGL105, Accelerated Composition, followed by a sophomore-year writing course. The ACT English score is the primary indicator for placement into the first-year composition course. Alternative placement indicators include a placement portfolio and appropriate scores on AP, CLEP, or IB.

1) Placement Criteria for First-Year Composition:

23-36 on ACT English	→	ENGL 105
18-22 on ACT English	→	ENGL 103 / 104
Below 18 on ACT English	→	ENGL 099
Honors Program	→	ENGL 195

2) Sophomore-level Writing Course
Description: Students demonstrate the written communication foundational competency in a sophomore-level writing course in which students engage in writing as a systematic, iterative process and as a means for inquiry, learning, thinking, and communicating.

Guidelines for courses:

1. Courses will ask students to write at least 20 total pages, including at least two arguments with sources.
2. The course design will emphasize the writing process, providing students with opportunities to generate drafts, respond to feedback, revise, edit, and proofread.
3. Courses build on the learning outcomes of English 105 and prepare students to write independently.
4. Every CCC-approved sophomore-level writing course will identify a writing assignment that will demonstrate that students have achieved the apprentice level of written communication outcomes.
5. Students demonstrate the written communication competency by passing an approved sophomore-level writing course.

Possible Models:
ENGL department sophomore-level course (3 cr.) course

1. Existing, required course within the department that would include writing process (about one-third of a 3-credit course).
2. Existing, required course within the department that would add a credit of writing process (3 → 4 credits).

3. Existing, required course within the department paired with a 1-credit writing lab: these linked courses would be predicated upon a partnership between the faculty.
4. An additional possibility includes a cluster of courses (Humanities, Sciences, etc.) which would be linked to a set of writing labs.

These courses have been granted provisional status as meeting the WC2 requirement:

AADM300; ARTS470, 471; BIO251; CRMJ265; EDUC215, 255; ENGL255; MGMT300; MUSC327, 328; MUTH338; SOCL265; SOWK240; SPAN340; THTR281, 300; UNST295

Expected levels:

Using the Core Curriculum Written Communication rubric, instructors should target achievement level 2 in ENGL 104, 105, and 195. Students completing the sophomore-level writing course should achieve level 3.

Oral Communication

Definition:

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
(AAC&U VALUE rubric)

Learning Outcomes

1. Convey a central message (the main point/thesis/"take-away" of a presentation).
2. Employ effective delivery techniques, including posture, gestures, eye contact, and use of the voice.
3. Use appropriate language, including vocabulary, terminology, and sentence structure.
4. Organize material strategically by grouping and sequencing of ideas and supporting material in a presentation.
5. Convey appropriate supporting material, such as explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation.

Ways to fulfill competencies

Courses
- Successful completion of COMM 150 at Viterbo University or a 100-level or higher public speaking course at an accredited college or university will show that students have met this competency.
- Any course that has been approved by the Core Curriculum Committee (CCC).
- Courses need to include a minimum of two planned public communication activities with instructor feedback
- These courses have been provisionally granted status as OC courses:

AADM-200, ARTS-470, 471, BIOP-261, COMM-150, CRMJ-265, EDUC-255, ENGL-255, MGMT-243, MUSC-328, NURS-240, SOCL-265, SPAN-306, THTR 291

Placements

- A student with one or more years of formal high school debate, forensics, or individual events experience (extemporaneous speaking, impromptu speaking, and communication analysis) will have satisfied the foundation requirement.
- A student with one or more years of high school oratory, moot court, model United Nations will have satisfied the foundation requirement.

Quantitative Literacy

Definition:

Quantitative Literacy is an aggregate of knowledge, dispositions, learned practices of informed skepticism, effective communication, and problem-solving skills that people need in order to confidently and competently engage in quantitative situations arising in everyday life and work.

Learning Outcomes

Students will:

1. Recognize patterns in data.
2. Perform informed analyses.
3. Explain information that has been received in mathematical form.
4. Convert information into mathematical form.
5. Solve quantitative problems by analyzing data mathematically.
6. Approximate and simplify data appropriately.

Ways to fulfill competencies

Courses

- Any 100-level or higher MATH course will show that students have met this competency.
- Any course that has been approved as a Quantitative Literacy course by the Core Curriculum Committee.
- These courses have been granted provisional status as QL courses: MGMT-230, OMGT-305, PSYC-223, SOCL-223

Placements

- An ACT score of 26 or higher within the last 5 years AND a grade of B or higher in a 4th year level high school math course.
- Students within the ACT range of 21 to 25 may take a Quantitative Literacy exam to demonstrate satisfying the foundation requirement.
- Students with an ACT of 20 or lower must take a course to satisfy the foundation requirement.

Component B: Mission Seminars
Franciscan Values and Traditions (3 credits)

Viterbo University was founded in 1890 by the Franciscan Sisters of Perpetual Adoration. This entry-level seminar examines that heritage and what it means to be and behave like a Franciscan. These courses will use the works of Saints Francis, Clare, and Rose of Viterbo as a foundation for exploring the university's core values of hospitality, integrity, contemplation, stewardship, and service.

Learning Outcomes
1. Students will be introduced to the responsibility of becoming a member of a learning community by demonstrating engagement in class activities.
2. Students will compare, contrast and consider applications of Franciscan core values, Viterbo core values and personal core values.

Living in a Diverse World (3 credits)

This seminar course is designed to increase students' awareness, understanding, and appreciation of diversity, broadly defined (e.g., diversity in race and ethnicity, social class, gender, age, sexual orientation, disability, and religion). Through completion of this course, students will build knowledge and skills involved in being advocates for cultural competency and responsible citizens in our diverse and changing world. To fulfill course requirements, students will participate in a cultural immersion experience either during or prior to taking the course. Prerequisite: Any VUSM100 course.

Learning Outcomes
1. Students will examine the background, structures and effects of bias, prejudice, bigotry, and discrimination (Intercultural; Ethical Reasoning and Moral Development; Integrative Learning)
2. Students will broaden their awareness of and respect for cultural diversity (e.g., race/ethnicity, class, gender, sexual orientation, disability, religion, and age). (intercultural; Ethical Reasoning and Moral Development)
3. Students will examine and reflect on the skills that will help them develop servant leader characteristics (e.g., listener, conscientious, empathetic, steward, healer, supporter, and visionary). (Social Justice/Civic Engagement)

Serving the Common Good (3 credits)
Description:
Following in the Franciscan tradition and Viterbo value of service, *The Common Good* seminar provides an opportunity for students to experience civic engagement. Students will participate in activities designed to foster the common good while reflecting on their values and practices of community, servant leadership, and collaboration. Partnerships and collaborations with community partners will allow students to demonstrate a developing competency of community engagement and responsibility. Prerequisite: Any VUSM200 course.

Learning Outcomes
1. Students will summarize evidence of change in their attitudes and actions toward taking a servant leadership role to further social justice and the common good.
2. Students will process an intercultural experience from multiple perspectives while demonstrating an ability to act in a respectful and supportive manner.

The Ethical Life (3 credits)

In this seminar, students will deliberate ethical values, both their own and those of others, in multiple contexts and disciplines, in order to assess the values that are involved in a life that is good. Prerequisite: any VUSM300 course.

Learning Outcomes
1. Students will demonstrate knowledge of major ethical perspectives.
2. Students will integrate ethical perspectives with case studies and propose a defensible solution.
3. Students will reason logically on complex issues and have awareness of the general relations of premises to conclusion
4. Students will identify, locate, evaluate, and responsibly use information to communicate effectively.
5. Students will demonstrate the ability to write an in-depth analysis of a moral problem.

Component C: Ways of Thinking

Historical Analysis (three credits)
Description:
To think historically is to understand history as a discipline concerned
(a) with the past and / or
(b) with issues of change and continuity over time.
Historical knowledge is acquired through the systematic analysis of primary and secondary sources and the construction of historical interpretations of past people and societies.

Learning outcomes
Students will:
1. Understand the complexity of continuity and change in the chronology of human experiences.
2. Develop historical perspective by relating subject matter to the broader historical *c*ontext in which it occurred.
3. Recognize the relationship between past and present by understanding history as provisional interpretations of the past by both the individual and society.
4. Locate, evaluate, and interpret historical evidence from primary and secondary sources for establishing causation, context, and credibility.
5. Express defensible historical interpretations based on evidence and construct arguments in either / both oral and written forms.

Alignment with LIVE learning outcomes

Critical Thinking - Apprentice: 1,2,3
Information Fluency - Apprentice: 4
Communication - Apprentice: 5
Intercultural Knowledge – Apprentice: 2

Grandparented HA courses:

 HIST 101, 102, 105, 106, 111, 112, 153, 217, 218, 220, 221, 247, 254, 295, 304, 308, 311, 315, 330, 335, 342, 344, 346, 349, 351, 352, 353, 354, 355, 359, 360, 370, 373, 380, 385

(HIST-2XX, 4XX for transfer course equivalencies)

Literary Analysis (three credits)

Description:

Literary analysis examines the formal properties of prose, poetry or drama in its cultural and historical contexts to demonstrate theme. Literary analysis may also include description of or rhetorical analysis of a text's literal meaning. Effective literary analysis, however, must go beyond exposition (description) of a text to examine how generic conventions, cultural and historical contexts, and the specific language of a text contribute to theme.

Learning Outcomes
1. Apply generic conventions and/or cultural/historical contexts to elucidate meaning in literature.
2. Identify how language manifests meaning in literature.
3. Use textual evidence to demonstrate a convincing written claim about meaning in literature.
4. Derive evidence from a literary text to demonstrate a claim.
5. Cite textual evidence according to Modern Language Association style.

Alignment with LIVE learning outcomes

Critical Thinking: 1, 2
Communication: 3
Information Fluency: 4, 5

Assignments

Courses in literary analysis will assign at least two literary-critical, written analyses of a literary text, both assignments totaling a minimum of eight pages. Each of these assignments should apply all five of the student outcomes listed above.

Possible Test for Novice Level Courses (not required)

Acheson, Katherine O. *Writing Essays about Literature: A Brief Guide for University and College Students.* Toronto: Broadview, 2011. Print.
Gardner, Janet. *Writing about Literature with a 2009 MLA Update: A Portable Guide.* 2nd ed. New York: St. Martin's, 2009. Print.
Griffith, Kelley. *Writing Essays about Literature.* 8th ed. New York: Wadsworth, 2010. Print.

Grandparented LA courses:
ENGL 204, 208, 220, 221, 228, 231, 232, 243, 257, 303, 305, 309, 320, 321, 322, 324, 325, 326, 328, 336, 338, 341, 345, 346, 347, 354, 360, 370, 371, 375, 380, 385, 390, SPAN 314, 316, 318; THTR 320, 321, 440 (ENGL-2XX, 4XX for transfer course equivalences.)

Scientific Reasoning in Natural Sciences (four credits)

Description:
Scientific reasoning in the natural sciences (SRNS) is the ability to produce knowledge and draw conclusions about the natural world based upon systematically gathered facts and evidence. SRNS courses facilitate student understanding and application of scientific principles and methods.

Learning outcomes

Students will:

1. Apply the scientific method including hypothesis development, the appropriate collection, analysis, and interpretation of quantitative data.

2. Use the tools, and methodologies from one or more natural sciences to critically address issues, solve problems, or evaluate information.

3. Effectively communicate findings using language and conventions of the discipline.

Alignment with LIVE learning outcomes

Critical Thinking: 1, 3
Communication: 2
Information Fluency: 3, 5

Expected Level

Novice level

1: We think students should demonstrate they understand the scientific method and can place the steps in proper sequence. This can be tested on an exam.

2: We think students should be able to correctly follow a step-by-step canned lab, collect data and be able to find information related to their lab using a data base.

3: We think that students should be able to correctly solve a problem using a tool (e.g. in physics or chemistry using an equation).

Apprentice

1: We think that students should be able to critique a study in terms of its design and also explain some of the ethical considerations of the given study. We'd need to create a rubric as an assessment tool.

2: We feel the students should be able to apply the scientific method if given a problem statement. They also should provide a critique of their own experimental design. They should also be able to design a basic lab experiment and do some basic statistical manipulation of their data. They should also be able to find a paper that applies the technique to a current situation. They would have to demonstrate they can evaluate the literature for appropriateness of sources. The output would be a written report or an oral report to help them build communication skills.

3: We believe the students should correctly apply the tools (e.g. know what equation to use to solve a physics problem).

Grandparented SRNS courses:

BIOL 100, 160, 203, CHEM 101, 106, 120, ENVS 101, ESCI 103, PHYS 102, 250, 260, 270

(BIOL/CHEM/ENVS/PHYS-2XX, 4XX for transfer course equivalencies)

Scientific Reasoning in Social Sciences (three credits)

Description:

Scientific reasoning in the social sciences is understanding and analyzing human behavior, relations, culture, social institutions, and social issues. Social science reasoning applies this knowledge to address societal and global challenges in individual, organizational, and social behavior.

Learning outcomes
Students will:
1. Understand social science concepts, theories, and scientific methods to explain human behavior, relations, culture, social institutions, or social issues.
2. Apply social science knowledge and evidence to draw informed conclusions about human behavior, relations, culture, social institutions, or social issues.
3. Evaluate how diversity and inequality interacts with human behavior, relations, culture, social institutions, or social issues.
4. Effectively communicate knowledge of social science reasoning.

Alignment with LIVE learning outcomes

Critical Thinking: 1, 2, 3
Intercultural Knowledge: 3
Communication: 4
Information Fluency: 4

Grandparented SRSS courses
GEOG 132, POSC 120, 121, 320, PSYC 100, 110, 171, 250, SOCL 110, 125, 210, 244, 250, 310, 320, 330, 344, 345, 351, 380, SOWK 210
(POSC/PSYC/SOCL-2XX, 4XX for transfer course equivalencies.)

Artistic Awareness - (three credits)

Description:

Artistic awareness is an understanding of how the arts contribute to human experience. The arts provide students with skills for interpreting the world in a more meaningful way. Artistic awareness courses engage students in the arts and provide them with insight into the creative process.

Learning outcomes

Students will:

1. Demonstrate knowledge and understanding of an art form.
2. Apply knowledge through active engagement in an art form.
3. Write, reflect on, & evaluate artistic experiences.
4. Develop aesthetic appreciation of an art form.

Alignment with LIVE learning outcomes

Communication: 3
Integrative Learning: 1, 4

Grandparented AE courses

ARTS 103, 105, 108, 111, 112, 115, 121, 122, 160, 161, 200, 203, 254, 470, 471, DANC 100, 105, ENGL

211, 311, 312, 313, MUPI 171, 371, MUSC 101, 103, 109, 135, 136, 137, 139, 200, 335, 336, 337, 339, MUVO 171, 371, THTR 100, 345
(ARTS/DANC/MUSC/THTR-2XX, 4XX for transfer course equivalencies)

Theological Inquiry (three credits)

Description:
Theological inquiry is the study of theological texts, associated narratives, varied textual interpretations, and the resulting theological doctrines.

Learning outcomes
Students will:
1. Demonstrate knowledge of faith perspectives learned through history, practices, and sacred, foundational texts.
2. Connect these sacred and foundational texts to doctrinal practices.

Alignment with LIVE learning outcomes
Communication: 2
Critical Thinking: 2
Information Fluency: 1
Ethical Reasoning/Moral Development: 1

Theological Inquiry course guidelines
Analysis
1. Every T.I. course will require the students to take a pre-test [part of Week One] and a post-test, embedded in the Course Final exam
2. Each course will require the reading and analysis of no less than 2 books, not including the Bible
Writing
1. All unit tests will include essay questions
2. All 300/400 level courses will require a 8-12 pg. research paper
Oral Presentations
1. Every T.I course will include small group discussion and every student will have the opportunity to lead their group.
2. All 300/400 level courses will require a major (10-15 minute) presentation

Grandparented TI courses:

RLST 160, 310, 331, 410, 425
(RLST-2XX, 4XX for transfer course equivalencies.)

Integrating Faith and Practice (three credits)

Description:
Integrating faith and practice is the study of how people apply sacred and foundational texts to their lives.

Learning outcomes
Students will:
Analyze practices of faith found in sacred and foundational texts.
Demonstrate knowledge of how various people practice their faith.

Alignment with LIVE learning outcomes
Communication: 2
Critical Thinking: 2
Information Fluency: 1
Ethical Reasoning and Moral Development: 1
Integrative Learning: 2

Integrating Faith & Practice course guidelines
Analysis
1. Each IF&P course will require that students read and analyze no fewer than two books, excluding
   the Bible.
2. Each course will require exams to assess student mastery of the reading material and class
   lectures.
Writing
1. All unit tests will include essay questions.
2. All 300- and 400-level courses will require that students write an 8-12 page research paper.
Oral Presentations
1. Every IF&P course will include small group discussion and every student will have the chance
   to lead that discussion.
2. All 300- and 400-level courses will require a 10-15 minute presentation or panel discussion

Grandparented IF&P courses
RLST 230, 260, 280, 311, 317, 345, 348, 352, 356, 380, 425, 450, 465
(RLST-2XY, 4XY for transfer course equivalencies.)

Philosophical and Moral Inquiry (three credits)

Description:
Courses that meet the Philosophy and Moral Inquiry requirement at Viterbo are designed to introduce and cultivate students' ability to engage in critical questioning about themselves and the world around them.

Learning outcomes
Students will:
1. Identify, evaluate and construct good philosophical arguments using a variety of different methods and strategies.
2. Evaluate moral beliefs/claims comprehensively and discuss them effectively.
3. Analyze complex philosophical problems and understand their relevancy.

Alignment with LIVE learning outcomes
Critical Thinking: 1
Communication: 1, 2
Ethical Reasoning and Moral Development: 2, 3
Integrative Learning: 3

Grandparented P&MI courses
OMGT 402; PHIL 100, 101, 105, 244, 302, 310, 311, 312, 313, 315, 316, 317, 320, 321, 333, 340, 360, 365, 370, 381, 400
(PHIL-2XX, 4XX for transfer course.)

Core Curriculum Map		Dimensions of Learning							
		Intellectual and Aesthetic Practices			Ethical Reasoning & Moral Development		Personal and Social Responsibility		Integrative Learning
		Learning Outcomes							
		Com-munication	Critical Thinking	Infor-mation Fluency	Ethical Reasoning & Moral Development	Social Justice	Intercultural Knowledge and Action *		Integrative Learning
General Education	Foundations								
	Written Communication	N							N
	Information Literacy			N					
	Oral Communication	N							
	Quantitative Literacy		N						
	Mission Seminars								
	Franciscan Values & Traditions				N	N			N
	Leading in a Changing, Diverse World				A	A	A		A
	The Common Good					P	P		A
	The Ethical Life	P	P	P	P				P
	Ways of Thinking								
	Theological Inquiry	A/P	A/P	A	A				
	Integrating Faith and Reason	A/P	A/P	A	A				A
	Literary Analysis	A/P	A/P	A					
	Artistic Expression	A/P	A/P	A					
	Historical Analysis	A/P	A/P	A		N/A	N/A		
	Scientific Reasoning in the Natural Sciences	A/P	A/P	A					
	Scientific Reasoning in the Social Sciences	A/P	A/P	A		N/A	N/A		
	Philosophical Inquiry	A/P	A/P	A	A				A
Major		P	P	P	N/A	N/A	N/A		
Experiential Learning	Undergraduate Research, Internships, Study Abroad, Field & Clinical Placement, Student Teaching, Peer Tutors & Mentors								
Co-Curricular	Programs by Student Affairs, Campus Ministry, Fine Arts Center, and Career Services								

(N, Novice; A, Apprentice; P, Proficient)   * The novice level for this learning outcome is a subject of future discussion.

Chapter 5: Core Curriculum Assessment Results: First-Year Mission Seminar

Background: 2010-2011 was a transition year for general education at Viterbo University. The first of the mission seminars, Franciscan Values and Traditions, was launched, with eleven sections taught in fall 2010 and 9 sections taught in spring 2011. The Franciscan Values and Traditions learning community developed a common assignment in which students would demonstrate their achievement of the common learning outcomes for the seminar.   The group also developed and fine-tuned a rubric which would be used to measure the learning. In June 2011, a group of faculty and administrators met to assess a random sample of the student work for the following core curriculum outcomes: Ethical Reasoning and Moral Development, Social Justice, Integrative Learning, and Written Communication.

Process:
At the end of each semester, faculty sent electronic copies of their students' papers to the Office of Assessment and Institutional Research. Names of students, section numbers, and names of faculty were removed from the electronic version, and the papers were coded.   The Director of General Education, Rolf Samuels, shared information about the assessment with all faculty and invited interested faculty to become evaluators of student work.

The following seven instructors formed the Franciscan Values and Traditions assessment team:
- Sister Laura Nettles, Co-Chair of Franciscan Values and Traditions (FVT) Seminar, Religious Studies Department
- Lyon Evans, English Department
- Deanne Hatteberg, Nursing Department
- Emily Dykman, Religious Studies Department
- Andy Moore, Instructor and Staff Member of the Learning Center
- Rolf Samuels, English Department and Director of General Education
- Naomi Stennes-Spidahl, Director of Assessment and Institutional Research

Four of the team had taught a section of Franciscan Values and Traditions in 2010-2011: Laura Nettles, Lyon Evans, Deanne Hatteberg, and Emily Dykman.

The group met for a norming session: by reviewing the rubric, scoring two sample papers using the rubric, and comparing the scores, they came to a common understanding of expectations and use of the rubric.   Each rater had copies of the sample papers, the assignment, the rubric, and a scoring sheet. Each rater scored one sample paper and convened for the discussion of scores. Then the raters scored a second sample paper on the spot and compared scores. All resources were on a General Education Assessment Blackboard page.

The Office of Assessment and Institutional Research had selected a stratified random sample of papers, ensuring that each section was sampled according to the size of the course. For this first assessment project of the new core curriculum, the team scored 20% of the papers, a total of 69 papers. Each paper was scored by two evaluators. For the next two days, raters scored their assigned papers and submitted their scores on the Blackboard site. Naomi Stennes-Spidahl aggregated the scores and presented the results to the team on the last day of the assessment project. In the instances when the difference between the scores was more than one point apart, a third reader scored the paper.

Learning Outcome	Ethical Reasoning: Franciscan Values	Ethical Reasoning: Viterbo Core Values	Ethical Reasoning: Personal Values	Social Justice	Integrative Learning	Written Communication	Total
Number of papers scored by a third reader	13	6	7	5	9	7	
Average Score	1.33	1.61	1.71	1.93	1.65	1.93	10.17

Conclusions and Action Plan

Ethical Reasoning and Moral Development
Results for the Personal Values segment of the rubric: the average score of 1.7 did not meet the criterion. The team noted that few students discussed the origins of their personal values.
Action: Revise the assignment guidelines to explicitly ask students to answer the question, "Where did your values originate and how?"
Results for the Viterbo Core Values segment of the rubric: the average score of 1.6 did not meet the criterion. Many students would name the Viterbo values without defining them. Papers that did name the five Viterbo values and selected one or two to focus on were able to more fully develop the thesis.
Action: Revise the assignment guidelines so that students select one or two Viterbo values to compare to their own.
Results for the Franciscan Values segment of the rubric: the average score of 1.3 did not meet the criterion.   Students either invoked the term "Franciscan values" without naming them explicitly or named values without explicitly connecting them to Franciscanism. We observed a lack of discussion about Franciscan traditions (historical and biographical contexts).
Action: Revise the assignment guidelines to have instructors ask students to connect Franciscan values to the biographical and historical context of the course.
Action: Change course text to Talbot, which is organized around Franciscan values, rather than biographical events. These results gave us data to confirm discussions about changing the common text for the seminar.

Social Justice
Results: The average score of 1.9 did not meet the criterion. The assessment team observed that the descriptor for the novice level combined awareness of personal values in relation to other and interest in contributing to the community. This combination reflects the merging of two outcomes in the CC Social Justice rubric adapted from AAC&U VALUES rubric for Civic Engagement. Often readers scored the two components separately. Student often did not address both.
Action: The assessment team recognized the assignment as too ambitious for this first seminar. We saw that the outcomes of the other mission seminars are more conducive to developing the community emphasis. The Franciscan Values and Traditions leadership team modified the common assignment in FVT to reflect more of an emphasis on differences in values. We have not put an expectation for "interest in working with a community to achieve an aim" into the assignment. At the beginning of fall semester 2011, the leadership shared this revised assignment with fall instructors of the course.

Integrative Learning
Results: The average score of 1.65 did not meet the criterion. The disciplinary perspective of some sections was not evident in the sample papers, although there was a clear pattern of integration in psychology, leadership, sustainability, and scripture.
Action: Revise the assignment guidelines to explicitly ask for integration: "How do these values intersect with the focus of the section?"

Written Communication
Results: The average score of 1.9 was close to the criterion of 2.0; however, it did not meet the criterion. The assessment team observed that the scores for written communication were inflated because many students develop appropriate content for their own purposes, although the content was off task.
Action: Replace "content development" with "context of and purpose for writing" on the rubric for the common assignment.

The results and action plan was presented to faculty at in-service week, a summary is posted online under core curriculum assessment, the results are shared the Franciscan Values and Traditions instructors in the learning community, with the Academic Program Assessment Committee, and with the Core Curriculum Committee.
Follow-up Results will be forthcoming from assessment of the 2011-2012 sections during June 2012.

Guidelines for the final assignment in Franciscan Values and Tradition, 2011-12

Our June assessment of artifacts from the first year of Franciscan Values and Traditions shows us some places we want to modify the seminar in its second year. Some of that modification will come in what we ask FVT students to do in the final assignment of the course. These, then, are guidelines to use in devising a final assignment that meets the outcomes of the FVT Mission Seminar and these four outcomes of the core curriculum:
1. Written Communication
2. Ethical reasoning and moral development
3. Social justice
4. Integrative learning

We have already begun to modify the final assignment rubric so that it better matches the work of the assignment.
Please create your section-specific final paper assignment to meet these guidelines:
- Be 5-8 pages long, excluding bibliography
- Comprise 20% of the final course grade
- Integrate the disciplinary perspective of the section/course

On your assignment sheet please ask that your students
- Name and explain the Viterbo values
- Connect Franciscan values, Viterbo core values, and their personal values
- Isolate one or two Viterbo values to explore in greater depth
- Cite evidence from Talbot and from at least one other section specific text
- Apply values to the disciplinary content of your course

Here are some questions that you might ask your students in giving this final assignment:
1. Which Franciscan and Viterbo values are most relevant to this course/assignment?
2. How do Viterbo values embody Franciscan values?
3. How do the lives of Francis, Clare, or Rose develop or illustrate their values?
4. How does the life of Francis, Clare, or Rose compare to your own?
5. Where do your values originate and why?
6. How and why do your values differ from others' values?
7. How do the values in the lives of Francis, Clare, or Rose compare to yours?
8. How have your experiences helped created your values?

NOTE: This final assignment aims to illustrate the common learning across **all** sections of Franciscan Values and

Traditions. This assignment does **not** need to show that students have met all the SLOs of your specific section.

Relevant to GEN ED Outcome	Criteria	Benchmark (Entry Level)	Novice	Apprentice	Proficient (Senior Level)
Ethical reasoning and moral development	**Franciscan Core Values**	Students identify the Franciscan core values, with limited ability to discuss modern tradition or historical context.	Students identify the Franciscan core values and apply them to a contextual situation, with limited ability to discuss modern tradition or historical context.	Students discuss the Franciscan tradition and apply Franciscan values in a contextual situation. The discussion is compelling, but has some inaccuracies. (example benchmark: 60% of students in all FVT sections will demonstrate this)	Students discuss the Franciscan tradition (modern and/or historical) and apply Franciscan values fully and appropriately in a contextual situation.
Ethical reasoning and moral development	**Viterbo Core Values**	Students discuss the Viterbo core values without any attempt to apply these in a contextual situation	Students discuss the Viterbo core values and applies these values in a contextual situation inaccurately	Students discuss the Viterbo core values and in application of these values in a contextual situation can discuss some implications of the application (example benchmark: 60% of students in all FVT sections will demonstrate this)	Students discuss the Viterbo core values and in application of these values in a contextual situation can consider the full implications of the application
Ethical reasoning and moral development	**Personal Core Values**	Student states either their personal core values or articulates the origins of their core values but not both	Student states both personal core values and the origins of the core values (example benchmark: 80% of students in all FVT sections will demonstrate this)	Student discusses in detail and analyzes both personal core values and origins of core values	Student discusses in detail and analyzes both personal core values and the origins of the core values and discussion has depth and clarity
Social Justice	**Understand their role in a community (either course, college or beyond)**	Demonstrate attitudes and beliefs as an individual, from a one-sided point of view. Does not connect topic to community aims, nor demonstrates interest in commitment towards working within a community.	Has an awareness that own attitudes and beliefs are different from others. Little curiosity or interest in working with a community to achieve an aim. (example benchmark: 80% of students in all FVT will demonstrate this)	Reflects on how own attitudes and believes are different from others, and demonstrates curiosity about working within a community to achieve an aim.	Demonstrates a willingness to adapt ideas, attitudes and beliefs based on others perspectives and a commitment to work within a community to achieve an aim.
Integrative Learning	**Integrative Learning**	No connection from more than one field of study or perspective	Limited connection from more than one field of study (example benchmark: 80% of students in all FVT will demonstrate this)	Connects facts or theories from more than one field of study	Creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts or theories from multiple fields of study
Communication	**Written Communication**	Uses appropriate and relevant content to develop simple ideas in some parts of the work	Uses appropriate and relevant content to develop and explore ideas through most of the work (example benchmark: 80% of students in all FVT will demonstrate this)	Uses appropriate, relevant and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.

Part 4: Equivalency across Modes of Delivery Assessment Project

Background: The 2010-2011 assessment of equivalency across modes of delivery is part of Viterbo University's ongoing commitment to continuous improvement in all aspects of student learning.   With the aim of strengthening online courses, Academic Vice President Barbara Gayle established the Online Review Task Force in the 2009.   One of the responsibilities of the task force was to establish a baseline of student learning in online courses and to make recommendations for processes, policies, and adjustments in order to strengthen learning and ensure equivalency across methods of delivery.

Description: The 2010-2011 pilot project focused on general education courses which are offered in at least two modes of delivery, one of which is an online (distance) mode. Methods include questionnaire results, content analysis of course artifacts provided by instructors, and course-level assessment results. Instructors who participated helped to provide a baseline assessment of student learning in two of the new core curriculum outcomes which align fairly seamlessly with two of the core abilities: written communication and critical thinking. Findings are focused on the efficacy of the policies, procedures, and support regarding online courses. The coordinators of the assessment project were Jennifer Sadowski, Chair of the Online Review Task Force, and Naomi Stennes-Spidahl, Director of Assessment and Institutional Research.

Purpose: to compare the consistency of learning outcomes, alignment with curriculum and design, and assessment across modes of delivery. The study is not an evaluation of individual faculty or courses; rather its focus is on the general education program-level outcomes and on the institutional support provided for online courses.

Premises:
The General Education and Undergraduate Academic Policy Committee granted General Education status upon courses which fulfilled requirements and provided sufficient evidence of alignment with the core abilities and with the curriculum of the general education program which was in place through Spring 2010. The required components of the Course Approval were:
  I.   Catalog Course Description
  II.   Core Abilities
       All courses in the Gen Ed program must teach the first three core abilities.
       1.   What other core abilities will the course develop in students?
       2.   How will the course develop these abilities in its students?
  III.   Learning Outcomes
       1.   What are the learning outcomes for the course?
       2.   Which specific course work will be used to assess those learning outcomes?
       3.   How will that course work be assessed?
  IV.   Overlay Rationale (if applicable)
  V.   Course Syllabus

The qualitative analysis of syllabi and of questionnaire responses was predicated upon the common expectations for general education courses reflected in the General Education Course Approval requirements.
   I. Consistency of Learning Outcomes
       * What are the learning outcomes for the course?
       * Are the learning outcomes linked to the core abilities?
       * Are the learning outcomes linked to disciplinary program learning outcomes?

II. Alignment between Learning Outcomes, Curriculum, and Instructional Design
- How does the course curriculum and instructional design develop the learning outcomes in students?
- Which specific assignments are used to assess the learning outcomes?
- How are those assignments assessed at the course level?
- Is the course-level assessment used for program-level assessment?
- How is assessment of learning outcomes used for course improvement?

III. Assessment Results
- What are the assessment results for the general education core abilities?

Process:

In September 2010, the project coordinators identified five general education courses in different departments which were offered in fall semester 2010 and which fulfilled the following criterion: these five courses had one section offered in an online format and at least one section offered in a face-to-face format. There were three 100-level general education courses, one 300-level course, and one 400-level course. The project coordinators first sought the affirmation of the dean of the school, then met with the chair of the department to describe the project, and then invited faculty and adjunct faculty teaching the courses to participate in the assessment project.   Four of the five courses remained in the project, with faculty submitting the questionnaire, artifacts such as the syllabus, assignment, and rubric, and assessment results for critical thinking and written communication. Ten instructors were involved in the project and submitted assessment results for 174 students. Forty-seven students were in online courses (27% of the total number). One course encountered difficulties with identifying a similar assignment in both sections that could be used to measure Written Communication or Critical Thinking with the Core Curriculum rubrics and those sections were not part of the final study.   One faculty participant was not able to submit the questionnaire, artifacts, and assessment results; as a result, the comparative face-to-face results for one of the 100-level courses are missing.

Because the comparative results were missing, data from nine of the ten instructors were used in the final analysis. Faculty teaching sections of the same course worked together to identify a similar assignment which was used for the assessment. Instructors used the new Core Curriculum rubrics for Written Communication and Critical Thinking in their assessment of student work, with eight of the ten instructors involved in a norming process.   The analysis is based on three of the five original general education courses: one 100-level course with five sections; one 300-level course with two sections; and one 400-level course with three sections. The work of nine instructors is included in the final analysis, with 165 students involved, 38 of whom were in online courses (23%).

Findings:

I. Consistency of Learning Outcomes			
Course	**Course-level Learning Outcomes**	**Core Abilities**	**Comments on Program-level Outcomes (not a GE course requirement)**
Evidence	*Syllabi*	*Syllabi*	*Syllabi*
100-level	5/5 sections provided common course-level learning outcomes	4/5 syllabi included the core abilities	One of the five syllabi included program-level outcomes

300-level	The face-to-face section's syllabus provided a clear articulation of program-level outcomes and course-level outcomes and their relationship to the core abilities. The online section's syllabus followed the same template, although the articulation of both program-level outcomes and course-level outcomes was different*	Syllabi for both sections included four core abilities: Thinking, Life Values, Communication, Cultural Sensitivity	Explicit in 3/3 syllabi
400-level	3/3 sections provided common course-level learning outcomes	All three sections presented a template showing the alignment between the core abilities of Thinking, Communication, and Cultural Sensitivity, the program-level outcomes, and the course-level outcomes.	Similar pattern but different wording for program-level outcomes in the two syllabi

* The two 300-level sections followed the same three-tiered template for learning outcomes, with increasing detail for each level of outcomes. The syllabi provided four core abilities and under each core ability, listed the program-level outcomes that align with that core ability; the course-level outcomes are aligned with the program-level outcomes and were stated in a section-specific manner.

For example:

Syllabus 1:

Life Values: **Be able to analyze, evaluate and respond to values and ethics. In addition the student will:**

1. Be able to discern the differences of various value systems while respecting the diversity and complexity of human systems in a […]l context
2. Be able to demonstrate personal integrity by conforming to acceptable standards regarding honesty
    a. **Plagiarism** – the adoption or reproduction of ideas or statements of another person as one's own without acknowledgment
    b. **Fabrication** – intentional and unauthorized falsification or invention of any information or citation
    c. **Facilitating academic dishonesty** – intentionally or knowingly helping or attempting to help another in committing dishonest acts.
    d. **Aiding Honesty in Others--** encourages honesty in others by demonstration of personal integrity.
3. Demonstrating respect and dignity for all members of the class

Syllabus 2:

➢ *Life Values:* **Students analyze, evaluate and respond to ethical issues from informed personal, professional, and social value systems.**

Develop an appreciation for the moral dimensions and complexities of the human condition. The student will:

1. Examine […] conflicts over the use, exploitation, conservation, and preservation of resources.
2. Develop an appreciation for the moral dimensions and complexities of the human condition in relation to […].
    Practice the professional ethical standards of the discipline […]. The student will:

a. Demonstrate intellectual integrity by observing the norms against plagiarism and the misuse of evidence.
b. Demonstrate intellectual integrity by observing the norm requiring proper attribution of sources.

II. Alignment between Learning Outcomes, Curriculum, and Instructional Design					
Course	Are learning outcomes aligned with assignments?	What instructional activities or assignments develop Critical Thinking?	What instructional activities or assignment develop Written Communication?	How are expectations communicated to students?	How is formative feedback given to students?
Evidence	*Syllabi*	*Questionnaire*	*Questionnaire*	*Questionnaire / Syllabi*	*Questionnaire / Syllabi*
100-level	In four of five syllabi, there is an explicit link made between outcomes and assignments. The link is implicit in one syllabus.	Online discussions, written responses, presentation, daily activities, short responses, major papers, peer reviews.	Online discussions, major papers, daily activities, short responses, collaborative work.	Expectations are given in the assignment and in the rubric for all five sections.	In written comments and through the rubric scoring.
300-level	The link is made implicitly through the language of the learning outcomes reiterated in the assignment.	Readings & online responses; book review, essay exam, midterm, final, paper, class participation.	Readings & online responses; book review, essay exam, major paper.	Assignment criteria and description; rubric for written assignments	One response is: "Feedback is provided through comments on written work and also through the categories checked on the rubric."
400-level	All three sections presented a chart showing the alignment between course- and program-level learning outcomes, the core abilities, and activities and assignments	Text readings, course quizzes, research paper, online discussions	Online discussions, integration papers, research paper.	All three sections briefly describe expectations in the syllabus. Two provided explicit expectations in rubrics.	From one questionnaire: "All submitted work will be carefully read, analyzed, and returned graded usually within one week of submission."

One particularly clear expression of expectations is a chart provided in the 400-level course. For the three sections of this course, each syllabus included the same chart showing the alignment between three levels of outcomes and particular assignments.

General Education Outcomes	Department Learning Outcomes	Course Learning Outcomes	Promoted by the Course:
Thinking: Students engage in the process of inquiry and problem solving.			Readings Course Quizzes
Communication: Students speak and write to suit varied purposes, audiences, disciplines, and contexts.			Small Group Discussion Class Participation Integration Papers Research Paper
Cultural Sensitivity: Students understand their own and other cultural traditions and demonstrate a respect for the diversity of the human experience.			Readings Video Viewing Class Participation Integration Papers Research Paper

III. Assessment Results					
Course	Mode of Delivery	Expected Level	Average Written Communication Score	Average Critical Thinking Score	Notes
100-level	Face-to-Face (53 students)	The course aims for 10/20 (the Novice level)	8.92	9.11	There was no significant difference between online and F2F scores for written communication (t-test: t=1.01, df=64, p=0.32), nor critical thinking (t-test: t=1.52, df=64, p=0.13)
	Online (13 students)		8.08	7.77	
300-level	Face-to-Face (12 students)	The course aims for 15/20 (the Apprentice level)	14.4	14.4	Online scores were significantly higher than F2F for written communication (t-test: t=-5.09, df=22, p<0.001) and critical thinking (t-test: t=-4.88, df=22, p<0.001)
	Online (12 students)		19.5	19.3	
400-level	Face-to-Face (59 students)	The course aims for 20/20 (the Proficient level)	Not assessed	15.51	There was no significant difference between online and F2F scores for critical thinking between online and F2F (t-test: t—0.53, df=70, p=0.60)
	Online (13 students)			15.85	

Conclusions

Consistency of Learning Outcomes:
The course-level learning outcomes were identical in all five of the 100-level sections and in all three of the 400-level sections.   Nine of the ten sections explicitly listed the core abilities and showed their alignment with the course-level outcomes. All sections emphasized the outcomes of written communication and critical thinking throughout the components of the syllabus. The 300-level course template for learning outcomes showed the relationship between the core abilities and program-level and course-level outcomes. The template seems to provide for section-level specificity; however, the benefit of that specificity is not apparent from content analysis.

Alignment of Learning Outcomes with Curriculum and Course Design:
Questionnaire results indicated an alignment between outcomes and appropriate course activities. For example, critical thinking is developed and demonstrated by online discussions or responses in all of the online sections. Written communication is developed and demonstrated in formal writing assignments such as major papers, integration papers, research papers, and book reviews. It is developed through daily activities, short responses, and collaborative work in the 100-level course, where writing processes are emphasized.

Assessment Results:
Assessment results in this pilot project cannot be used for definitive conclusions about the impact of the general education program on student learning. The scope is necessarily limited by the nature of the pilot. The work of one hundred sixty-five students was evaluated by nine faculty members in ten sections, with 23% (38 students) learning in an online mode of delivery. The results are further limited by the three levels of expected achievement (from a first-year level to a senior level).

Faculty teaching different sections of the same course were to some degree involved in discussions about the expected level of achievement. For example, three of the five instructors in the 100-level course met together to review the written communication and critical thinking core curriculum rubrics and determined that the Novice level (level 2) was the appropriate level of achievement for the course. The two instructors for the 400-level course engaged in several conversations about the use of the rubric.

The assessment results indicate that there are no significant differences in student learning between online and face-to-face formats for the 100-level and 400-level courses, and that for the 300-level course, where there was a difference in evaluation of student learning, scores in the online section were significantly higher.

The pilot project findings include several excellent practices in ensuring equivalency of learning in varying modes of delivery.

- **A standardized set of learning outcomes**: in the 100-level course, with five instructors and two modes of delivery, content analysis of the syllabi revealed consistent alignment between outcomes and course design, and assessment results revealed a comparable level of learning.
- **A template showing alignment between learning outcomes and course activities or assignments:** in the 400-level course, all three sections offered the same chart, with the same learning outcomes, but with a variety of course activities and assignments.
- **Support for faculty** in the form of online resources or a learning community: all three of the courses have some form of support for faculty in place, from informal, ongoing communication between full-time faculty within a department to regular meetings of faculty teaching a particular course. Departmental practices at work for the 100-level course included: 1) annual review of syllabi with formative feedback to ensure alignment of outcomes and transparent communication of expectations with students; 2) sample syllabi and other course resources available on a Blackboard site for all instructors; 3) a learning community for faculty teaching in multiple sections of the same course with monthly meetings; 4) an adjunct handbook with resources, policies, and other aids, which is revised annually.

Affirmations and Recommendations:

1) **Core Curriculum Syllabus Template**: We affirm the work accomplished in 2010-2011 by faculty committees who created guidelines, articulated common learning outcomes aligned with the core curriculum outcomes, and created common rubrics for common assignments in Foundations,

Ways of Thinking, and Mission Seminars. This structural framework is essential for ensuring ongoing equivalency between modes of delivery in the core curriculum.

2) **Processes for Communication:** We recommend utilizing existing structures (school and departmental structures and the Core Curriculum Committee) to communicate the expected level of achievement for learning outcomes to faculty teaching courses in the core curriculum. One example is that the members of the Core Curriculum Committee could serve as representatives who work with the Director of General Education and the Director of Online Programming to communicate expectations to faculty (full-time and adjunct) teaching those courses (e.g., by adding additional details on the core curriculum learning outcome rubrics for a specific course)

3) **Disaggregation of Assessment Results for Online Courses:** Design ongoing assessment of the core curriculum so that assessment results for online courses can be disaggregated, analyzed, and the results communicated to appropriate committees and faculty teaching online courses. We recommend oversampling for online courses in assessment projects where random samples are taken.

4) **Support for Faculty:** We recommend support for initiatives such as learning communities for faculty teaching Mission Seminars, Foundations, and Ways of Thinking, and full utilization of the Online Instructor Training course.

Course narrative form: Fall 2010

Please complete and return Part 1 (Ques 1-3) and Part 2 (Ques 1-2) to Naomi Stennes-Spidahl or Jennifer Sadowski by **Wednesday December 1, 2010**
Please complete and return Part 2 (Ques 3-4) to Naomi Stennes-Spidahl or Jennifer Sadowski by **Friday January 14, 2011**.

Name: _____
Course: __ENGL 104_____

Course format: (please circle one):
Online   Fast-track face to face   Face to face traditional   Off-site face to face

Part 1: Questions: Please provide a brief explanation for each question below.
1. What are the course level learning outcomes? How are they related to the General Education core abilities of: communication, thinking and ethical decision making?
2. What types of assignments or activities do you use to address the **General Education learning outcome of critical thinking** and how do you articulate your expectations to students? How do you provide formative feedback to students on **the General Education learning outcome of critical thinking?** (e.g., rubrics or other types of feedback, how quickly do you provide feedback?)

Part 2: Please provide:
1. A copy of your course syllabus
2. One assignment with corresponding rubric OR selected exam/quiz question(s) with corresponding answer key (and/or point breakdown) for the **General Education learning outcome of critical thinking**. If you do not use a rubric, please provide a brief narrative of how the assignment is evaluated and tied to the learning outcome.
3. Two examples of student work for the above assignment or selected exam/quiz question(s): please include one outstanding example ("A" work) and one average example ("C" work). Please remove or cover the student's name on the submitted copies.
4. The GE rubric is provided and should be used for the assessment of the GE learning outcome. Keep in mind that the Capstone / 4 level is the goal for Viterbo seniors, so the aim for a 100-level course might be the Milestone / 2 level.
5. Aggregate results scored by the instructor for the **General Education learning outcome of critical thinking** for the assignment or selected exam/quiz question(s). Please do not submit the total grade on the assignment unless the grade is based solely on the GE learning outcome. Submit the aggregated scores (i.e., total for each student) for the component(s) on the provided GE rubric which correspond to the GE learning outcome. Please follow the format below:

   Example Score Sheet from a class of 11 students:

Student	Critical Thinking
1	12
2	5
3	9
4	8
5	7
6	10
7	6
8	8
9	7
10	10
11	8

Appendix: Statistical analysis of assessment results

Table 1: Summary of assessment results and statistical comparisons

Course	Mode of Delivery	Expected Level	Average Written Communication Score	Average Critical Thinking Score	Notes
100-level	Face-to-Face (53 students)	The course aims for 10/20 (the Novice level)	8.92	9.11	There was no significant difference between online and F2F scores for written communication (t-test: t=1.01, df=64, p=0.32, Fig 1), nor critical thinking (t-test: t=1.52, df=64, p=0.13, Fig 1)
	Online (13 students)		8.08	7.77	
300-level	Face-to-Face (12 students)	The course aims for 15/20 (the Apprentice level)	14.4	14.4	Online scores were significantly higher than F2F for written communication (t-test: t=-5.09, df=22, p<0.001) and critical thinking (t-test: t=-4.88, df=22, p<0.001)
	Online (12 students)		19.5	19.3	
400-level	Face-to-Face (59 students)	The course aims for 20/20 (the Proficient level)	Not assessed	15.51	There was no significant difference between online and F2F scores for critical thinking between online and F2F (t-test: t=—0.53, df=70, p=0.60)
	Online (13 students)			15.85	

PART 1:

Comparison of written communication scores and critical thinking scores for 100 level course: There was no significant difference between online and F2F scores for written communication (t-test: t=1.01, df=64, p=0.32, Fig 1), nor critical thinking (t-test: t=1.52, df=64, p=0.13, Fig 2)

Error bars: +/- 1 SE
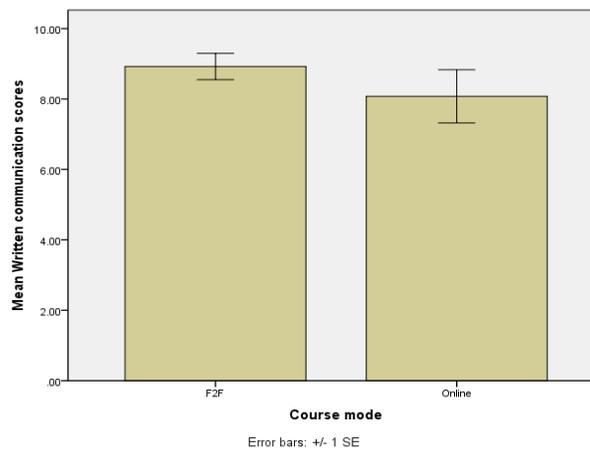
Figure 1: Comparison of written communication scores for online and F2F 100 level course
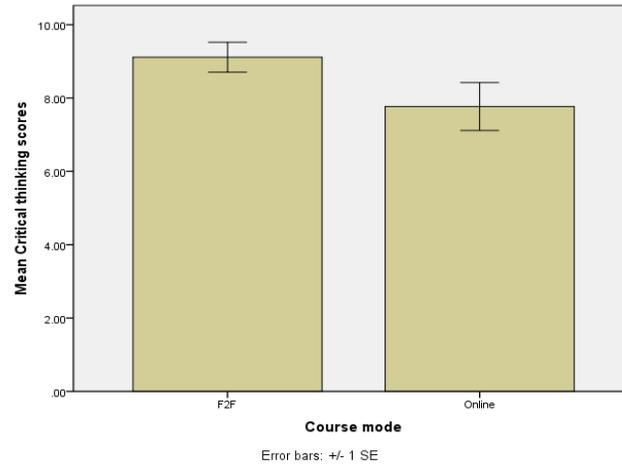
Figure 2: Comparison of critical thinking scores for online and F2F 100 level course

Note: For the 100 level course, F2F Instructor #4 showed lower scores than the other 3 F2F instructors. Instructor #4 showed significantly lower scores for written communication (t-test: t=4.30, df=51, p<0.001, Fig 3) and critical thinking ((t-test: t=5.47, df=51, p<0.001, Fig 4). The below two figures show comparisons between Instructors #1-3 versus Instructor #4 for the 100 level course for written communication and critical thinking.
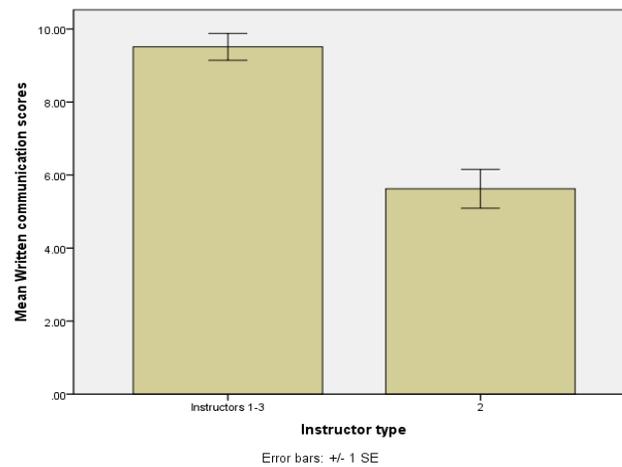
Figure 3: Comparison of written communication scores among instructors for F2F 100 level course.
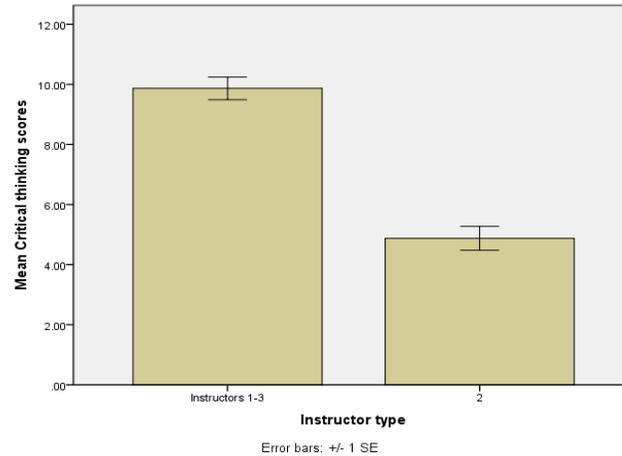
Figure 4: Comparison of critical thinking scores among instructors for F2F 100 level course.

PART 2

Comparison of written communication scores and critical thinking scores for 300 level course: Online scores were significantly higher than F2F for written communication (t-test: t=-5.09, df=22, p<0.001, Fig 5) and critical thinking (t-test: t=-4.88, df=22, p<0.001, Fig 6)
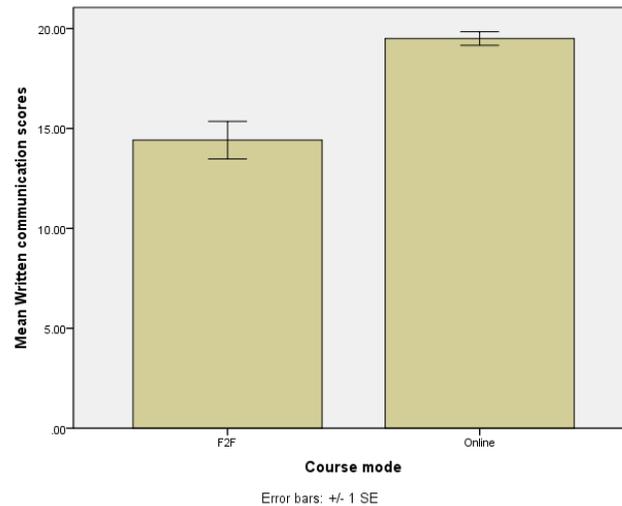
Figure 5: Comparison of written communication scores for online and F2F 300 level course
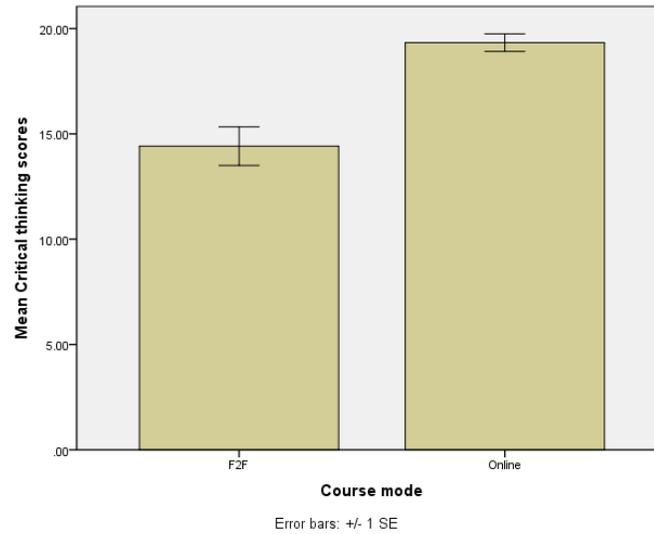
Figure 6: Comparison of critical thinking scores for online and F2F 300 level course

PART 3: Comparison of written communication scores and critical thinking scores for 400 level course:

There was no significant difference between online and F2F scores for critical thinking between online and F2F (t-test: t=—0.53, df=70, p=0.60, Fig 7).
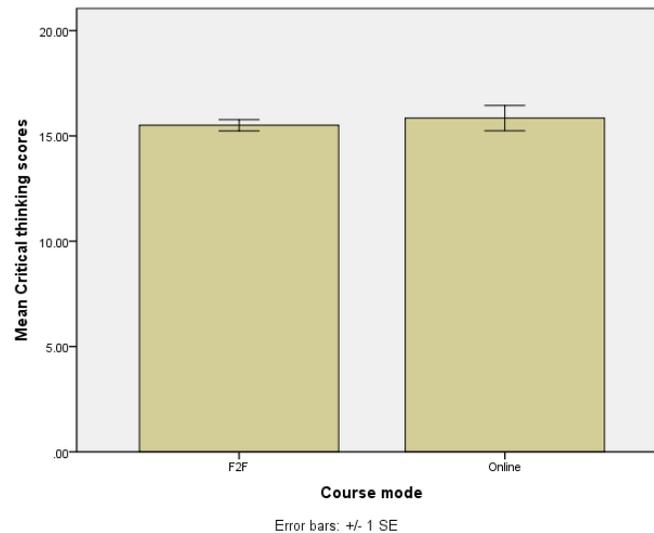
Figure 7: Comparison of critical thinking scores for online and F2F 400 level course

Appendix

2011 Academic Program Assessment Summaries
Dahl School of Business

Name of Program: Management, Marketing, Sport Management, Accounting, CISS
Name of Assessment Coordinator: Sara Cook
Date: September 2, 2011

For all traditional undergraduate majors (MGMT, MKTG, SPML, ACCT, CISS):

Last year the DSOB focused specifically on its communication outcome – written and oral. We identified a chain or core courses (required by all traditional undergraduate majors) that develop communication competency and focused our assessment and discussion around those courses. We have collected data on the formal business report in MGMT 300 for four cycles. A number of instruments and techniques – online tools, investigation of different student subgroups in the course, modified pedagogy - have been implemented to improve student performance, and our latest results continue to show significant improvement though they are still not quite meeting our criteria.   We also concentrated on collecting data and discussing results from the communication assessment in MGMT 341 (another core course) to improve oral communication. Rubric and assignment changes improved student performance, specifically in audience engagement.

A second area investigated for all DSOB traditional undergraduate programs in 2010-2011 assessment was teamwork. Fall assessment results identified a gap in our curriculum; we were expecting students to work in teams consistently but were not teaching the theoretical foundation of the skill nor focusing on developing it intentionally enough. As a result, we have undertaken a significant curriculum mapping exercise for the entire DSOB core. To date we have found places of unnecessary overlap/redundancy and a few gaps.

In ACCT, this year the assessment plan was modified to add an intermediate assessment measure in the intermediate accounting courses because summative assessment in the capstone course revealed that students were failing to meet expectations. In addition, the capstone assessment results prompted a change in how the instructor reviewed for exams, and as a result the students' performance increased in all four outcome areas.

In MKTG, in 2010 our primary marketing faculty resigned unexpectedly, so this assessment plan is undergoing revision. We focused on the cultural sensitivity outcome and collected data through two measures. Students are meeting the criteria but activities have been modified to allow students to gain more depth of understanding of chosen international markets.

SPML just completed its second year, and we have developed learning outcomes, created assessment plans, and have collected one or two cycles of data on two of the learning outcomes. After the first data collection in Fall 2010, rubrics and assignments were refined to better assess ethical leadership development.   We also collected two cycles of data for the sport marketing communications outcome. After the first cycle we developed a more elaborate rubric and the need for external reviewers was identified. As a result, students were asked to present their projects for Scholar's Day in the spring semester, and the external reviewer comments were compiled and analyzed as part of the project.

The DSOB also engaged its advisory board to identify the competencies deemed most important for business school graduates. 100% of advisory board members participated in a survey assessing relative importance of skills determined to be critical skills and characteristics as identified in the literature. The identified competencies are now part of our curriculum map.

Finally, we implemented our first year of the Major Fields Test, a comparative external assessment testing our students in all traditional business areas. We have collected the first two cycles of this data, but comparative results are not available to us until later this fall.

Our accrediting body, ACBSP, required us to submit a Quality Assurance Report in September 2011. A significant component of this result includes assessment reporting, so I will attach that portion of our report along with this report.

In 2011-2012, we will continue to follow up on the work we've done with the oral and written communication outcomes in the core and management program. We will continue to collect data on all four accounting outcomes and the additional intermediate assessment. This will be our first year with our new marketing professor. The curriculum and assessment plan will be scrutinized this year to see what outcomes might need to be revised and which assessment methods should continue. The sport management program assessment will grow significantly this year as students enter their senior-level courses where much of the planned assessment takes place.

Finally, as mentioned above we are undergoing a significant curriculum mapping process which will incorporate analysis of assessment results and planning.

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Name of Assessment Coordinator: Anita Wood
Name of Program: Management Information Systems (MIS)
Date: August 30, 2011

At the beginning of 2010-2011, Alissa Oelfke and I worked together to better align the assessment rotation for OMGT and MIS, including improving assessment methods based on changes made to the curriculum and also based on previous results and feedback from stakeholders. There were no MIS courses (INFO) offered face-to-face in 2010-2011. Going forward, they will likely not be offered again face-to-face (other than perhaps INFO 150/200, which are not used for assessment).

No INFO courses are offered face-to-face in 2011-2012, so assessment will be conducted only in the online program.

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Name of Program: Management Information Systems (MIS) Online
Name of Assessment Coordinator: Anita Wood
Date: August 30, 2011

At the beginning of 2010-2011, Alissa Oelfke and I worked together to better align the assessment rotation for OMGT and MIS, including improving assessment methods based on changes made to the curriculum and also based on previous results and feedback from stakeholders. Because of the changes, we do not have two years' worth of data on the same assessment method, as originally planned in the rotation schedule.

See attached rotation schedule for current plan. In 2010-2011, the plan was to collect data for outcomes C, D, E. However, since we have low enrollments, I simply collect data from all INFO courses (i.e. you will notice extra data in the reports). The following summarizes the focus on C, D, E.

Outcome C (Communication): We changed the assessment method to occur in INFO 340 and INFO 400.

Criterion met in both courses, and the pilot to team up MIS and CIS students on the workplace projects worked well. Going forward, we may need to reexamine this outcome and assessment method because of significant changes made to the CIS program. CIS students, on the new catalog, will no longer take INFO 400 with the MIS students; they will take the new CIS 405 (the description and outcomes of this course might better align with MIS needs as well, so we may revise INFO 400). As far as INFO 340, CIS students will now take the new CISS 390, so we will revisit INFO 340 as well.

For INFO 340, there may be room for improvement on the assessment method. Scores on discussion board is too general and may be more effective if focused on a specific discussion topic/forum related to the outcome.

Outcome D (Critical Thinking and Problem Solving): We changed the assessment method to occur in OMGT 305, OMGT 308, OMGT 318.

Criterion met and loop closed for all three (OMGT 305, 308, 318).

Outcome E (Ethical Decision Making): We changed the assessment method to occur in INFO 320 and OMGT 402.

OMGT 402: criterion met and loop closed.

INFO 320: criterion met. However, I am not convinced this was a good measure of ethical decision-making. The assignment description, instructions, and rubric do not include any mention of ethics.

In 2011-2012, we will gather data for outcomes D, E, F. We will evaluate D and E, based on two years' worth of data. We are also working on improving the response rate for the surveys. One of the three full-time faculty members teaching MIS courses, resigned before the start of Fall 2011, so this must be reviewed as far as impact on assessment plans. For example, two new adjuncts were hired to cover two fall INFO courses, and we discovered the master Blackboard sites developed by the faculty member who resigned were minimal in that they did not align with the master Blackboard site standards across other INFO and the OMGT courses. In addition, at least one of the assignments from that faculty member's courses do not appear to be what we originally understood as far as how they measure the outcomes. An area of improvement is to review all master Blackboard sites for the INFO courses as well as look closely at all assessment methods.

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Name of Program: OMGT
Name of Assessment Coordinator: Alissa Oelfke
Date: 9/1/2011

Last year we focused on three of our 6 outcomes: Communication, Critical Thinking/Problem Solving, and Ethical Decision-Making. We also collected data separately for the OMGT face-to-face courses versus the OMGT online courses. This summary is for the face-to-face courses.

There were four measures for Communication, 2 direct course-embedded assignments, and 2 measures from the exit surveys. All four methods met the criteria. There was a strong improvement over last year in one particular measure, the business report. The course is utilizing an electronic writing tutorial service (Aplia) that gives students the ability to practice and get feedback on basic writing skills. The business report project description and rubric have been streamlines, and our adjuncts have gained experience using all of these tools. This was a point of difference from the online program, where students struggled with this criterion (only 63% of the 10/11 online students met the criteria. Action will be taken in 11/12 with the goal of improving this result in the online program.

There were 5 measures for Critical Thinking and Problem Solving – 3 direct course-embedded assignments, and 2 measures from the exit surveys. 2 out of 3 course-embedded direct measures met the criteria. The third measure was related to a statistical analysis project in OMGT 305, and only 76.5% met the criteria, just short of the goal of 80%. This will be an action item for 2011/12.

There were 4 measures for Ethical Decision-Making – 2 direct course-embedded assignments, and 2 measures from the exit surveys. All 4 met the criteria in 2010/2011.

In 2011-2012, we will collect results again for the Critical Thinking/Problem-Solving and Ethical Decision-Making outcomes, and we will add collection for the Management Skills outcome.

We will also focus on improvements in the statistical analysis project in OMGT 305 by working with the course lead faculty, and requesting feedback and suggestions from the adjunct instructors who typically teach that course. Changes will be implemented as soon as possible, so this year's data captures the changes and we can report results. There will be several sections of OMGT 305 running during the 2011/12 academic year.

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Name of Assessment Coordinator: Alissa Oelfke
Name of Program: OMGT Online
Date: 9/1/2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Last year we focused on three of our 6 outcomes: Communication, Critical Thinking/Problem Solving, and Ethical Decision-Making. We also collected data separately for the OMGT face-to-face courses versus the OMGT online courses. This summary is for the online courses.

There were four measures for Communication, 2 direct course-embedded assignments, and 2 measures from the exit surveys. One direct measure – the grievance procedure paper in OMGT 400 – had not met the criteria in the 09/10 academic year (only 67% of the students met the criteria). This year, the project description and rubric were developed more fully. One particular adjunct instructor assisted with the development of the project, and shared her work with the other adjunct instructors. This outcome significantly improved in 2010/11, resulting in 100% of our learners now meeting the criteria. On the second direct measure, the business report in OMGT 302, only 63% of the learners met the criteria, so this will become a point of focus in the 11/12 academic year. The course is utilizing an electronic writing tutorial service (Aplia) that gives students the ability to practice and get feedback on basic writing skills. This was a point of difference from the face-to-face program, where students did not particularly struggle with this criteria (95% of the 10/11 face-to-face students met the criteria). Action will be taken in 11/12 with the goal of improving this result in the online program.

There were 5 measures for Critical Thinking and Problem Solving – 3 direct course-embedded assignments, and 2 measures from the exit surveys. All 3 of the course-embedded direct measures met the criteria, but two of them were very close. And, on the exit survey, only 67% of the learners have indicated that they would rate their ability to apply quantitative principles to solve complex problems as "good" or "excellent". The goal is to have at least 90% of the learners rank ability as "good" or "excellent". This indicates a lack of confidence in their perceived problem-solving skill set, which will make this an action item in the 2011/12 academic year.

There were 4 measures for Ethical Decision-Making – 2 direct course-embedded assignments, and 2 measures from the exit surveys. All 4 met the criteria in 2010/2011.

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012, we will collect results again for the Critical Thinking/Problem-Solving and Ethical Decision-Making outcomes, and we will add collection for the Management Skills outcome.

We will also focus on improvements in the course-embedded assignments in the 3 courses where the Critical Thinking / Problem Solving measures reside. Our goal will be to improve students' confidence in these skills. We will do this by soliciting feedback from the course lead faculty and the adjunct instructors who typically teach these courses (OMGT 308 – Financial and Managerial Accounting; OMGT 318 – Managerial Finance; and OMGT 305 – Managerial Statistics). Changes will be implemented as soon as possible, so this year's data captures the changes and we can report results.

Finally, we will work with the OMGT 302 lead faculty and instructors to find a way to improve the results we are getting in the OMGT 302 online course-embedded assignment, and to make sure they resemble the results we are getting in the face-to-face sections of this course.

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Name of Assessment Coordinator: Sara Cook
Name of Program: MBA Evening, MBA Daytime/4+1
Date: September 2, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

In the evening MBA program:

In fall 2010, discussion with MBA instructors identified a potential problem with the lack of theoretical foundation in MGMT 512 - too much focus on "practice". While maintaining a balance of practical skills, course focus will shift toward more theory to provide students with a theoretical foundation going into their research projects. In spring 2011 the students failed to meet the criteria for leadership development in their leadership course, and as a result we have developed an APA guide to further familiarize students with scholarly reading and writing. We also noted improvement in student learning on the ethics outcome; after collecting results in fall, the professor integrated more opportunities for formative assessment in the course, and results improved in spring 2011. We also collected data on the critical thinking and communications outcomes. Written communication was identified as problematic (criterion not met), and APA manual and graduate-level writing module has been created an incorporated into the first course in the program.

In the daytime MBA program:
The daytime MBA program began in summer 2009, so this was the second year of assessment for the program. We collected data on all five learning outcomes of the program. On the leadership outcome, the criterion was not met. The next year, the instructor went over a case, using the course concepts to analyze it, as well as did an analysis in small groups. Even with this work, the individual case study results were actually poorer than the last two groups of MGMT 512 evening students have scored on the equivalent assignment. MGMT 515 course content will be again modified. On the social responsibility outcome, data collected in 2010 showed our criterion was not met. The instructor modified the assessment method from a group project to an individual project and included specific individual-level feedback. In the next cycle of assessment, student performance increased and the criterion was met.

Our accrediting body, ACBSP, required us to submit a Quality Assurance Report in September 2011. A significant component of this result includes assessment reporting, so I will attach that portion of our report along with this report.

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012, in the evening program we will focus on closing the loop on the changes made to improve student writing. We will be working through fall of 2011 to revise our curriculum and determine whether a non-research track should be incorporated as an option. Because the research project plays an important role in our assessment, the decision made will like result in a new assessment plan. In addition, for the corporate social responsibility outcome, 2011-2012 will be the first year that the socially responsible finance course will be required in the program, so data will be collected in that area.

In 2011-2012 in the daytime program, we will continue to collect data in all areas to assess as much as possible on this program that is still in its infancy.

School of Education

Name of Assessment Coordinator: Jim Bagniewski & Bernie Ferry
Name of Program: Director of Instruction
Date: 8/24/2011

The WI Educational Leadership Principal Licensure Program uses three different assessment instruments as indicators of its continuous improvement. The three assessment instruments are:

1) A Score Sheet for each of the 2 courses required for Director of Instruction license, if they already have their principal license.
2) An Exit Survey which consists of 20 questions (2- 3 per each of the seven standards)
3) A Capstone Portfolio.

A Score sheet is completed by the instructors of the course for each student and sent to our office. The score sheet consists of 5-7 essential questions aligned to the WI Administrative Standards (WAS). They are evaluated as HD – High Degree of Development (4 points), SD – Some Degree of Development (3 points), LD – Little Degree of Development (2 points), ND - No Degree of Development (0 points). Our Benchmark is to have 90% of the students to obtain a 3.6 average on each standard.

- **Exit Survey** - Our Benchmark is to have 90% of the students respond positively (SA – Strongly Agree or A- Agree) to each of the standards.
- **Capstone Portfolio** – Each student is required to write a synthesis on each of the seven WAS consisting of 3-4 pages per standard for licensure. Our benchmark is to have 90% of the students provide a proficient paper on each standard on their first turn in.

1. **What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.**

Based on our indicators listed above our biggest concern is on WAS 4. Our benchmark is for 90% of the students to respond positively (SA – Strongly Agree or A – Agree) to the questions on each of the standards. Over the last 3 cohorts only about 84% of the students respond positively to the question which includes information on budget, time management and decision-making.

For the 2nd year in a row our Exit survey indicated the students' responded below our benchmark with their feeling about standard 5. The questions involved concepts of using community support and promoting diversity practices. We need to keep an eye on this.

There has been a change in instructors in this program and I plan on meeting with the instructors and sharing this information, to ascertain program modifications.

Just about every other indicator indicates that the program is successfully meeting its intended outcomes.

2. **Identify the program's primary focus for assessment work for 2011-2012.**

- We have made significant changes in the practicum handbook by providing the students a number of activities for them to choose from to fulfill the 200 hours of activities required for the

program. In the past they students came up with their own activities and they were seldom of the kind of integrity and alignment that we would've expected. To remedy this we provided them a list of activities to choose from along with allowing them the option of including some activities that may be unique to their district.

- We also hope that we develop some consistency with the adjunct staff so that they can grow in the positions.

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Name of Assessment Coordinator: Jim Bagniewski & Bernie Ferry
Name of Program: Director of Special Education/Pupil Services: 2010-11
Date: 8/25/2011

The WI Educational Leadership Director of Special Education/Pupil Service Program uses three different assessment instruments as indicators of its continuous improvement. The three assessment instruments are:

4) A Score Sheet for each of the 4 courses required for Director of Special Education/Pupil Service licensure
5) An Exit Survey which consists of 20 questions (2- 3 per each of the seven standards)
6) A Capstone Portfolio.

A Score sheet is completed by the instructors of the course for each student and sent to our office. The score sheet consists of 5-7 essential questions aligned to the WI Administrative Standards (WAS). They are evaluated as HD – High Degree of Development (4 points), SD – Some Degree of Development (3 points), LD – Little Degree of Development (2 points), ND - No Degree of Development (0 points). Our Benchmark is to have 90% of the students to obtain a 3.6 average on each standard.

- **Exit Survey** - Our Benchmark is to have 90% of the students respond positively (SA – Strongly Agree or A- Agree) to each of the standards.
- **Capstone Portfolio** – Each student is required to write a synthesis on each of the seven WAS consisting of 3-4 pages per standard for licensure. Our benchmark is to have 90% of the students provide a proficient paper on each standard on their first turn in.

3. **What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.**

   Standard 1 (Teaching/Learning): The 2010-11 Exit Survey indicated that 80% of the students either SA (strongly agreed) or A (agreed) with knowledge related to assessment and diagnostic strategies for special education students.   Action Plan: We will reinforce this concern in three of the four courses (Diverse Learners, Pupil Services and the practicum) during the 2011-2012 year. The previous two years had indicated scores above the 90% level.
   Standard 2 (Vision of Learning): The 2010-11 Score Sheet indicated that 80% of students (SA strongly agreed or A agreed) rated developing a vision process for stakeholders a need. Action Plan: We will reinforce this in three of the four courses (Divers Learners, Pupil Services, and practicum). The previous two years indicted the score above the 90% level.
   Standard 7 (Political/Social Economics of Learning): The 2010-11 Exit Survey indicated that 80% of the students (SA strongly agreed/ A agreed) that funding sources for diverse learners was reinforced.

Action Plan to address funding in all four courses (Diverse Learner, Pupil Services, Law and Practicum). The 2009-10 survey indicated an 87% student satisfaction with this standard.

4. Identify the program's primary focus for assessment work for 2011-2012.
- We have made changes in the Director of Special Education/Pupil Services Practicum Handbook to require additional activities that will address concerns listed above; financing resources, vision and assessment.
- We plan to have two meetings with instructors this year to address curriculum, assessment and instruction. Part of this review will be discussing authentic assessment and how to integrate into the program.

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Name of Assessment Coordinator: Ruth E. Badciong, Ed. D.
Name of Program: Early Childhood Licensure (WI), Graduate Programs in Education
Date: September 1, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.
First, I need to note that the assessment results were much easier to review since we set up databases in 2010 for student teaching evaluations, portfolio results and Praxis scores. I ran reports from the databases and added them as documentation this time around, remediating a deficiency in last year's TracDat report.
The ECE Licensure graduate program is an 18-month program with new cohorts starting in even years. Therefore, students typically student teach and complete end-of-program portfolios in even-numbered years, although some manage to get ahead of or fall behind the cohort schedule. As an "odd" year, data was collected on a smaller population of students. Given the above, I can still conclude that this program is doing an excellent job of helping students to achieve Standards 2 and 4a which both deal with family/child/community connections. The adjunct faculty member teaching this course since the beginning of our program in 2007 retired this year. My goal will be to maintain the high student success rate as new faculty are added. Due to the small number of students assessed this year, I'm hesitant to pick an area of focus for improvement based solely on the numbers on these measures, especially since the two assessment tools sometimes report conflicting results (i.e. Standard 3 and the assessment section of the student teacher evaluation). I would prefer to wait for another year to see if any trends appear.

2. Identify the program's primary focus for assessment work for 2011-2012.
During the 2010 reaccreditation process and review by the Wisconsin Department of Public Instruction, I learned that I needed to collect data from program completers at the end of the program and one and three years after completion. I also needed to gather input from employers at the one and three years after completion points. The surveys were developed and sent out for the first time during Spring 2011. Databases will be created and data logged during 2011-2012. The survey questions are linked to the program classes (and indirectly to the standards). However, the Family and Community class survey statement will provide evidence for Standard 2, Building Family and Community Relationships, thereby remedying another deficiency in last year's Trac Dat report. More importantly, these reports will help me to determine which classes, if any, need to be strengthened for the next cohort cycle.

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The School of Education initial teaching licensure programs for both undergraduate and post-baccalaureate levels used the following assessments: 1) Praxis II content exam results and

2) portfolio rating results for portfolio submission 1, admission to the program, and portfolio submission 2, admission to student teaching. All ratings are 0= minimal, 1 = basic, 2 = proficient.

All assessments are tied to the ten Wisconsin Teaching Standards and the Viterbo 11th Standard.

The undergraduate and post-Baccalaureate portfolio data averages for submission one and two exceeded the criteria established for all eleven Wisconsin Teaching Standards which was an average rating of 1 (basic) or above.

For Praxis II, data results show that post-baccalaureate students met the criteria of 80% pass rate on the first test attempt. Undergraduate students just missed the benchmark pass rate with a 78% pass rate. All students are required to re-take Praxis II until they pass so the ultimate pass rate is 100%

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Name of Assessment Coordinator: Jim Bagniewski & Bernie Ferry
Name of Program: Principalship License (DPI #51)
Date: 8/24/2011

The WI Educational Leadership Principal Licensure Program uses three different assessment instruments as indicators of its continuous improvement. The three assessment instruments are:

7) A Score Sheet for each of the 8 courses required for principal licensure
8) An Exit Survey which consists of 20 questions (2- 3 per each of the seven standards)
9) A Capstone Portfolio.

A Portfolio Score sheet is completed by the instructors of the course for each student and sent to our office. The score sheet consists of 5-7 essential questions aligned to the WI Administrative Standards (WAS). They are evaluated as HD – High Degree of Development (4 points), SD – Some Degree of Development (3 points), LD – Little Degree of Development (2 points), ND - No Degree of Development (0 points). Our Benchmark is to have 90% of the students to obtain a 3.6 average on each standard.

- **Exit Survey** - Our Benchmark is to have 90% of the students respond positively (SA – Strongly Agree or A- Agree) to each of the standards.
- **Capstone Portfolio** – Each student is required to write a synthesis on each of the seven WAS consisting of 3-4 pages per standard for licensure. Our benchmark is to have 90% of the students provide a proficient paper on each standard on their first turn in.

5. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Based on our indicators listed above our biggest concern is on WAS 4. Our benchmark is for 90% of the students to respond positively (SA – Strongly Agree or A – Agree) to the questions on each of the standards. Over the last 4 cohorts only about 85% of the students respond positively to the question which includes information on budget and scheduling.

We have attempted to increase time on these concepts during the practicum and this has helped in a couple of the cohorts but not across the board.

The other data may vary based on the cohort but at least two of the three indicators are attained and none of them have been missed by more than two cohorts in a row. Two years ago we made a significant change by increasing our attention paid to standard one on Teaching/Learning and it has made a positive difference.

6. **Identify the program's primary focus for assessment work for 2011-2012.**

- The primary focus will be on increasing our instruction on the concepts of budget and scheduling in the EDUL 636 Principalship II course and the practicum.
- We are beginning work on improving our assessments. Typically we require a 3-4 page paper as evidence of understanding what was shared in a course for each of 5-7 essential questions. We would like to use more project based assessments to make it more authentic, and yet still demonstrate their knowledge.
- We are also looking at piloting a verification format to establish a student's knowledge of the standards, a list of activities has been developed under each standard that if completed would be an alternative method of demonstrating their understanding of the standard the activities are aligned with. This alternative would replace the present capstone portfolio. The student's local mentor would verify with his/her signature the participation/completion of the activities.

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Name of Assessment Coordinator: Lisa Valentini-Lilly
Name of Program: 316 Reading Teacher Licensure Program
Date: 8-30-2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Last year we focused on two of our four outcomes. I saw a good increase in one outcome – Standards Application – and I think this was due to instructors guiding students through this part of the portfolio. Our second outcome – Impact on Students – made a significant increase but we still need to continue supporting students. We will continue to monitor our students this year, support our instructors at our yearly in-service, keep our website updated and the coordinator will continue to visit classrooms for further instruction on these outcomes.

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012 we will continue to collect data and follow up on results for our outcomes. We will communicate results at our annual assessment data retreat.

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Name of Assessment Coordinator: Lisa Valentini-Lilly
Name of Program: 17 Reading Specialist Licensure Program
Date: 8/30/2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Last year we focused on the fieldwork portfolio outcomes. We continue to have exemplary results and I attribute this to our ongoing structuring of the fieldwork, the support our instructors give the students, our yearly in-service to support our instructors, an updated website and coordinator continuous improvement support of our students and instructors.

2. Identify the program's primary focus for assessment work for 2011-2012.

 In 2011-2012 we will continue to collect data and follow up on results for our outcomes. We will communicate results at our annual assessment data retreat.

School of Fine Art

Name of Assessment Coordinator: Sherri Lisota
Name of Program: Art
Date: 05/19/11

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Last year we focused on the sophomore review as the mid-program benchmark in the four-year art curricula. The sophomore review is used to measure students directly in their level of achievement for each of the six art program outcomes. The sophomore review also provides an indirect assessment method by relying also on student reviews as part of the sophomore review process.

The sophomore review process consists of three parts: 1) Students' written responses to questions aligned to program outcomes (self-reflection). Faculty receive student responses one week before reviews; 2) An assemblage and display of students' work taken from each of their studio courses; and, 3) A formal meeting of each sophomore, individually and before her/his display of works, and the art faculty. Meetings last typically one-half hour. After the meeting, students are scored on the sophomore review rubric by each faculty member on their level of achievement in each of the six outcome areas. The rubrics are compiled and tallied, providing an assessment picture of how well students are meeting program outcomes at the (typically) halfway point in their academic career.

The 2010-2011 data reflects that 80% or more of students in art programs are meeting sophomore level proficiency in six of the six outcomes.

Identify the program's primary focus for assessment work for 2011-2012.

In the Fall of 2011, the Art Department will hold a department assessment retreat to work on our primary area of focus for assessment next year, and also to flesh out the next step in our assessment plan. In response to the Review of Academic Assessment Plans on TracDat for Art, dated November 11, 2020, in 2022-2012*, we will focus first on collecting results for program outcome number 2, "Students will write, speak, and research effectively about art, art history, theory, and criticism." Although students are meeting sophomore-level proficiency in outcome two (based on the results from the sophomore review for the past three years), we have identified the need for students to achieve a higher level of proficiency in this outcome based on their coursework and PPST assessment. During our retreat, we will design course rubrics to measure this outcome at the freshman, sophomore, junior, and senior levels, aligning them across the program. Through this process, we will identify the courses where students are writing, speaking, and researching in their major area, the assignments that address this outcome, how the outcome is currently being assessed in the course, and then implement course-embedded measures with the new rubrics, ideally at each level. Theoretically then, we will be designing four direct methods of measurement for this outcome. At this point, we think we would like to see data on student performance

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Name of Assessment Coordinator: Diane Foust
Name of Program: BA Music, BM Music Education, BM Music Performance
Date: September 1, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

For 2010-11, we collected data relating to Performance, Theory, History, and Teaching outcomes. We decided as a faculty to consolidate data into one Music unit since we operate mostly as a department and not as three different programs. Outcomes for B.A., B.M. Performance, and B.M. Music Education are now one unit in TracDat. We removed our Advocacy objective as it was deemed not easily measurable and did not need to stand on its own as an objective. We also decided that tracking one class of students from freshman through sophomore and junior years for the applied area did not give us data we were interested in. We need to change the Jury Evaluation Form to collect data that is related to program differentiation and upper vs. lower class student. We also eliminated the MUSC 207 Final Project evaluation from the data collection because that course has been discontinued since NASM removed the technology requirement from music degrees.

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012, one project is to change the applied jury evaluation form for voice and piano to get the data that shows student improvement over time, differentiating between lower and upper class expectations. We also plan to develop an evaluation tool for pedagogy internships. We are also exploring what it will take to change the internship grade from CR/NC to a grade. In Spring 2012, we begin a new cycle of evaluation, focusing on Performance objectives. We also need to review and, if we keep the tool, revise the Senior Survey to reflect current objectives in the new cycle.

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Name of Assessment Coordinator: Nikki Balsamo
Name of Program: Dance Program
Date: 9/4/11

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Last year I focused on two of our three outcomes. The criteria were met for both technical proficiency and artistic expression. Although the criteria were met for technical proficiency, I was not happy with the results of the Tap Dance I, DANC 230 final. The results showed that while students tapped at quicker tempos, tension interfered with technical proficiency. I decided to implement more vocalization during tapping into Tap Dance II, DANC 330. I also am integrating more discussion of the importance of use of the body during daily activities and during the "non-dancing" moments of class as a way of increasing students' ease of movement. Students performed beyond expectation during their Dance Composition, DANC 360, final performance and process paper, which I chose as the measure for artistic expression. I will continue to examine the teaching that lead up to these performances and implement these practices into other courses as well as raise expectations for artistic expression within the program

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012, I will collect results for the next learning outcome in the cycle of assessment, history, philosophy, and theory. I will also follow up with the results for technical proficiency and examine results for artistic expression in a different course. I will discuss last year's results with faculty of Theatre & Music Theatre and examine the place dance assessment has in the Music Theatre Program.

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Name of Assessment Coordinator: Karla M. Hughes
Name of Program: Music Theatre
Date: September 2, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

In May of 2011, I was assigned the task of input for TracDat for Music Theatre. Since I was not assigned this task earlier, I was not able to focus on the outcomes during the 2010-2011 school year for TracDat purposes. However the learning outcomes on TracDat are exactly the same as on our syllabi for MUTH 171/371 Private Voice Lessons and the Music Theatre Voice Faculty were already gathering data. We already had a rubric and scoring system in place. For TracDat purposes we assessed the student's during the fourth and eighth semester of study using a five-point scoring system (1=poor, 2=below average, 3=average, 4=very good, 5=excellent).

The assessment had some surprising results and pointed out areas the Music Theatre Voice Faculty need to focus on. In the areas of Professionalism and Musicianship, we did meet our scoring goals for fourth semester students, but not eighth semester students. In Vocal Technique, neither group meet our scoring goals. This points the need for pedagogical changes from the faculty by using the rubric not only as an assessment tool, but as a teaching tool. This will be the Action we will take for the coming year, to distribute the rubric during the second week of classes and focus on it for the entire year.

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012, we will continue to update and focus on our five-point rubric particularly in the areas of Vocal Technique, Musicianship, and Professionalism for scoring Final Juries in MUTH 171 and 371. We (the Music Theatre Voice Faculty) will share our rubric early on in the semester, use it as a teaching tool, and also meet to discuss how we can better communicate assessment to our students. The Characterization (which was not used in our assessment data for TracDat) is an area of our rubric that will be updated to better reflect the current curriculum being taught in the BFA Acting Program. It will then be added to TracDat and used as an assessment tool to better serve our students.

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Name of Assessment Coordinator: Rick Walters
Name of Program: Theatre Acting
Date: September 2, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Last year we focused on outcome A (acting) for the BFA acting program. The assessment methods for this outcome include our annual required departmental audition and the senior capstone recital project. This year we decided to use the data collected in the departmental auditions to assess students at the sophomore and senior levels using a three-point scoring system (1=novice, 2=apprentice, 3=proficient). This was a change from the 10-point scoring system we had used in the past. The assessment confirmed that senior performance majors are more skilled and effective in demonstrating their abilities through an audition than sophomores who have had less training. However, we did not meet our scoring goal for either group. This may point the need for pedagogical changes or it may be that our scoring system needs to be revised, or both. We will continue developing this process in preparation for this year's audition evaluation Sept 23 with the creation of a more detailed rubric on a 5 point scale for both the

departmental auditions and the senior capstone projects. Ultimately our goal is to streamline our assessment rubric developing common tool to assess performance skills at various stage of development so we have a consistent through-line of measures (i.e. use essentially the same rubric to measures skills at the prospective student stage, sophomore-level, through senior capstone).

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012, we will develop a new rubric for scoring our senior capstone projects and begin to collect data that will help us more assess student progress through the program with more specificity. We also need to explore ways of consolidating and streamlining our assessment at the program level. Some questions on our minds are: What consolidation might be possible among our various programs that would streamline assessment making it more manageable and meaningful? How do we assess the programs with smaller enrollments like the BS in Theatre Education? We are also curious about how we might communicate assessment results to our majors. A big priority for 2011-12 is getting all faculty assessment coordinators up to speed with the TracDat system.

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School of Science and Letters

Name of Assessment Coordinator: William Bakalars & Debra Murray
Name of Program: Addiction Studies
Date: August 24, 2011

Assessment Plan

The assessment plan for the first year of the Addiction Studies major (2010-2011) focused on criteria two and criteria five. Student Learning Outcome two involves student ability to:

> "Demonstrate the ability to communicate both orally and written in basic areas necessary for the profession of SAC including but not limited to diagnostic assessments, treatment plans, discharge summaries, case review, staffing, verbal counseling skills, client education, etc. "

Data was gathered from two different courses for criteria two. Specifically, from 23 students enrolled in Alcohol and Drug Abuse Professional Issues (423) and 26 students enrolled in Alcohol and Drug Abuse Professional Skills (427). Oral and written communications skills were measured in 423 utilizing a patient education component. Students prepared and delivered a patient education at a treatment center in the La Crosse area. 83% of students were able to develop and write an effective therapeutic lesson plan for patient education. 91% of students utilized oral communication to deliver and process client education in a clinical setting.

The same writing student outcome was measured in the Professional Skills (427) course. However, in this course the ability to write a treatment diagnostic summary was used to measure student writing skills. The 26 student submitted a rough draft and a final draft, both of which were scored and compared by the instructor. The average score of the initial draft was 81%. Students then read and critiqued each other's paper and with a final critique and score was completed by the instructor. The final score for all students on the final draft was 93%.

Criteria five was also selected from student work in the Introduction to Chemical Dependency (205) course.

The assessment was conducted in two different sections, one in the spring of 2011 with 28 students and the other in summer of 2011 with 11 students.

> "Construct a perspective of the history and practice of substance abuse counseling."

In a pre-test students were asked to identify historical events related to substance abuse. Less than 1% were able to identify any specific and/or accurate historical events. The learning strategies included a lecture and guided discussion. At the end of the course, a question on the final exam asked students to identify historical events related to substance abuse. 98% of the students were able to accurately identify four or more historical events.

In the same course during the summer of 2011 there were eleven students and less than 1% could provide any historical events regarding alcohol and drug treatment. The post-test indicated that 90% of students were able to accurately identify four or more laws and/or specific events in historical context.

1. **What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.**

The primary conclusions drawn from the assessment results in 2010-2011

In 2010-2011, we focused on two out of six outcomes. The methods selected for criteria two included students' written diagnostic intakes from 427 and students' development and delivery of patient

education in a clinical setting from 423. The results indicated that a high percentage of students are able to perform above average in both written and oral communication skills necessary for professional competence in the field of substance abuse. Given these positive outcomes, the recommendation is to continue having students deliver oral presentations, with the that students' video tape a practice prior to the actual delivery, review that with their instructor, and then make modifications prior to their final oral delivery. The process of having students draft and critique each other's diagnostic intake and then receive written feedback from the instructor appears to increase report writing competence. Therefore the recommendation is to revise the rubric and continue utilizing this learning strategy.

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-2012, we will collect results for the following two learning outcomes:

1. Students in addiction studies will be able to Identify, describe, and apply ethical guidelines, principles, and standards in their understanding of research and practice in the field of Substance Abuse and Mental Health.
6. Addiction studies students will articulate their understanding of the theories and research in the area of SAC and suggest their future potential role in the SAC profession.

The department will design a post-graduate survey as well, which will provide us with other assessment data critical to the program development, specifically percentages of students who successfully achieve the substance abuse counselor in training status, students' scores on the ethics exam taken for the Wisconsin Department of Licensing and Regulation, and student volunteer and job placement in a substance abuse related field. In terms of classroom education we will focus on the following two student learning outcomes.

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Name of Assessment Coordinator: Kyle Backstrand
Name of Program: Biochemistry
Date: August 24, 2011

The Biochemistry major continues to show slow enrollment growth and the outcomes we are assessing show that there are several areas we are consistently achieving our stated goals. However there are a few areas where we have noted improvements could be made. Below are a selection of areas we are excelling in and those that we will focus on for future improvement.

Areas of Strength
- Outcome D (communication) – our research series in the natural sciences continues to be an area of strength in developing articulate and effective communicators as evidenced by the Senior oral and written capstones in our department.
- Outcome F (ethics) – our combined general education and discipline specific focus on ethics consistently produces students who self-report a high degree of confidence in their ability to evaluate and make ethical decisions.

Areas of improvement
- Outcome C (technique) - Our biochem majors in the junior year still failing to reach our benchmark in their ability to develop a protocol that they have not seen before. This is an area we would like to see improve in our students and we are changing the design of the course to cover less material and cover it in greater depth. We plan on having more assignments where they practice this skill and become more independent in their thinking.
- Outcome A (Problem solving) – This year we did not reach our 50% of students score 50% on the ACS test. While we believe this has everything to do with a small sample size, we still would like to have these numbers increase as the program grows. This past fall was the first full offering of

Chem 475 (advanced biochem) and will be redesigned based on student feedback to better cover topics addressed on the ACS exam.

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Name of Assessment Coordinator: Kim Fredricks
Name of Program: Biology
Date: August 28, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

In preparing our assessment report for 2010-2011 we realized some of our outcomes were not measureable and we had a plan that was very detailed, but not well understood by the department. We focused on reducing our SLOs from 7 to 4 and redoing our assessment plan to show where concepts were introduced, developed and mastered. We also made sure we could measure the student learning with direct measures, in addition to indirect measures. (We had some of this feedback from those that reviewed our plan as well)

Our new plan was put into place and we will continue to refine how we measure student learning.

2. Identify the program's primary focus for assessment work for 2011-2012.

Our primary focus in 2011-2012 will be to develop direct measures for assessing outcomes in our new plan. We will also track outcomes 1 through 3 to see how well our new measures are working.

We realized that our survey of the seniors provides us with good indirect measures for assessing how students perceive their learning and we will work to tie direct measures to those indirect measures to see how our measures of learning outcomes align with the perceived learning from the student perspective.

Finally, we will work to develop an assessment method for SLO 4 – ethics

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Name of Assessment Coordinator: Michael Alfieri
Name of Program: Biopsychology
Date: September 1, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Based on assessment results prior to and in 2010-2011, the biopsychology major has recently gone through substantial changes as can be seen in a new TracDat program shell titled "Biopsychology (2011-)". The biopsychology committee decided the major needed to have new courses devoted specifically to the quickly growing major, a more focused core course requirement, and a streamlining of the research series (removing repetition in the series) and senior seminar course (focused on highlighting students' achievements while preparing them for the next phase of their careers). Based on direct and indirect measures of learning outcomes including the inter-relationship between biology and psychology, building a strong theory in biopsychology, as well as developing a broad exposure to theory and practical application within the major, changes made to the major included developing a new course co-taught in

Spring of 2011 - BIOP 261 (an introductory biopsychology course), and changing the focus of the existing upper-level biopsychology course (BIOP 430) and the senior seminar course (BIOP 499). Additionally, from both direct (performance on capstone projects) and indirect (senior survey in BIOP 499) measures of assessment the research series was altered and new measures of assessing student performance in senior capstone classes were created including multiple rubrics for research, internship, or literature review capstone projects. As this will be the first full year the new assessment program is in place, I am not able to report on follow-up results at this time.

2. Identify the program's primary focus for assessment work for 2011-2012.

The primary focus in 2011-2012 will be to collect data for the new assessment program that reflects the many changes to the major (new courses, new course sequence, new core requirements), continue to build an inter-disciplinary and collaborative committee to oversee the major (including assessment), and take appropriate action based on findings from the current assessment plan. Additionally, for the coming year the committee will closely review two of the learning objectives (currently numbers 1 and 7) to find a better way of distinguishing these from each other and assessing them separately.

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Name of Assessment Coordinator: Michael Smuksta
Name of Program: Broad Field Social Studies
Date: September 1, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.
The focus of assessment was the learning activities in History 465 and History 466, the capstone sequence. More class time was spent on preliminary research proposals in Seminar I, History 465 in preparation for the submission of the final proposal in Seminar III, History 466. The preparation in H 465 included instructor conferences with individual students to discuss ideas and topics, a mini-research assignment related to a proposed topic to explore primary and secondary sources, and, as done in previous years, a class session with a reference librarian who tailors the presentation on research strategies to topics students expressed an interest in researching. The instructor also devoted class time to discussing the components of a research proposal. The difference between the preliminary and final proposals was evident that this iterative process benefitted the students as the final proposals were of better quality with focused and specific questions for research, a sense of the larger historical issues, and good annotated bibliographies.

2. Identify the program's primary focus for assessment work for 2011-2012.
1. Revise the BFSS program learning outcomes to align with the student learning outcomes to reflect the outcomes for courses in Historical Analysis in the Ways of Thinking category. The effect will be to combine BFSS and History majors in one assessment program.
2. Implement the Information fluency plan the department developed last year for information fluency and research skills with the aim of scaffolding research skills leading to the capstone sequence.
3. Pilot an assessment of outcome C.1 on Ethics via an assignment on John Brown in the new course, History 100, The Historian's Craft, for BFSS and History majors.
4. Revise the mid-way interview questions and criteria as requested by the Assessment Review Committee to quantify the categories unsatisfactory (1 example), satisfactory (2 examples) and exceptional (3 examples) in response to the questions.
5. Update Assessment and Program Documents in TracDat.
6. Develop a survey for constituents to assess the post graduates of the program.

Name of Assessment Coordinator: Kyle Backstrand
Name of Program: Chemistry
Date: August 2011

All data has been collected and added to TracDat, with a few exceptions: The survey used to collect indirect self-assessment data in CHEM 499 did not contain the exact questions listed in the outcome assessment plan. Some questions that were in the survey were similar, so the responses to those questions were reported. The questions correct questions will be incorporated into the survey for spring semester, 2012.

As part of the three-year rotation of collecting and analyzing data, analysis was not required for any outcome in 2011, so formal department analyses were not done. However, Individual instructors analyzed the data for their own classes.

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Name of Assessment Coordinator: Kim Fredricks
Name of Program: Clinical Laboratory Science
Date: August 28, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

We have yet to have any CLS majors. Students are admitted to Viterbo as biology majors and only change to the CLS major when they are accepted into the clinical phase. Once accepted into a clinical placement, students go off campus. Our challenge will be to develop a meaningful assessment plan for the year they are away from campus.

2. Identify the program's primary focus for assessment work for 2011-2012.

Our primary focus in 2011-2012 will be to develop a mission statement and 3 to 4 general SLOs that would apply to whatever clinical program a student may enter.

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Name of Assessment Coordinator: Christopher Iremonger
Name of Program: Environmental Studies
Date: 9/01/11

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

We met seven of our nine criteria. We met the criteria measuring the students understanding of the value of biodiversity. However, the exam question used did adequately address their understanding. A new question has been formulated and will be used in BIO160.
Of the two criteria not met the most disappointing was the student's failure to reproduce the steps of the scientific method in ENVS-101. A post lab follow up group activity will be used in 2011.
The other criterion not met was on ethical issues measured by a position paper in ENVS-101 online. The low class grade was due to failure to complete the assignment and failure to comprehend the penalty for plagiarism. In future clearer instructions will to help the student avoid plagiarizing.

2. Identify the program's primary focus for assessment work for 2011-2012.
For 2011-2012, for the criteria where exam questions are used, the focus will be on formulating questions that better assess student's understanding of those criteria.

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Name of Assessment Coordinator: Matthew Bersagel Braley
Name of Program: Master of Arts in Servant Leadership
Date: 8/31/11

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

2010-2011 has been a year of transition for the MASL program, and the assessment results both point to and, in and of themselves, reflect this transition. After consultations with the Director of Assessment and Institutional Research and the Dean of the School of Letters and Sciences, the Program Committee adopted in Spring 2011 a revised set of program-level outcomes. These new outcomes (see related documents in TracDat) align more closely with the graduate-level skills and capacities the MASL program expects of its graduates and the University's goal of cultivating a graduate culture. Initial assessment of three of these new outcomes (1-Theories & Practices of Servant Leadership; 4- Servant Leadership Research; 5-Organizational Mission, Culture, and Dynamics) are captured in the September 2011 report. This is the first time a course other than 605 has been used to assess program-level outcomes. Assessment methods were developed for each of the five new outcomes and are now embedded in each of the core courses, with Mastery level proficiency indicated in 603, 604, 605, 610. With the expansion of assessment methods, a cycle of assessment is now needed to determine the program focus in each of the coming years.

SVLD 610 is a new core course that responds directly to results / follow-up indicated in the September 2010 report. Specifically, 610: Research Methods will provide students an opportunity, prior to the final colloquium project (SVLD 605), to develop and receive instructor feedback on key components of the research process and project. (A literature review related to their colloquium will be required as part of this new course, ensuring student exposure to library databases and scholarly writing habits. Consistent with data from 2010, the most recent report continues to indicate that students could benefit from earlier and more frequent exposure to research strategies for peer-reviewed literature. While 610 is not a panacea for all of the criteria not met in 2010-2011, it will likely have indirect effects on specific rubric components related to the clarity and coherence of the colloquium projects. The new sequence – 610, then 605 – effectively adds 3 credit hours of work to the colloquium project and provides an instructor-moderated forum for evaluating whether students are sufficiently prepared to enroll in the colloquium course. The first opportunity to assess the impact of this new course will be Spring 2012.

Regarding the action plan for the old outcome #5: commitment to the common good, the new ethical decision-making electives (ETHL 531 & 532) continued to attract high enrollments, especially promising given the frequency of the course offering (annually as compared to many of our courses which are offered on 2 – 3 year cycles). 28 "unique" students took one or both of these courses. ETHL 531 operated at maximum capacity with 24 students; ETHL 532 enrolled 18 students.

The administrative outcome, continually grow enrollment, has been difficult to assess due to different ways of "counting" students. This problem will be discussed with the program committee, registrar, graduate council, and business office in 2011-2012, especially since it appears to be a challenge across the various graduate schools. For the time being, a census will be taken each semester based on number of advisees assigned to the program director. Currently, this number is 63 as of 9/1/11. Specific initiatives to increase enrollment undertaken in 2010-2011 include a partnership with Benilde-St. Margaret in the Twin Cities area, formalization of the long-standing partnership with the Tomah VA, and outreach to the Superior Diocese in the form of a series of servant leadership workshops. The partnerships with Benilde-St. Margaret and Tomah VA are projected to bring in 10 new students each in 2011-2012.

2. Identify the program's primary focus for assessment work for 2011-2012.

The MASL program will have four foci for assessment 2011-2012: 1) evaluating the initial impact of SVLD 610; 2) developing rubrics for the remaining the assessment methods in which students demonstrate Mastery of program-level outcomes; 3) evaluation of new partnerships; and 4) begin collecting data for 2 new program outcomes.

With regards to (1), faculty evaluations of oral and written versions of the colloquium project will be collected in Spring and Summer 2012 and compared to colloquium projects prior to Fall 2011. Particular attention will be paid to Outcome #4: Servant Leadership Research and the various components of the rubric related to graduate-level research, writing, and oral presentation skills.

With regards to (2), the program coordinator will work with instructors for SVLD 604 and 610 define the assessment method and to develop rubrics for a case study analysis paper and a literature review, respectively.

With regards to (3), each program committee meeting will include time for updates on the partnerships, feedback from faculty involved in teaching partnership courses, and specific needs (e.g., additional staffing / instructors) for sustaining the partnerships. A critical component of these partnerships is to ensure consistent assessment methods for each version and location of the core courses. The program committee will spend time in the Fall 2011 developing a strategy that balances the need for this consistency and respect for the academic freedom of instructors.

Finally, in 2011-2012, data will be collected, but not analyzed for two new program outcomes: Outcome #2: Theological and Philosophical Foundations of Servant Leadership and Outcome #3: Ethical Principal and Theories. Data for Outcome #2 will be drawn from the literature review in SVLD 610 and data for Outcome #3 will be collected from the case study analysis paper in SVLD 604. The form of this data will likely include instructor-completed rubrics and sample papers.

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Name of Assessment Coordinator: Kim Fredricks
Name of Program: Natural Science
Date: August 28, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Our primary conclusion was that we need to redefine our entire assessment plan. As pointed out by the review of our assessment report, we were reporting data from a research class and the major is a non-research major. We also have had very few graduates (only 8 since 2004). We typically graduate only one or at most 2 a year. Although we have had few majors, students are very interested in the major and those that have graduated have gone on to graduate school and have been employed by the U.S. Fish and Wildlife Service and the US Geological Service. We believe the major is serving our student population well; we just need to redefine the program to better meet the needs of the students who may be looking into this major. We need to revisit the assessment plan and define clear, measurable SLOs specifically natural science majors, rather than rely on data from all biology majors.

2. Identify the program's primary focus for assessment work for 2011-2012.
Our primary focus in 2011-2012 will be to conduct an extensive review the major, revise it if needed, and to develop a more clearly defined assessment plan for natural science.

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Name of Assessment Coordinator: Larry Harwood
Name of Program: Philosophy
Date: August 28, 2011

1. In terms of the findings of our assessment procedures and methods of the past academic year, with our two philosophy majors who graduated in May of 2011, we are positive. Both of them performed well in our assessment of them with the assessment tools we had in place. The oral examination (or exit interview) worked very well because it gave each student to opportunity to orally articulate a sample of what they had learned in their discipline in four years of study at Viterbo. We as their teachers felt some degree of success for ourselves because of their successes in terms of our assessment of them. (One might say, as a matter of honesty, we were weighing ourselves as much as these students).

2. Because both of these students were graduating seniors, their evaluation naturally was an "end of process and product" review or assessment. As we get more philosophy majors, it will be incumbent to develop assessment procedures to evaluate our program and students in the program prior to culmination. Furthermore, it will be necessary to establish benchmarks to measure skills or progress required before the subsequent stages of program advance can be undertaken.

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Name of Assessment Coordinator: Val Kokott-Rebhahn
Name of Program: Psychology
Date: 8-31-11

*** Please note: when reviewing the assessment data for the psychology department, per a meeting with Naomi Stennes-Spidahl and Val Kokott-Rebhahn on August 29, 2011, reviewers should only look at data from August 2009, should hide Inactive Methods, and look at Active Outcomes.*

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

During the 2010/2011 academic year, the psychology department focused on two of our six outcomes, which were outcomes c and d.   Outcome C (or #3) is: Students will be able to analyze and evaluate issues and events from biopsychosocial and multicultural perspectives. Outcome D (or #4) is: Students will be able to describe, apply, analyze, and evaluate enduring and emerging theories and/or research in developmental psychology and biopsychology. These outcomes (one or both) were assessed in the following courses: PSYC 149, PSYC 305, PSYC 310, PSYC 320, and PSYC 351. In PSYC 149, Outcome C (or #3) was assessed by two methods; one method of assessment met the criterion, but one method of assessment did not meet the criterion. In PSYC 305, Outcome C (or #3) was assessed and the criterion was met in the fall of 2010, but not in the spring of 2011. Also in PSYC 305, Outcome D (or #4) was assessed; criterion was met during the fall of 2010, but not in the spring of 2011. With PSYC 310, Outcome D (or #4) was assessed with two different methods. With one method, students in PSYC 310 met the criterion, but with the other method, students did not meet the criterion. The same is true in PSYC 320 as reported for PSYC 310. Lastly in PSYC 351, Outcome C (or #3) was assessed and the criterion was met.
Although Outcomes C and D were our primary focus for the academic year of 2010/2011, there was some follow up that occurred for Outcomes A (or #1) and B (or #2). Most of the methods that were pending now have the loop closed. However, there are a couple of methods that still need work for these two outcomes.

2. Identify the program's primary focus for assessment work for 2011-2012.

During the 2011/2012 academic year, we will focus on trying to close the loop for the methods that are still pending. This means there will be some focus on Outcomes A, B, C, and D (or #s 1-4). The following classes will be the focus of assessment for the 2011/2012 academic year with the respective outcomes: (a) PSYC 305 for Outcomes C and D with the "issues presentation" and the in-depth topic paper; (b) PSYC 310 for Outcome D with the quiz; (c) PSYC 320 for Outcome D with the observation assignment; (d) PSYC 149 for Outcome C with the cultural diversity essay on the final; (e) PSYC 149 with Outcome B with the APA style final; and (f) PSYC 351 with the ethics quiz as this assessment method was not focused on in 2010/2011 due to the focus being on Outcomes C and D for that academic year. This may seem a bit unconventional, but closing the loop on the remaining items with Outcomes A-D will allow us to move forward more clearly with the next outcomes in the future. We are looking at the 2011/2012 academic year as being sort of a "clean up" year for closing the loop on the methods that remain "pending."

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Name of Assessment Coordinator: Emily A. Dykman
Name of Program: Religious Studies: Ministry
Date: 8/27/11

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

> After a lengthy discussion around our course offerings, student learning outcomes, and department goals, it was decided that we needed to give some attention as a unit to our curriculum. Beginning in August 2010, major revisions began to the previous curriculum based on the new General Education requirements that we put in place campus-wide. These revisions were approved by the School of Letters and Sciences chairs and they will be put into effect starting in Fall Semester 2011. In addition to the revision of the curriculum, it was deemed necessary to revise the department goals and

student learning outcomes that they might better align. The revised goals and student learning outcomes approved April 5, 2011, have been added to TracDat. The Program goals and learning outcomes mirror the new Core Curriculum *Ways of Thinking for Theological Inquiry* and *Ways of Thinking for Integrating Faith and Practice.*

In addition to these two goals and their subsequent outcomes we have added three addition goals based on our identity:

 The first goal revolves around the Franciscan Tradition with the following three outcomes:

1. Students will demonstrate knowledge of the Franciscan theological tradition. 2. Students will demonstrate knowledge of the history of Francis and Clare of Assisi, and Rose of Viterbo through exposure to primary texts.
2. Students will analyze how the values of Francis, Clare and Rose of Viterbo are important for contemporary life.

 The second goal encompasses Learned Leadership Skills with outcomes including:

1. Students will demonstrate knowledge of various ethical and moral systems.
2. Students will apply ethics and morals to contemporary life.

 The final goal is regarding the Christian Concept of the Common Good with the following outcomes:

1. Students will be able to analyze the Christian understanding of the common good in light of other understandings of the common good.
2. Students will evaluate one or more contemporary issues in light of the common good.

It is our belief that this grounding of the major requirements in the core curriculum will offer more students an option of a double major or minor in Religious Studies to complement their current program of study.

2. Identify the program's primary focus for assessment work for 2011-2012.

As our new curriculum is implemented for the first time in 2011, we will begin to collect data, particularly for the *RLST 160: Introduction to Christian Theology* course (Generally for University Freshmen and those traditional students lacking any RLST experiences) and for the *RLST342: Perspectives in Christian Theology* course (for transfer students and non-traditional students needing a 300 level RLST Theological Inquiry course). These courses will be our major focus for 2011-2012 in regards to collecting assessment data. This year we will also begin to revise the formation and development of the senior paper required of our majors. As we begin to see results for these two major projects, we will begin to study the others course more closely as well.

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Name of Assessment Coordinator: Debra Daehn Zellmer
Name of Program: Social Work
Date: 08-19-2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Program Objectives #9, #11, #12, & #13 were reviewed. For PO #9 Effective use of research skills, students are not demonstrating this skill at the course level and 2 classes upon exit are not confident of research skills. The faculty has identified both research skills and academic writing as weaknesses over several classes of students. Action- A new, additional sophomore level Introduction to Research and Analytical Writing course will be implemented and taken concurrently with or followed by statistics. For PO #11 Understand history and current issues in social work, the benchmark was met. For PO #12 Demonstrate skill in policy analysis, the benchmark was met. For PO # 13 Demonstrate skill in political advocacy, the benchmark was met.

2. Identify the program's primary focus for assessment work for 2011-2012.

The Social Work Program is beginning to prepare for reaffirmation of accreditation in 2014. The program has revised the mission, goals and outcomes. Outcomes have been reduced from 13 to 10. This past summer the entire curriculum was reviewed and revised. In 2011-2012 we will be reviewing our assessment mechanisms, assessment rubrics and developing assessment data collection mechanisms for our 10 outcomes.

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Name of Assessment Coordinator: Vicente Guillot
Name of Program: Spanish
Date: September 1, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

Example: Last year we focused on five of our outcomes. We only offered the same upper division courses every other year so it makes the process a little more complicated. The results were satisfactory except for the writing communication outcome. The results from last semester and previous years for this outcome showed that we need to make adjustments in our classes and in the program. This semester we will start a new writing workshop for our majors and minors in the Academic resource center. Also, two of the faculty will participate in the ACTFL Writing Proficiency Test workshop this academic year.
We made changes to assess the historical background outcome. We try to unify criteria among the different courses / instructors. We agree that we can use similar tools to measure the results and that the rubric for the presentation can be a good tool. We also identify SPAN 340 as a course to start assessing written communication since our majors and minors will be taking this course as a requirement.

2. Identify the program's primary focus for assessment work for 2011-2012.

Example: In 2011-2012, we want to assess the graduates with a survey we have been creating (document attached) One of our goals as a department is to help the students in the major to accomplish better results in writing. As I mentioned before, we will start a new writing workshop for our majors and minors in the Academic resource center. Also, two of the faculty will participate in the ACTFL Writing Proficiency Test workshop this academic year.
This academic year we will focus on 3 outcomes. We will pay attention to the writing communication outcome. We will also assess the results in 2 different courses to measure historical background and effective communication (speaking)

Name of Assessment Coordinator: Kim Fredricks
Name of Program: Sport Science and Leadership
Date: September 01, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

We have no assessment plan in place for this major. We need to develop an assessment plan with clear and measurable outcomes as well as a mission statement. This is a fairly new major and we have yet to have any graduates. Oversight for the SPSL and SPML is housed in the DSB and we had one joint meeting with them in April 2011 to develop measureable outcomes and find common assessment points. However, the faculty member taking the lead on this has since left the University.
Indirectly, as we moved students the major we realized it would be difficult for them to complete the major, especially given that many transfer into SPSL from other majors on campus. We made several changes to the required courses for the 2011-12 catalog to help students move through the major in a more timely way.

2. Identify the program's primary focus for assessment work for 2011-2012.

Our primary focus in 2011-2012 will be to develop outcomes unique to sport science and leadership and direct measures for assessing those outcomes in our new plan.
We will also develop a mission statement and work collaboratively with SPML to find common assessment points and activities as many of the courses in the core are common to both majors.

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School of Nursing

Name of Assessment Coordinator: Judy Talbott
Name of Program: BSN
Date: 8/29/11

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

In the 2010-2011 academic years, the BSN program focused on assessing two outcomes, and followed up on three outcomes. The two outcomes assessed were cultural sensitivity and environmental issues. The mid-level assessment for cultural sensitivity was not met and will be followed up in 2011-12. The end of program benchmark was met for cultural sensitivity and mid and end of program assessments for environmental issues were met. Assessment benchmarks were met for 3 of the outcomes being followed up and one measure for critical thinking will continue to be monitored in the 2011-12 academic year. Please see below. At the end of the academic year the mid and end of program assessment results were shared by each course coordinator with the BSN faculty as a whole. This stimulated a very useful dialogue about student learning outcomes and how they are measured in the courses. In addition, it was requested that the nursing professional development committee schedule time in 2011-12 for the faculty to further discuss critical thinking in the BSN program.

Graduate Outcome Assessment BSN Program,
Outcomes assessed in 2010-2011

1. Displays **cultural sensitivity** in promoting health of individuals, families and groups.

Course	Results in 2010-11 academic year
N332 Child Health	Follow up in 2011-12-plans to follow
N452 Community Health	Met

2. Responds to **environmental issues** and their implications for global health.

Course	Results in 2010-11 academic year
N372 Adult Health	Met
N452 Community Health	Met

Follow up on Outcomes Previously Assessed

Outcome	Course	Action Plan & Results
Critical Thinking	**N322**	Students complete 2 clinical simulation, assessment for a newborn and normal labor, birth and postpartum. **Results-** It is expected that 80% will score 80% or greater on the minimum proficiency for critical thinking. - In Jan-March 2010 rotation, 50% of students scored minimum proficiency score. Action plan with follow up for 2010-2011. **Bench mark met spring 2011**
Critical Thinking	**ATI N482**	2 components measured: 1. Foundational thinking in nursing (ability to recall and comprehend information). 2 Clinical Judgment/Critical thinking in nursing (ability to use critical thinking skills to make a clinical judgment regarding a posed clinical problem. **Benchmark for predictor set at 72% =92% NCLEX pass rate** | Results	2010	2009 | |---|---|---| | Foundational thinking | 71.7% | 71% | | Clinical Judgment/Critical thinking in nursing | 71.9% | 69.5% |

		Continue to monitor in 2011-2012 academic year.
Ethical issues	N452	Students complete an ethical case study titled "ethical responsibility and cultural diversity in the community." **Results:** Benchmark-80% of students will satisfactorily complete the case study. 25% of the students earned a satisfactory on the" case study. Follow up & reevaluation planned for 2010-2011. **Benchmark met 2010- 11**
Cultural Sensitivity	N452	Student answers to questions on a case study addressing culturally sensitivity in the community. Results: Benchmark not met. For next year, will revise questions & instructions & reassess. **Benchmark met 2010-11**

2. Identify the program's primary focus for assessment work for 2011-2012.
In 2011-2012, we will collect results for the next two learning outcomes in our cycle of assessment (informational and healthcare technologies & health care systems) and will also follow up on results for critical thinking and for cultural sensitivity. One of our goals as a department is to imbed student learning outcome assessment into our new nursing curriculum to be implemented beginning 2012-13.

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Name of Assessment Coordinator: Jennifer Hedrick-Erickson
Name of Program: BSN Completion Program
Date: August 26th, 2011

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011?
Focus especially on action and follow-up results.

Based on our program review comments from 2010-2011 academic year, it is believed that we will be in alignment with the questions raised in the next academic year. It was the intention to begin the new graduate outcomes for the School of Nursing this fall 2011; however, in light of other necessary changes for this to commence in the School of Nursing, the new outcomes had to be held off one year. Therefore, our program will not make drastic changes to assessment because all outcomes will be changing fall 2012. However, we did add more authentic means of assessment for the ethics and cultural sensitivity outcomes as these were the two outcomes assessed in the BSN program (see TracDat for assignments and rubrics of measurement). We will also add more authentic means to assess the upcoming 2011-2012 outcomes in the BSN program which are: Healthcare Technologies and Healthcare Systems. To better define how our program can meet questions raised from our March 8th, 2011 yearly review, each is described below:

1. **To what extent is a score on an assignment giving faculty in the program and understanding of student achievement in a particular outcome?** *We believe the score may not accurately assist in determining the achievement of the outcome as it was our intention to create a more authentic means to assess learning. By creating a rubric to assess the achievement of the outcomes we were able to review student's submitted assignments to determine if the content reflected achievement of the outcome. Granted all students achieved 80% or greater on the ethics and cultural sensitivity assignments, it was felt by review that all developmental levels of the ethics outcome were not achieved. This will be followed in 2011-2012. However, the developmental levels of the cultural sensitivity outcome were achieved (see pg. 3 & 4).*

2. **Have faculty shared a rubric with students regarding their reflection on the learning outcomes?** *No rubric has been shared with students in the past; however, students are introduced to the learning*

outcomes in each syllabus. Then students have an opportunity to complete a course evaluation to determine how effectively each has met the learning outcomes for the course.

3. **Is the assessment plan providing you with an in-depth understanding of student learning in order to take focused action for strengthening student learning?** *Yes, we believe by the creation of authentic means of measuring assessment will allow faculty to determine if we are meeting the learning outcomes set out to accomplish. Also, by following the BSN program's timeline for review, we can spend time with a few outcomes each year vs. all outcomes. This too should assist in being able to focus more closely on student's achievement of learning outcomes.*

In addition to the above changes our faculty determined that a new syllabus needed to be created for Clinical Synthesis Portfolio, Nursing 481. Some students in the program have limited or no exposure in professional nursing practice and the current syllabus asked students to reflect on nursing experiences using the Kolb Model. This course assists us in determining if students have competently met all graduate outcomes; therefore, it was crucial to make changes. This will not affect many students; however, when we determine if a student needs this alternative syllabus, faculty will evaluate the effectiveness of achievement, using a more specific rubric for evaluating achievement.

One of our courses, Nursing 340 will be assisting students to achieve information fluency for the new university Foundations requirements. This too will be assessed in course evaluations at the end of the course and with any other university assessment methods needed.

In 2010-2011 focus groups were held for students just entering the second year of the program. Data was gathered and shared with Communications and Marketing to assist with recruitment and retention. Data was useful to support the necessity to increase funding for marketing in the Rochester area. Data was also gathered and shared with all faculty and BSNC administration. This data was useful for supporting the need for department chairs to work closely with general education faculty at our various sites related to student concerns.

The program uses numerous forms of assessment for each outcome and our goal was to authenticate the assessment method for each outcome this academic year; we will continue with the same assessment methods because all forms of assessment will change 2012-2013. In the next academic year we will make our focus determining two direct and one indirect forms of assessment for each outcome; starting with 2 per academic year (outcomes to be determined by School of Nursing). Also, at the time of this report the End of Program course evaluation means data were not available and will need to be added at a later date, to assure we met end of program outcomes.

2. Identify the program's primary focus for assessment work for 2010-2011.

In 2011-2012 our program will be changing each nursing syllabus because the School of Nursing will be implementing new graduate outcomes, fall of 2012. All assignments will be evaluated to determine which meet program outcomes and if new assignments need to be created to meet outcomes. TracDat will be completely changed to address the new outcomes and new forms of assessment. Our goal will be to continue to create more authentic means of direct assessment for each outcome: at least two direct and one indirect. As a result, we will create tools specific for the assignment assessing the outcome, beginning with two outcomes per year. This means each outcome will be assessed every three years unless follow-up is needed. We will also assess the outcomes on the same schedule as the traditional undergraduate program. Our final goal is to send an alumni survey this fall for 2010-2011 alumni.

BSNC Ethics Rubric 2010-2011

Graduate Outcome:

Addresses ethical issues from an informed personal and professional value system.

Outcome	Assignment	Met/Not Met – Follow up	Action Plan/Results
Novice			
Identifies the professional values of altruism, autonomy, commitment, dignity, social justice, stewardship, and veracity in nursing practice.	Nursing 435 definition of terms	Met	Students able to identify values; continue same
Identifies the steps of ethical decision making in professional practice.	Nursing 435 Ethical Case Study Paper	Met	All students were able to effectively identify steps using the 4 Method or 4 Topics Ethical Decision Making Model; continue same.
Advanced Beginner			
Applies the professional values of altruism, autonomy, commitment, dignity, social justice, stewardship and veracity in the care of individuals and families.	Nursing 435 Ethical Case Study Paper	Not met; follow-up 2011-2012 Nursing 435	Some students apply terms in case study for paper; however, not explicit in assignment, will add and evaluate 2011-2012.
Applies ethical decision making in the care of individuals and families.	Nursing 435 Ethical Case Study Paper	Met	Apply to case study of individual and/or family; continue same.
Competent			
Integrates the professional values of altruism, autonomy, commitment, dignity, social justice, stewardship, and veracity into the nursing role.	Nursing 481 Ethics Outcome	Not Met	Students integrate with resources and outside forms of learning how the values have impacted their practice through concrete examples and reflection; continue same.
Integrates values and ethical decision making in personal and professional life.	Nursing 481 Ethics Outcome	Met	Students integrate with resources and outside forms of learning how the values have impacted their practice through concrete examples and reflection; continue same.

BSNC Cultural Sensitivity Rubric 2010-2011

Graduate Outcome:

Displays Cultural Sensitivity in Promoting Health of Individuals, Families, and Groups.

Outcome	Assignment	Met/Not Met – Follow up	Action Plan/Results
Novice			
Explains the influence of cultural values, beliefs, and health practices in self and others.	Nurs. 435 – Cultural Assessment Paper and Presentation	Met	Students identify cultural values, beliefs, and practices of one selected culture and have opportunities to learn from all students' presentations in the classroom on an identified culture; continue same.
Advanced Beginner			
Identifies how nursing care would be modified to accommodate differences in values, beliefs and health practices.	Nurs. 435 – Cultural Assessment Paper and Presentation	Met	Students are asked to assess how nursing and healthcare could be improved or changed to accommodate cultural differences. Students also learn from other students' presentations; continue same.
Competent			
Practices culturally sensitive nursing care.	Nursing 481 – Clinical Synthesis Portfolio	Met	Students integrate with resources and outside forms of learning how he/she practices culturally sensitive care. Students describe how this has impacted his/her practice through concrete examples and reflection; continue same.

Name of Assessment Coordinator: Bonnie Nesbitt
Name of Program: Graduate Nursing
Date: 8/31/11

1. What are the primary conclusions you have drawn from your assessment results in 2010-2011? Focus especially on action and follow-up results.

We believe we are meeting some of our direct and all of our indirect measures for each of our graduate outcomes. We have struggled with direct measures. We have worked to modify our course embedded assignments such that they truly reflect learning that is indicative of the graduate outcome it is linked to. This process has been a challenge and we have determined to seem assistance from the Director of Assessment to determine a process to review the assignments and then a rubric that clearly matches the graduate outcome expectations at the course level. We will seem this input in fall. In addition we have changed our portfolio to a Blackboard portfolio as iWebfolio became too costly and was not student friendly to use.

Or best success story is changing our Project process: We have changed the final product to an executive summary, have developed Project group classes to assist students on a week to week basis, and have fine-tuned the guidelines such that the quality of the Projects have improved and the students' learning in doing them has changed to a positive tone with a pride in the result.

Also this past year we changed our graduate outcomes starting with the incoming class of fall 2011 and are introducing a new curriculum. We have established a new curricular grid.

2. Identify the program's primary focus for assessment work for 2011-2012.

In 2011-12 we will work with our new curricular grid to develop specific assignments appropriate to each graduate outcome and establish a revised process and metric for reviewing these assignments as indicators of learning, with the assistance of our Director of Assessment.

We will continue to gather data for all outcomes, but focus on two in particular - "Affirm the dignity of life and human diversity" and "Advocate for Quality of health care practices, especially for those who are vulnerable and underserved," which is changing to "Advocate for quality outcomes for individuals, families, populations, and systems."