

Academic Program Assessment Report: 2011-2012

Assessment & Institutional Research
Viterbo University

Assessment Report: 2011-2012 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 2011-2012. 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.

Strengthening Learning through Assessment in Undergraduate and Graduate Programs

Of the 43 established academic programs (both undergraduate and graduate):

- All (43) have data on student learning and are in the process of analyzing the data
- 98% (42) have articulated action taken to improve student learning.
- 86% (37) have tested the effectiveness of actions, either confirming learning or taking further action.

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. The Academic Program Assessment Committee set goals for continued progress in the academic programs. These goals were shared with faculty in the January 2012 in-service session on assessment.

	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011	Sept. 2012 Goals	Sept. 2012 Actual	Sept. 2013 Goals
Establish a plan: outcomes aligned with teaching strategies and methods	100%	100%	100%	100%	100%	100% (43/43)	100%
Collect actionable data and draw conclusions through analysis	92%	96%	100%	100%	100%	100% (43/43)	100%
3) Take action to improve learning	73%	83%	89%	96%	100%	98% (42/43)	100%
4) Test the effectiveness of actions, either confirming learning or taking further action	18%	57%	63%	78%	80%	86% (37/43)	90%
5) Disseminate Results	Results are shared with key constituents: faculty in department meetings, Deans' Council, cabinet members, and advisory groups						

^{**}In 2011-2012, forty-three of the academic programs are considered established programs. There are several programs which were discontinued, and several new programs which are on the four-year assessment implementation cycle.

The report presents many examples of improved learning and student achievement through assessment. One example is found in the Center for Adult Learning program, Organizational Management. Organizational Management is offered in a face-to-face classroom environment (66 students) and in a fully online format (29 students). Each program is assessed separately, in order to evaluate the effectiveness of the different modes of delivery. Critical Thinking and Problem Solving is assessed through three direct measurements of student learning an exit survey. Each outcome is assessed for three years. Learning by all four metrics was confirmed in 2011-2012 for Critical Thinking and Problem Solving, following targeted changes made as a result of assessment in the previous years. In the statistical analysis project in OMGT 305, the program had lower scores in the past. In 2010-2011, for example, the online students met the benchmark but the face-to-face program did not. Faculty in both modes of delivery modified the project for statistical analysis, breaking it down into three manageable parts, with students receiving formative feedback. This year, both modalities met the benchmark and learning was confirmed.

Assessment Practice and Progress

In its second year, the Academic Program Assessment Committee:

- Worked to foster continuous improvement in undergraduate programs, general education, and graduate programs:
- Established robust goals for assessment progress for the Sept. 2012 updates, which were met;
- Provided in-depth formative peer review on assessment work for academic programs a year before they are on the rotation for program review;

Assessing the LIVE Outcomes-based Core Curriculum

The academic year 2011-2012 was the first year of the fully-implement outcomes-based core curriculum. Students who began their academic career at Viterbo in Fall 2011 are the first students who will be fully immersed in LIVE.

Assessment efforts in 2011-2012 focused on the following:

- 1. Ensuring accountability and vibrancy in the core curriculum through a formal application and approval process for new courses;
- 2. Evaluating and providing formative feedback on the syllabi templates;
- 3. Assessing the LIVE outcomes in the second mission seminar, Living in a Diverse World, and completing follow-up assessment of the LIVE outcomes in the first mission seminar, Franciscan Values and Traditions;
- 4. Evaluating and providing formative feedback on adherence to the learning outcomes and course guidelines for the Foundations—Written Communication, Quantitative Literacy, Information Literacy, and Oral Communication.

2011-2012 Core Curriculum assessment targeted components of five of the seven LIVE outcomes and measured them at a novice or apprentice level in the first two mission seminars:

Social Justice

- Integrative Learning
- Ethical Reasoning & Moral Development
- Written Communication

• Intercultural Knowledge & Action

Faculty will implement adjustments in the curriculum, teaching and learning strategies, the common assignment and rubric in the 2012-2013 academic year.

Naomi Stennes-Spidahl, Director Office of Assessment and Institutional Research

Table of Contents

Executive Summary	1
Status of 2011-2012 Assessment in Academic Programs	3
Minimum Expectations for Establishing Assessment in New Program	4
An Overview of Program Assessment by School	
Dahl School of Business	5
School of Education	17
School of Fine Arts	27
School of Science and Letters	34
School of Nursing	49
LIVE Core Curriculum: Assessment Overview	54
Assessment of Mission Seminars	55
Assessment of Foundations	59

Status of 2011-2012 Assessment in Academic Programs

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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.

An Overview of Assessment Work by School

Dahl School of Business

Assessment Report for Dahl School of Business: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
Accounting	4	14	42	30	12/23/2012	12/24/2011
Accounting Degree Completion (2010-)	4	7	11	2	9/22/2012	9/22/2012
Health Care: Management (2011-)	6	22	3	0	9/25/2012	Year 1
Management	6	33	74	42	9/23/2012	9/21/2012
Marketing	5	15	25	7	9/19/2012	9/21/2012
MBA	6	22	38	26	9/12/2012	2/7/2012
MBA - Daytime (4+1)	5	9	17	13	9/12/2012	9/12/2012
MIS Online	7	46	34	15	9/19/2012	9/19/2012
OMGT	7	47	62	5	9/20/2012	9/2/2012
OMGT Online	7	45	54	14	8/17/2012	9/19/2012
Sport Management & Leadership (2009-)	6	8	14	12	9/19/2012	12/19/2012
Sustainability: Management (2011-)	0	0				Year 1

2012 Academic Program Assessment Summaries

Name of Assessment Coordinator: Sara Cook

Name of Program: Accounting (ACCT)

Date: Oct. 31, 2012

1. Assessment Results from 2011-2012

In 2011-2012, the accounting program assessment plan was significantly revised. Assessment had been conducted primarily through ACCT 425 (Auditing), but due to a number of reasons, this course is no longer the best candidate for mastery-level assessment. First, the course did not run in 2011-2012 because of low enrollment. Second, one of our accounting faculty members resigned her position, and because hiring for that position has been delayed, the course has been taught by adjuncts recently. Third, we had already determined that too many assessment measures were being drawn from this one course. Therefore, we have identified measures in ACCT 311 Intermediate Accounting, BLAW 450 Legal

Aspects of Financial and Commercial Transactions, and in MGMT 449 Strategic Management for the four student learning outcomes. In 2011-2012, we identified a new measure for the legal and regulatory environment outcome in BLAW 450 and collected data both semesters. Although the criterion was met both semesters, the professor has identified actions that may deepen student learning on the outcome.

2. Plan for 2012-2013

We anticipate the assessment plan will be further refined in the next two years as our Dahl School professional core requirements undergo revision. Goals for 2012-2013 are to focus on data collection for three outcomes and wait another year before collecting on the communication outcome because that was recently a focus for the Dahl School in the professional core.

Name of Assessment Coordinator: Sara Cook

Name of Program: Accounting (ACCD)

Date: Oct. 31, 2012

1. Assessment Results from 2011-2012

Student learning outcomes have been written for this new program, and data has been collected on three of those outcomes. In 2011-2012, data was collected on three outcomes; three direct measures assessed complex problem solving, and two direct measures assessed ethical decision making, and one direct measure assessed legal and regulatory environment. Criteria were not met on three of the six measures. Instructors are taking action to emphasize an online discussion assessment method that was largely ignored by students and to encourage students to come to the instructor with questions.

2. Plan for 2012-2013

In 2012-2013, instructors will analyze the criteria that were chosen for the assessments and meet to determine actions that can be taken to improve student learning on the complex problem solving outcome. The legal and regulatory environment outcome will also be assessed in 2012-2013.

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Name of Assessment Coordinator: Anita Wood Name of Program: Health Care Management

Date: September 2012

1. Assessment Results from 2011-2012

The Health Care Management program is new, with the first course being offered in Fall 2011. Since then, a total of four courses have run. The role of program coordinator has changed hands now as well; this is my first semester in that role, so a learning curve will likely impact assessment and the program overall.

The expectation of a new program is to have an assessment plan after its first year, which is where we are. Please see the attached assessment plan. In reviewing this assessment, it was identified that the program level outcomes developed in 2011 do not align with the DSOB outcomes. The outcome not originally addressed was communication. Also, group behavior and teamwork outcome was only implied. Before the assessment plan could be developed, the program outcomes were revised. See the new program outcomes attached.

For the 2011-2012 academic year, the rotation calls for collection of data for outcomes D, E, and F and evaluation of D and E.

Outcome D: Critical Thinking and Problem Solving. The best methods to measure this are found in HMGT 375, HMGT 425, OMGT 305 and OMGT 308. Of those courses, the only one the HMGT students have completed is OMGT 305 (summer 2012). HMGT 375 and HMGT 425 have not been developed or offered yet. They will take OMGT 308 fall 2012.

OMGT 305 results (summer 2012): criterion not met. 71% of the seven students earned 80% or higher. If we compare to spring 2012, 100% earned 80% or higher in spring. For OMGT, both sections were included in the calculation, so the criterion was met there. Was this difference due to low class size in summer? Summer 2012 was the first time HMGT students enrolled in the course. Was that an impact? **Outcome E: Ethical Decision-making.** Measured in HMGT 330, OMGT 309, and OMGT 402. HMGT students will take OMGT 402 for the first time in spring 2013.

HMGT 330: criterion met. 85% of students earned 80% or higher.

OMGT 309 (two summer 2012 sections): criterion met. 83% of students earned 80% or higher.

Outcome F: Management and Leadership. Measured in HMGT 495 and OMGT 304. HMGT students will take OMGT 304 for the first time in fall 2012. HMGT 495 is the capstone course, which has not been developed or offered yet.

2. Plan for 2012-2013

In 2012-2013, we will gather data for outcomes A, E, F. We will evaluate E and F.

Many of the HMGT courses still need to be developed before being offered for the first time. As they are developed, the assessment plan will be considered.

Rubrics for most assessment methods need to be developed as well.

Our biggest challenge in the HMGT program is that we have no expert in-house, so we are dependent on adjuncts to provide expertise, develop courses, and teach the courses.

Since this was the first time the courses were offered, and many of the adjuncts were new to Viterbo, we will review the assignments selected. Also, the program level outcomes were revised, so we need to review the impact on each course. Course level outcomes will also be reviewed.

Name of Program: Management

Name of Assessment Coordinator: Sara Cook

Date: Sept. 19, 2012

1. Assessment Results from 2011-2012

Data was collected on the four management outcomes in 2011-2012, and a fifth outcome was added as described in the paragraph below. A new assessment method was added to the complex issues outcome as well as to the ethical decision making outcome. On the ethical decision making outcome,

the criteria was not met on the ethics case study in MKTG 351 for consecutive semesters. The Dahl School's curriculum mapping exercise also revealed a potential deficiency in the development of an understanding of the underlying theoretical framework of the ethical decision making model we are using. Therefore, actions are being taken to improve learning in this area, and data will be collected on that outcome again next year.

Our MGMT program (and all other traditional undergraduate business programs) is assessed in MGMT 449 through the simulation, an intensive capstone exercise, on the "solving complex business issues" outcome. The publisher of the simulation software has released a rubric that can be used to score (or partially score) the simulation. Data was collected using the new rubric in Fall 2011, and changes were implemented for Spring 2012 that showed dramatic improvement. Data will be collected through one more cycle before that loop will be closed.

The professional communication outcome continues to be a focus of our assessment. Once again, criteria were not met on the MGMT 300 Business Reporting methods, but assessment has been used to continuously improve the student learning in the course. Assessment results from MGMT 300 were shared with the instructor of MGMT 448 where the second measure of performance on this outcome is assessed, and subsequently the instructor for MGMT 448 incorporated a number of preliminary assignments into the course which allowed for substantial feedback on writing and oral communication. Student performance on the final assignments in MGMT 448 was well above the criterion, and the loop was closed.

Finally, the Dahl School has created a new student learning outcome measuring competency in a range of business functional areas through a standardized test (the Major Fields Test), which is required by our accrediting body, ACBSP. All of the data collected on this outcome through the different parts of the exam are reported in TracDat under the Management program. We have not duplicated the data in each program because of the amount of time required to enter each result, but the data collected will be used to improve each program in the school. In 2011-2012, in fall semester the overall MFT scores were at the 50th percentile range for our benchmark schools, but in the spring we were below that, and we are revising our core to better align with these competencies.

2. Plan for 2012-2013

In 2012-2013, we will focus attention on the solving complex business issues outcome with increased emphasis on the simulation in strategic management, and we will also focus on the teamwork outcome. Though our criteria are consistently met on the teamwork assessment methods, the faculty report room for growth in our students in this area. We will examine our assessment methods and identify opportunities for faculty and student development around this critical competency. In addition, one of our goals as a department is to communicate assessment results to our majors, our advisory board, and our alumni. We plan to incorporate an assessment report on a webpage on the Dahl School website.

Finally, 2012-2013 will be the second full year of data collection through the standardized Major Fields Test. Analysis of the data including comparison to benchmark schools is underway and is being used as we redesign the Dahl School core courses. Collection and analysis of the MFT data will be another primary focus of assessment work for 2012-2013.

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Name of Assessment Coordinator: Sara Cook

Name of Program: Marketing

Date: Sept. 19, 2012

1. Assessment Results from 2011-2012

As has been mentioned in previous assessment reports, we planned to revise the marketing assessment plan with the hire of a new key marketing faculty member. In fall 2011, Mike Behan was appointed to the position; subsequently, the marketing program now has revised student learning outcomes and measures. Two of the four student learning outcomes were revised, one is new, and one was discontinued. In 2011-2012, eight new direct methods were identified for the four student learning outcomes, and all methods were fully described with rubrics added in TracDat. Data was collected in one or both semesters through all eight methods (some methods were used to collect both fall and spring semesters providing two cycles of data). Because our class sizes are small-to-medium, no decisions have been made and no actions have been taken based upon the results. Five of the 12 assessments collected resulted in criteria not being met. Finally, the Dahl School has created a new student learning outcome measuring competency in a range of business functional areas through a standardized test (the Major Fields Test), which is required by our accrediting body, ACBSP. All of the data collected on this outcome through the different parts of the exam are reported in TracDat under the Management program. We have not duplicated the data in each program because of the amount of time required to enter each result, but the data collected will be used to improve each program in the school.

2. Plan for 2012-2013

In 2012-2013 we will have collected the third cycle of data on at least one measure for each outcome, and that should provide enough data for us to analyze and make recommendations. By the end of 2012-2013, we will have actions and perhaps follow-ups for several outcomes. In addition, one of our goals as a department is to communicate assessment results to our majors, our advisory board, and our alumni. We plan to incorporate an assessment report on a webpage on the Dahl School website. Finally, 2012-2013 will be the second full year of data collection through the standardized Major Fields Test. Analysis of the data including comparison to benchmark schools is underway and is being used as we redesign the Dahl School core courses. Collection and analysis of the MFT data will be another primary focus of assessment work for 2012-2013.

Name of Assessment Coordinator: Sara Cook

Name of Program: MBA Date: Sept. 21, 2012

1. Assessment Results from 2011-2012

We collected data on four of the five MBA student learning outcomes this year. It has been difficult to find appropriate and authentic assessment methods for the CSR/ Sustainability outcome, which has revealed that we needed to evaluate our curriculum as a whole to see if it in fact prepares students to incorporate sustainable business practice. We found that we are falling short on that outcome, and this has resulted in a significant curricular and programmatic change. A new assessment plan including revised student learning outcomes has been uploaded to the documents section of the Evening MBA

area of TracDat. We closed two loops on the leadership outcome this year. First, we integrated the Intercultural development inventory rather than the leadership circle 360 instrument into the leadership skills course. While criteria were met both before and after the change, the depth of understanding of intercultural development has increased. We also closed the loop on the action taken in that course to increase emphasis on leadership theory; the depth of analysis on the final case study has increased, and the final case study assignment description has been changed to better capture this result. Student scores on the assessment method have improved.

In the daytime MBA area in TracDat, only one measure was reported on this year. The daytime and evening MBA program curricula are aligned except for the MGMT 675 course, which contains the assessment method we did report (for which 100% of the students met the criterion). Otherwise, the daytime and evening MBA students have been predominantly mixed – they are taking the same courses and are often in the same sections. The MBA administration and faculty have implemented a curricular and programmatic change that completely aligns the two curricula into one curriculum, and all MBA students are choosing from the same sections. In other words, no longer are there two MBA programs, but only one. Some students will choose to complete the curriculum in one year, and others will complete in two years (or more), but the curriculum and classes are the same.

2. Plan for 2012-2013

As a result of assessment data we have incorporated an APA writing module into the first MBA course (beginning fall 2011), and after 2012-2013 we hope to be able to close that loop.

As last year's assessment summary for the MBA program described, changes to the MBA program were being considered. Subsequently, the MBA program has undergone significant change this year. We have created new student learning outcomes, a new curriculum, combined the two programs into one program, and we have created three capstone options rather than requiring all students to complete the research project capstone. As such, our assessment plan has been drafted, and some courses are being designed to be able to directly measure student performance on the new outcomes. These assessments are not created yet, so the plan identifies where they will be but not what they will be at this time (in some cases).

Our focus for 2012-2013 will be to collect data on the continuing SLOs (leadership and communication) to (we hope) close the loop on the action taken to reinforce APA writing. We will be designing and revising core courses used for assessment and will update our assessment plan and collect data on every outcome.

Name of Assessment Coordinator: Anita Wood

Name of Program: MIS Online

Date: September 2012

1. Assessment Results from 2011-2012

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 did not have two years' worth of data on the same assessment method, as originally planned in the rotation schedule.

I made some minor updates again recently.

In 2011-2012, we gathered data for outcomes D, E, F. We will evaluate D and E, based on two years' worth of data. We decided to eliminate the alumni survey, due to consistently low response rate (we believe this might be due to the surveys they already receive from DSOB). One of the three full-time faculty members teaching MIS courses resigned before the start of Fall 2011, so this had an 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. The faculty member had also not selected assignments we could use to measure the criterion. In addition, at least one of the assignments from that faculty member's courses did not appear to be what we originally understood as far as how they measure the outcomes. With a quick turnaround time, the first thing we needed to do was develop master content for the adjuncts hired on short notice. Reviewing all master Blackboard sites for the INFO courses was an area of improvement we had identified in the previous assessment review, so this was partially accomplished by developing new master content. I also worked closely with the adjuncts to identify good metrics for the criterion. However, this was not successful. For example, INFO 320 is where we should be collecting data for the ethical decision-making criteria, but there is still no ethics focused assignment in that course (there are some small exercises, but they are not good measures).

Another goal was to look closely at all assessment methods. Due to the challenges in obtaining assessment related advice from adjuncts, we will be using other courses for those criterion. For example, I usually teach INFO 350 and INFO 400, so those are reliable courses to use. Also, a full-time faculty member (Tiffany Morey) teaches INFO 340, so we could reliable use that course for additional criterion.

The following summarizes the focus on D, E, and F.

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 not met. Action item for the CSR/Sustainability paper, which shows 69% of learners scoring above 80% on that paper this year, and if we calculate for the last 2 years, 79% of learners scored above 80%. Alissa indicated that an action item and follow-up are needed there, and this course is still on the assessment rotation for this year, so we have time to make a change and measure it. It is apparent that our online learners need some additional support on this paper in order to meet the criterion.

INFO 320: criterion met on the assignment that originally was slated to measure this. However, it was not a good measure of ethical decision-making. The assignment description, instructions, and rubric did not include any mention of ethics (students choose any technology related topic for the final paper). This is where I had requested assistance from the adjunct to choose a new assignment. I identified a case exercise (chapter 3) that addressed ethics, but the data is combined with a second case exercise. Also, there is no rubric associated with the case exercise. The criterion was met on that assignment as well.

Outcome F (Computer Skills): We changed the assessment method to occur in INFO 310 and INFO 350. INFO 310: criterion met. I worked with the adjunct to identify the best assignment to measure this. We agreed on the final paper, and he confirmed after the course was completed that he felt this was a good measure. Since we did not have an assignment designated for this outcome prior to that, we only have one year's worth of data at this point. However, that will work with our rotation schedule because 2011-2012 is the first year we collected for this outcome. I believe we can leave this measure in INFO 310. INFO 350: criterion met.

2. Plan for 2012-2013

In 2012-2013, we will gather data for outcomes A, E, F. We will evaluate E and F, based on two years' worth of data. The measure for outcome E will be reviewed as it relates to using a method in a course other than INFO 320 (will likely choose INFO 350 or INFO 400).

Although we have master Moodle sites now for all the INFO courses (other than 150 and 200) that carried us through 2011-2012, I will work this year to further improve the format and structure of those sites.

Another area we need to discuss relates to the percentage of INFO courses taught by adjuncts. Since I have reassign time for administration of OMGT, MIS, HMGT, and ACCD, I am not teaching INFO courses this year. There are only two INFO courses (200 and 340) being taught by full-time faculty. How does this impact assessment?

Another issue I would like to investigate and resolve is the availability of data. We rely on Blackboard/Moodle sites to go back and obtain results. However, once a student graduates and is no longer in the system, they are no longer in past course. That means their results are not available in Grade Center. I need to improve the process of extracting the data or find a different method to store the data.

Name of Assessment Coordinator: Alissa Oelfke

Name of Program: OMGT Date: September 2012

1. Assessment Results from 2011-2012

The work we do in assessing the OMGT program is scheduled in a rotation over 6 years. During the 2011/2012 academic year, we gathered data for the outcomes D (Critical Thinking and Problem Solving), E (Ethical Decision Making), and F (Management Skills). We can now fully evaluate Outcome D, with 3 years of data to support our conclusions. Outcome E will be fully evaluated next year, but we can see whether or not any adjustments are needed based on the 2 years of data we have already collected. Outcome F will have a preliminary review next year (following the 2012/2013 academic year).

Also, it should be noted that we run the OMGT program in two formats: in a face-to-face classroom environment, as well as in a fully online format. We conduct the assessment of these two programs separately, in order to identify if there are particular issues arising in either format. This report is a summary of the face-to-face OMGT program.

Outcome D (Critical Thinking and Problem Solving): We assess this criteria in OMGT 305 (Managerial Statistics, OMGT 308 (Financial and Managerial Accounting), and OMGT 318 (Managerial Finance). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures indicated we met the criteria, based on three years of data. This indicated some improvements, especially in OMGT 305, where the program had lower scores in the past. This is the result of a modified project for statistical analysis, with the project being broken down into three manageable parts. Also, there was a small decrease in the results this past academic year for OMGT 318, however that course was taught by two new instructors this year, and that may have been the reason for the decline. Overall, though, the 3 year results indicated the criteria had been met.

Survey results for Outcome D indicated there is a lack of confidence in students' perceived skills after taking these three courses, however, they do show significantly improved mean scores from their

perceived skills at the beginning of the program versus their perceived skills at the end of the program. We might recommend looking at this indirect measure more closely in the future. Perhaps an adjustment is needed in the expected ratings.

Outcome E (Ethical Decision Making): We assess this criteria in OMGT 309 (Managerial Marketing, and OMGT 402 (Ethical Leadership and Sustainability). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures were met, based on two years of data. Scores were lowest in the CSR/Sustainability paper assignment, but still met the expectation. This course has recently added the Information Literacy component, which should help learners with their source citations and APA formatting, which is typically where most points are lost.

Survey results for this outcome were very strong, and have been so consistently. This is an area where Viterbo students do quite well, as they are supported by the work they do in the Mission Seminars.

Outcome F (Management Skills): We assess this criteria in OMGT 401 (Strategic Management) and OMGT 403 (Project Management). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures were met by 100% of the students, so far based on only one year of data. The strength of results in this criteria might be an indication that more refining points are needed in the assessed assignment rubrics, as there is a need to distinguish an A paper from a B or C paper. Right now, all scores appear to be very high in the assessed work.

Survey results in this outcome are also very strong, and are meeting the criteria.

2. Plan for 2012-2013

In 2012-2013, we will gather data for outcomes A, E, F. We will evaluate E based on three years' worth of data, and F based on two years' worth of data.

Some particular focus areas include:

Continue to monitor the scores in the OMGT 402 CSR/Sustainability project. Identify key areas to support students' learning in this course, especially related to the project. Scores are meeting the criteria, but are on the borderline and could use improvement.

Re-visit the rubrics for OMGT 401 and 403 to refine what distinguishes one student's learning from another's. The scores in both of these assessed assignments are all very similar and all very high.

Name of Assessment Coordinator: Alissa Oelfke

Name of Program: OMGT - Online

Date: September 2012

1. Assessment Results from 2011-2012

The work we do in assessing the OMGT program is scheduled in a rotation over 6 years. During the 2011/2012 academic year, we gathered data for the outcomes D (Critical Thinking and Problem Solving), E (Ethical Decision Making), and F (Management Skills). We can now fully evaluate Outcome D, with 3 years of data to support our conclusions. Outcome E will be fully evaluated next year, but we can see whether or not any adjustments are needed based on the 2 years of data we have already collected. Outcome F will have a preliminary review next year (following the 2012/2013 academic year).

Also, it should be noted that we run the OMGT program in two formats: in a face-to-face classroom environment, as well as in a fully online format. We conduct the assessment of these two programs separately, in order to identify if there are particular issues arising in either format. This report is a summary of the online OMGT program.

Outcome D (Critical Thinking and Problem Solving): We assess this criteria in OMGT 305 (Managerial Statistics, OMGT 308 (Financial and Managerial Accounting), and OMGT 318 (Managerial Finance). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures indicated we met the criteria, based on three years of data. There are still lower scores coming from OMGT 305, the Managerial Statistics Course, where the program has had lower scores in the past. Even though we had modified the project for statistical analysis, with the project being broken down into three manageable parts, these lower scores are still coming across. The face-to-face program seems to have benefitted from the project revisions, but the online learners are still struggling with it. Also, lower scores this year in OMGT 318 were experienced, although the overall 3-year results have met the criteria. We will need to continue to focus on providing resources to these online learners in OMGT 305, 308, and 318.

Survey results for Outcome D indicated there is a lack of confidence in students' perceived skills after taking these three courses, however, they do show significantly improved mean scores from their perceived skills at the beginning of the program versus their perceived skills at the end of the program. We might recommend looking at this indirect measure more closely in the future. Perhaps an adjustment is needed in the expected ratings.

Outcome E (Ethical Decision Making): We assess this criteria in OMGT 309 (Managerial Marketing, and OMGT 402 (Ethical Leadership and Sustainability). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures were met, based on two years of data. Scores were lowest in the CSR/Sustainability paper assignment, but still met the expectation. This course has recently added the Information Literacy component, which should help learners with their source citations and APA formatting, which is typically where most points are lost.

Survey results for this outcome were very strong, and have been so consistently. This is an area where Viterbo students do quite well, as they are supported by the work they do in the Mission Seminars.

Outcome F (Management Skills): We assess this criteria in OMGT 401 (Strategic Management) and OMGT 403 (Project Management). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures were met by 88% of the students in OMGT 401, and 100% of the learners in OMGT 403, so far based on only one year of data. The strength of results in this criteria, especially in OMGT 403, might be an indication that more refining points are needed in the assessed assignment rubrics, as there is a need to distinguish an A paper from a B or C paper. Right now, all scores appear to be very high in the assessed work.

Survey results in this outcome are also very strong, and are meeting the criteria.

2. Plan for 2012-2013

In 2012-2013, we will gather data for outcomes A, E, F. We will evaluate E based on three years' worth of data, and F based on two years' worth of data.

Some particular focus areas include:

Look for additional ways to support online learners in the quantitative courses (Managerial Statistics, Accounting, and Finance). One possibility might be to offer recorded video of problem solving, as one instructor did by using a recordable whiteboard app on an iPad. Feedback from students indicated these video solutions of problems they were working through were very helpful and increased their understanding of the course content. This could be explored as another way to support online learners.

Continue to monitor the scores in the OMGT 402 CSR/Sustainability project. Identify key areas to support students' learning in this course, especially related to the project. Scores are meeting the criteria, but are on the borderline and could use improvement. Also, instructors should regularly recommend the online writing assistance resources available to online learners through the Academic Resource Center. Perhaps requiring them all to get this online assistance at least once during the process of writing the final paper would increase their overall scores.

Re-visit the rubric for the OMGT 403 project plan to refine what distinguishes one student's learning from another's. The scores in this assessed assignment are all very similar and all very high.

Name of Assessment Coordinator: David Waters & Sara Cook Name of Program: Sport Management and Leadership (SPML)

Date: Sept. 19, 2012

1. Assessment Results from 2011-2012

Last year was the third year of the SPML program, and we now have data collected for at least one direct measure for each of the six learning outcomes, and the two direct measures identified for each outcome have been refined as we progressed through the curriculum for the first time. In 2011-2012, we collected data for each of the six student learning outcomes. On the ethical and social responsibility outcome, a loop was closed confirming improved student learning; actions taken after the first two cycles of assessment were to refine rubrics and add details to a portion of the assignment. For the marketing & communications outcome, improved rubrics for the strategic marketing plan resulted in a closed loop as well. New improvements have been suggested for this assignment as well. Although criteria were met for all points of data collection, recommendations have been made for 4 of the 8 measures that were collected this year.

Finally, the Dahl School has created a new student learning outcome measuring competency in a range of business functional areas through a standardized test (the Major Fields Test), which is required by our accrediting body, ACBSP. All of the data collected on this outcome through the different parts of the exam are reported in TracDat under the Management program. We have not duplicated the data in each program because of the amount of time required to enter each result, but the data collected will be used to improve each program in the school.

2. Plan for 2012-2013

Because this is a young program, in 2012-2013 we will again collect data on each student learning outcome, targeting one direct measure for each outcome. We will follow up on results for cultural and international traditions, marketing and communications, and finance and agency structure. One of our adjunct instructors (Brian Meeter) is an integral part of the data collection for assessment, so David Waters will continue to help him understand our use of assessment data. One of our goals as a

department is to communicate assessment results to our majors, our advisory board, and our alumni. We plan to incorporate an assessment report on a webpage on the Dahl School website.

Finally, 2012-2013 will be the second full year of data collection through the standardized Major Fields Test. Analysis of the data including comparison to benchmark schools is underway and is being used as we redesign the Dahl School core courses. Collection and analysis of the MFT data will be another primary focus of assessment work for 2012-2013.

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School of Education

Assessment Report for the School of Education: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
LIC: IA - 5-12 Reading Teacher (149)	9	9	9		7/20/2011	
LIC: IA - K-8 Reading Teacher (148)	7	8	8		7/21/2011	
LIC: IA - Early Childhood	6	6	1	1	8/16/2011	8/31/2011
LIC: IA - Ed Leadership	6	18	12	24	7/25/2012	10/30/2012
LIC: IA - Middle School	9	10	9		6/17/2011	
LIC: IA - Specialist Reading	8	7	11		7/19/2011	
LIC: IA - Talented and Gifted (2011-)	11	11	11		6/7/2011	Year 1
UG – Undergrad Program – WI	11	23	106	4	9/27/2012	2/3/2012
LIC: WI - Post Bac Teaching	11	23	104	2	9/28/2012	2/3/2012
LIC: WI - Dir Instruction	7	21	77	7	5/31/2012	9/12/2012
LIC: WI - Dir Special Education & Pupil Services (2010-)	7	23	83	29	6/28/2012	6/28/2012
LIC: WI - Early Childhood	6	12	17	3	9/6/2012	9/27/2012
LIC: WI - Ed Leadership - Principal	7	21	98	19	8/21/2012	8/31/2012
LIC: WI - Reading Teacher 316	4	5	9	10	8/30/2011	8/30/2011
LIC: WI - School Business Administrator (2012-)	7	21	15	0	10/22/2012	Year 1
LIC: WI -Specialist Reading 17	8	10	18	0	8/29/2011	
LIC: WI Superintendent (2011-)	7	21	7	0	10/22/2012	Year 1
MAED	2	5	18	10	10/9/2012	10/22/2012

2012 Academic Program Assessment Summaries

Name of Assessment Coordinator: Norene Bunt Name of Program: IA 5-12 Reading Teacher (149)

Date: March 11, 2013

1. Assessment Results from 2011-2012

In 2011 results indicated that students received a score of 95% for goals 1-6. Data for 2012 was not formally collected or inputted into the database. Data will be collected in 2013 addressing all six goals. Data will be analyzed and shared with reading instructors and used to determine strengths and needs of the endorsement program.

In addition, data indicate that the areas of "knowledge and understanding of students who have special needs" and "knowledge and understanding of literacy development and its implications for learners" need to be more of a focus in the reading endorsement coursework and clinical experiences. Instructor networking meetings will be held to determine how best to address these areas.

2. Plan for 2012-2013

In 2014, portfolios indicating learning in regard to the Core Curriculum and National Core Reading Anchor standards will be completed by each student and evaluated using a new, more comprehensive rubric, which will be developed by May of 2013. In addition, revised end-of-program surveys will be administered to all program completers and data will be compiled and analyzed annually. Data will be used to determine program strengths and "gaps" and to improve the reading endorsement programs.

Name of Assessment Coordinator: Norene Bunt

Name of Program: IA Early Childhood Endorsement (106)

Date: March 11, 2013

1. Assessment Results from 2011-2012

No specific conclusions can be drawn due to lack of data.

2. Plan for 2012-2013

In 2014, portfolios indicating learning in regard to the Core Curriculum and the NAEYC standards will be completed by each student and evaluated using a new, more comprehensive rubric, which will be developed by May of 2013. In addition, revised end-of-program surveys will be administered to all program completers and data will be compiled and analyzed annually. Data will be used to determine program strengths and "gaps" and to improve the early childhood endorsement program.

Name of Assessment Coordinator: Norene Bunt

Name of Program: IA Educational Leadership PK-12 Principal Licensure (189)

Date: March 11, 2013

1. Assessment Results from 2011-2012

Capstone Portfolios: The average scores indicate that all six standards are rated close to "excellent" and well above "satisfactory". The results from 2011-2012 were overall higher than from 2008-2012. In 2011-2012 the lowest scoring standards were: Standard 1 "Shared Vision" and Standard 3 "Management". In 2008-2012 the lowest scoring standards were: Standard 3 "Management" and Standard 5 "Ethics".

Management appears to continue to be an area in need of more emphasis within the Educational Leadership coursework and clinical experiences. In 2010-2011 Standard 5 "Ethics" was integrated more fully into coursework and the rating for Standard 5 increased from 1.85 in 2008-2012 to 1.95 in 2011-2012.

One-Year Follow-Up Survey of Program Completers: In both 2011-2012 and 2008-2012 scores for most survey items ranged between "Agree" and "Strongly Agree". In 2008-2012 four items averaged between 3.0 and 3.9 while in 2011-2012, seven items averaged between 3.0 and 3.9. This indicates slightly lower overall survey results.

In both 2011-2012 and 2008-2012, "Managing fiscal responsibilities", "Connections between students and families to health and social services", and "Implementing scheduling options" were the lowest scoring items on the surveys.

Three-Year Follow-Up Survey of Program Completers: Only 1 responder was recorded from 2009-2012.

2. Plan for 2012-2013

Based on the results from the Capstone Portfolios and the 1-Year Follow-Up Survey of Program Completers, the area of Management (ISSL Standard 3) will need to be reviewed with the Educational Leadership faculty and work will need to be done to ensure that this Standard is more strongly integrated within the program. In particular the areas of "scheduling" and "managing fiscal responsibilities" should be emphasized through ELP coursework and clinical experiences especially in EDUL 603: Leadership for Learning: Foundations and EDUL 608: Leadership for Learning: Management. In addition, the area of "connections between students and families and health and support services will need to be a focus particularly in EDUL 609: School, Family, and Community Relations and EDUL 607: Meeting the Needs of Diverse Learners.

Several actions will be taken in regard to assessment and data collection. First we need to be consistent in collecting and inputting data from all of the current tools, particularly the "Evaluation of the Internship and Program" tool. The "Evaluation of the Internship and the Program" tool has been completed sporadically and the data has not been inputted for analysis. In addition the "3 Year Follow-Up Surveys" have not been administered so data has not been gathered or analyzed. We will begin to collect data using new assessment tools in the summer of 2013. We will administer a survey of the employers of program completers one year and three years following program completion in order to gather additional data on the quality of our Educational Leadership program and the level of preparedness our students demonstrate in regard to their administrative roles.

Name of Assessment Coordinator: Norene Bunt, Ed. D. Name of Program: IA Middle School Endorsement (182)

Date: March 11, 2013

1. Assessment Results from 2011-2012

In 2011 results indicated that students received a score of 95% on all aspects of the portfolio. Data was not formally collected or inputted into the database for 2012. Average scores for each aspect were not available. The program evaluation received high results ranging from average scores of 3.58 to 4.54 on the survey items. The lowest scoring items were: "understanding of diagnosing and assessing curriculum in grades 5-8" and "understanding of students who have special needs in grades 5-8". During Middle School instructor/curriculum meetings we will discuss how to strengthen coursework and clinical experiences in these two areas and update syllabi to reflect these changes.

2. Plan for 2012-2013

In 2014, portfolios indicating learning in regard to the Core Curriculum and NMLE will be completed by each student and evaluated using a new, more comprehensive rubric, which will be developed by May of 2013. In addition, revised end-of-program surveys will be administered to all program completers

and data will be compiled and analyzed annually. Data will be used to determine program strengths and "gaps" and to improve the middle school endorsement program.

Name of Assessment Coordinator: Norene Bunt, Ed. D.

Name of Program: IA Reading Specialist (176)

Date: March 11, 2013

1. Assessment Results from 2011-2012

In 2011 results indicated that students received a score of 95% on all aspects of the portfolio. Data was not formally collected or inputted into the database for 2012. Data for the average scores for each aspect cannot be analyzed as the average ratings do not match the scoring criteria.

2. Plan for 2012-2013

In 2014, portfolios indicating learning in regard to the Core Curriculum and National Core Reading Anchor standards will be completed by each student and evaluated using a new, more comprehensive rubric, which will be developed by May of 2013. In addition, revised end-of-program surveys will be administered to all program completers and data will be compiled and analyzed annually. Data will be used to determine program strengths and "gaps" and to improve the reading specialist endorsement program.

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Name of Assessment Coordinator: Norene Bunt, Ed. D.

Name of Program: IA Talented and Gifted Endorsement (107)

Date: March 11, 2013

1. Assessment Results from 2011-2012

In 2011 results indicated that students received a score of 95% on all aspects of the portfolio. Data was collected for just one year (2010-2011) and for only 6 students. Additional data must be collected in order to determine strengths, needs, and trends. Only one student completed the program evaluation survey so again, multiple year data must be collected to provide reliable information for program changes and improvements.

2. Plan for 2012-2013

In 2014, portfolios indicating learning in regard to the Core Curriculum and NAGT standards will be completed by each student and evaluated using a new, more comprehensive rubric, which will be developed by May of 2013. In addition, revised end-of-program surveys will be administered to all program completers and data will be compiled and analyzed annually. Data will be used to determine program strengths and "gaps" and to improve the Talented and Gifted program.

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Name of Assessment Coordinator: Sue Batell

Name of Program: School of Education – Undergraduate Program

Date: Sept. 27, 2012

1. Assessment Results from 2011-2012

The data show that our students are exceeding our goals for both Praxis II and portfolio. This is consistent with prior years. The two data pieces selected demonstrate student knowledge of teaching aligned with the state standards and content knowledge.

2. Plan for 2012-2013

A new form of Wisconsin Department of Public Instruction mandated assessment for student teachers called TPA (Teacher Performance Assessment) will be implemented in the near future. Exact reporting on the TPA will need to be determined after it is implemented. We would also like to review the number of data sets we are collecting to determine if they are all still necessary as over 12 reports are currently maintained.

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Name of Assessment Coordinator: Betty Pfaff

Name of Program: Post Baccalaureate Teacher Licensure Program

Date: Sept. 27, 2012

1. Assessment Results from 2011-2012

The data show that our students are exceeding our goals for both Praxis II and portfolio. This is consistent with prior years. The two data pieces selected demonstrate student knowledge of teaching aligned with the state standards and content knowledge.

2. Plan for 2012-2013

A new form of Wisconsin Department of Public Instruction mandated assessment for student teachers called TPA (Teacher Performance Assessment) will be implemented in the near future. Exact reporting on the TPA will need to be determined after it is implemented. We would also like to review the number of data sets we are collecting to determine if they are all still necessary as over 12 reports are currently maintained.

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Name of Assessment Coordinator: Jim Bagniewski

Name of Program: Director of Instruction

Date: Sept. 21, 2012

1. Assessment Results from 2011-2012

-- **Coursework portfolio** – 2011 cohort missed the benchmark for this indicator on Standards 1,4,5,6, & 7 This was the first year for this and so we will keep an watchful eye on this.

- -- Capstone portfolio 2011 cohort missed the benchmark for this indicator on Standards 2,3,4,&6

 The concern is on Standards 4 & 6 since two bench marks were missed on these two Again this is the first year and I believe we spent a lot of time on the Common Code, RTI, and PBIS at the expense of the concepts addressed in these two standards we will watch this closely.
- -- **Exit survey** 2011 cohort missed the benchmark for this indicator on Standards 4, which means this standard was missed on all three indicators and we need to pay more attention to the management side of curriculum.
- -- **Follow-up survey** The only question with a hint of concern was one dealing with communicating with decision-makers (38% were undecided) and this was not a positive or negative but deserves our attention.

2. Plan for 2012-2013

Our attention will be directed on the Common-Core and Smarter Balance which definitely needs the attention of minimally all pK-12 educators. With this said we will also make sure that Standard 4 will not be slighted. This is the management standard and therefore we sometimes just take an understanding of this information for granted.

We are moving toward a project-based capstone portfolio in all Educational Leadership programs with plans to implement with the Director of Instruction for the 2012 cohort (pilot).

Name of Assessment Coordinator: Jim Bagniewski

Name of Program: Director of Special Education/Pupil Services

Date: Sept. 21, 2012

1. Assessment Results from 2011-2012

- -- **Coursework portfolio** 2011-12 cohort missed the benchmark for this indicator on Standards 4, 5, 6 & 7 all of these were in the mid to high 80's accept for standard 5 which was 77% (last year it was 90%)
- -- Capstone portfolio 2011-12 cohort this benchmark made on all seven standards
- -- **Exit survey** -2011-12 cohort missed the benchmark for this indicator on Standard 3(84%) & Standard 5 (75%), Standard 6 (84%), the previous year the benchmark was made Standards 5 & 6 were missed on two of our 3 benchmarks and there, I will follow up with a meeting of the instructors of the courses involved.
- -- **Follow-up survey** the only slightly not so positive response was given to questions on communicating with decision-makers 38% were undecided which is really not a positive or negative.

2. Plan for 2012-2013

I will meet with the instructors to discuss Standards 5 & 6 – these two standards are covered in EDUL 651 – Special Ed Law & Resources and EDUL 654 Diverse Learners. We will discuss the curriculum being used and the process for delivering the information.

We start moving toward a project-based capstone portfolio in the Director of Special Ed & Pupil Services program to better align it with the Content Guidelines during this next year.

Name of Assessment Coordinator: Ruth E. Badciong, Ed. D.

Name of Program: Early Childhood Licensure (WI), Graduate Programs in Education

Date: Sept. 27, 2012

1. Assessment Results from 2011-2012

An area where scores are lowest and we can work on improving for 2012-2013 and beyond is Standard 4, Using Developmentally Appropriate Approaches to Connect with Children and Families. As I reviewed the qualitative data (reviewer comments) affiliated with the scoring of this standard on the portfolios, a pattern arose. On the one hand, there were comments affirming the developmentally appropriate practices described through the reflections and artifacts in the portfolios. On the other, students were neglecting the reflection and analysis components of the Viterbo Lesson Plan Essential Elements, resulting in lower portfolio scores for Standard 4. As "teacher as reflective decision-maker" is a theme of all Graduate Programs in Education, this was a red flag. It should be noted that comments regarding other standards and for the portfolios in general indicated that our students are indeed reflecting on their teaching and learning. However, we need to be more intentional in teaching them to reflect on and conduct analysis for daily lesson plans and integrated teaching units. (See # 2 below) A second area of focus concerns assessment during the student teaching experience. Although the criterion was met once again this year, when compared to the other components of the student teaching evaluation, scores on assessment had the lowest average. Each student teacher is evaluated during student teaching on his/her ability to conduct formal and informal assessment. One assessment is completed by the cooperating teacher and one by the university supervisor.

2. Plan for 2012-2013

The lesson plan structure is followed in multiple courses in this program with an emphasis in Curriculum and Assessment in ECE I and II and Student Teaching in ECE. Action Step 1 will be that the Program Specialist will incorporate a discussion of the Analysis and Reflection components of the Viterbo Lesson Plan Essential Elements into the Early Childhood/ Reading Adjunct Faculty In-service/Networking Day in May 2013 with a focus on how each faculty member can intentionally incorporate the "teacher as reflective decision-maker" model into our respective coursework. Step 2 will be the incorporation of (or increased focus on) the "teacher as reflective decision-maker" model into each course of the Early Childhood Licensure program using the strategies discussed at the Adjunct Faculty In-Service/Networking Day.

The second area of focus for the 2012-2013 school year will be on preparing teachers to incorporate formal and informal assessment strategies into their student teaching on a daily basis. Curriculum and Assessment II is the program course where this instruction fits best. The Program Specialist will be teaching both sections of the course in Spring 2013 and will integrate practice activities in informal assessment throughout the course. Note: Students in the current cohort cycle (2012-2014) will not student teach until 2014 so formal data on whether or not this approach is successful will not be available until 2014.

Beginning in Fall 2012, a new cycle of ECE courses will begin each fall at various locations across the state of Wisconsin. The intent is to increase the offerings for students and to make it possible for more students to complete their licensure requirements in a timely fashion. In the past, if a student missed a course, she/he had to wait two years for the course to cycle through again. This potentially doubled the

length of the program and put many months between final coursework and student teaching/ program portfolio. Student teaching should be an opportunity to apply the content learned during other program coursework in a practical setting. Beginning in 2014, we will have end of program data available each year. Our intent is to see whether the new schedule is not only responsive to students' needs but also produces quantitative increases in portfolio and student teaching scores.

Note: The discrepancy in student count (13 x 2 reviewers for portfolios and 14 student teachers) is the result of sorting by date for the student teacher evaluations and by cohort start date for the portfolios. A student from the 2008 cohort completed student teaching and the portfolio in 2012 and was therefore included in one report and not the other.

Name of Assessment Coordinator: Jim Bagniewski

Name of Program: Principal Licensure

Date: Sept. 21, 2012

1. Assessment Results from 2011-2012

- -- Coursework portfolio 2010-12 cohort met this benchmark on all standards accept for 5 & 7
- -- Capstone portfolio 2010-12 cohort met this benchmark on all standards accept for 4
- -- Exit survey 2012 cohort met this benchmark on all standards 100% of the students indicated they would recommend program to a friend for the 2nd year in a row.
- -- **Follow-up survey** the only slightly not so positive response was given to questions on communicating with decision-makers 38% were undecided which is really not a positive or negative.
 - Summary comment no standard was missed by all 4 indicators
 - Standard 7 was missed in regard to the Coursework portfolio and partially on the capstone so I
 do not believe there are any serious gaps that need to be addressed immediately.

2. Plan for 2012-2013

Our attention will be directed toward PK-12 WI State progress in regards to the Common Core – include this as an integral part of our curriculum course and make a decision how we can incorporate the Educator Effectiveness concepts into our principalship program.

We will also be watching very closely our new practicum and capstone portfolio work in regard to moving toward more of a project/activity based program aligned to the state's new content guidelines.

Name of Assessment Coordinator: Jim Bagniewski

Name of Program: Educational Leadership – Superintendent Licensure Program

Date: Oct. 29, 2012

1. Assessment Results from 2011-2012

After the Spring Semester of 2013 Viterbo University will have its first cohort of principals complete the Superintendent Licensure program.

- We will then have a summary of how the students did on each standard in each of their 8 courses
- Within 6 months of the end of the Spring 2013 Semester the students will have submitted their capstone portfolios for evaluation. The quality of these portfolios on their first writing will be used as part of the program evaluation
- At end of the student's Practicum course (which they are taking this spring and is the last course
 in the program) the students' will complete an exit survey and after an analysis of these we will
 have a much better feel for how the program has rolled out.
- In two years, we will survey those students who completed our program and who obtained superintendent positions to receive additional input on our program's preparation for their position.

2. Plan for 2012-2013

The primary goal for the superintendent's licensure program is to analyze the data indicated as part of TracDat and the above, in early June 2013 (this will be the first cohort to have gone through Viterbo's program) and make any changes that need to be made based on the data.

I will contact at least 2 or 3 of our adjunct instructors in the program and discuss any and all modifications with them.

Name of Assessment Coordinator: Rhonda Rabbitt
Name of Program: Master of Arts in Education Program

Date: Oct. 26, 2012

1. Assessment Results from 2011-2012

Outcome One: 100% of the 223 students scored between proficient and exemplary; 70% of the students scored a perfect 20, resulting in the criterion not being met. We will update the rubric by clearly defining the indicators for Exemplary and Proficient. Outcome Two: Question Two of the Comprehensive Examination, 89% of students passed the question on the first try, resulting in the 95% goal not being met. We will redefine our goal and develop a corresponding rubric for each question. Outcome Three: Implementation of Relevant Learning for Professional Practice, average overall satisfaction was 88% or a score of 4.40 on a 5 point Likert scale. Of particular interest was the response to the statement "The program has increased my understanding of students who have special educational and personal needs". In light of the recent implementation of Response to Intervention, we will increase the coverage of related issues in our core courses. Outcome Four: Impact of Proseminar on Teachers' Educational Practice, overall average of the ratings completed by 189 graduating students was 1.64, representing a 94% satisfaction. We have identified question Three "How would you rate your professional development during the week on campus? "as the area most in need of attention; only 65% of the 189 respondents rated their experience as Excellent or Very Good. We will more clearly communicate to faculty as part of an in-service the importance of sharing opportunities for professional development during the week with students.

2. Plan for 2012-2013

In 2012-2013, the broad emphasis for our assessment work will center on the rewriting of two of our core courses. This will result in the need for rewriting the comprehensive examination questions, the

development of new rubrics for each question, the development of new outcomes for each of the core courses, the revision of the rubric that is currently utilized for the research presentation at Proseminar that will allow the faculty scorers to more specifically critique the individual parts of the presentation, (such as the parts of the research cycle and the impact on future teaching practice), and the inclusion of the research-based best practices referenced in question one. This will include the area of Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS), which will be required for all school districts to implement in 2013. All of these changes will require ongoing in-service of faculty members.

School of Fine Arts

Assessment Report for the School of Fine Arts: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
Art	7	7	27	15	9/1/2012	9/25/2009
Arts Administration	12	46	44		9/30/2009	6/16/2008
Dance (minor)	3	6	2	2	9/4/2011	9/4/2011
Music (2011-)	4	24	23	29	8/20/2012	9/1/2010
Music Theatre	7	16	10	3	9/5/2011	9/2/2011
Theatre BFA (5 THTR tracks)	4	9		0	9/5/2011	11/25/2011

2012 Academic Program Assessment Summaries

Name of Assessment Coordinator: Sherri Lisota

Name of Program: Art Date: Sept. 12, 2012

1. Assessment Results from 2011-2012

In the fall of 2011, the Art Department held a department assessment retreat to work on our primary area of focus for assessment during the 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 September 1, 2011, in 2011-2012, we began identifying and 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 worked on designing a rubric for measuring this outcome at the freshman, sophomore, junior, and senior levels, aligning them across the program. We identified the courses where students are writing, speaking, and researching in their major area, the assignments that address this outcome, and how the outcome is currently being assessed in the course. We began the process of implementing courseembedded measures with the new rubric, with the goal in mind to measure proficiency at each level. Theoretically then, we have drafted four direct methods of measurement for this outcome. We plan to collect this data to assess student achievement at the freshman, sophomore, junior and senior levels. We continue to rely on the sophomore review process 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 the review actually takes place. (There was a question from the review team as to whether one week was enough time for faculty to review student written responses in preparation for the sophomore review.

Each of the faculty have worked with each student and there is familiarity there between students and faculty. The written response may be described as a recapitulation of student experiences of which

faculty have a working knowledge; therefore, we feel that one week is adequate time to review this component of the sophomore review.); 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 2011-2012 data reflects that 80% or more of students in art programs are meeting sophomore level proficiency in six of the six outcomes.

During the retreat, we also identified the next step in our assessment process: a more formal, second assessment of students in art programs. We worked on formalizing the process for reviewing students who will be entering their senior year. We wrote a new document (Senior Review Contract) that now identifies in one place final program requirements. We will use the Sophomore Review Rubric as the model rubric, reviewing students at the senior review. The Senior Review process will take a slightly different format, beginning with a group meeting of all seniors and faculty, and then student individual meetings with faculty. We have scheduled the senior review to take place on Wednesday, September 5, 2012.

2. Plan for 2012-2013

The process of setting aside a block of time to focus on assessment worked well for our department last year. As a result, in 2012-2013 we hope to hold a second department assessment retreat. Our work this year will focus on: 1) collecting additional data and refining the rubrics implemented for student assessment of Outcome 2: "Students will write, speak, and research effectively about art, art history, theory, and criticism"; and, 2) implementing and collecting data from a second, end review for senior level students in art programs. A Senior Review document (for students) and rubric for measuring student achievement in each program outcome area was drafted for this aspect of the assessment process.

Name of Assessment Coordinator: Nikki Balsamo

Name of Program: Dance Program

Date: Sept. 8, 2012

1. Assessment Results from 2011-2012

Last year I examined the outcome of artistic expression in DANC 350, Jazz Dance II. The criteria were met for this outcome in this course, as I used the results of the final performance for the course. Since I had targeted artistic expression as an outcome I would assess in this course, I had the students perform not only a combination I choreographed, but also a combination or short piece they generated in small groups. This gave me a broader spectrum of how the students integrated the technical information from class into their own creative interpretation of jazz music. While I was glad the criteria were met, as I watched the finals, I realized I wanted to increase the rigor of the dance courses so as to increase the technical proficiency of the students. I have been working on that in my courses thus far this semester, and have added weekly written reflections that the students turn into me so that I might better

understand what and how they understand. I also assessed the outcome of history, philosophy, and theory in my DANC 100 Dance Appreciation course. I assessed this outcome in the reflection papers the students turned in over the course of the semester. These reflections were designed to help the students use the information from class as well as their own experience to articulate their views on various aspects of dance in our society. The criteria were met. I noted that the papers this past semester were considerably more articulate than past semesters. I must admit, however, that I can't pinpoint what, if anything, in my teaching would have led to this articulacy. I will be assessing this outcome again in fall of 2013 and will compare the data.

2. Plan for 2012-2013

In 2012-2013, I will examine the learning outcome of technical proficiency, increasing the expectations in the criteria. I will also examine the artistic awareness outcome again, specifically the aspect of students' articulation of their opinions on the work of choreographers and movement makers. 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.

Name of Assessment Coordinator: Diane Foust

Name of Program: BA Music, BM Music Education, BM Music Performance

Date: Sept. 12, 2012

1. Assessment Results from 2011-2012

During 2011-12 our plan was to assess objectives in the performance area of the curriculum. From data we collected, we met or surpassed objectives in diction, conducting, and the final projects in arranging. Results for piano proficiency classes met goals in the fall semester (3/3 passed MUSC 205; 4/4 passed MUSC 206), but results in the spring did not meet program goals (1/3 passed MUSC 205; 2/7 passed MUSC 206). We need to look at the piano proficiency classes to see if we can improve student attendance, improve student practice levels, and highlight the priority of obtaining basic keyboard skills with our majors. 13/18 (72%) met or surpassed objectives in sight-singing, which is below the program expectation of 80% success. Students will be offered the opportunity to work on their own and test again. The instructor will offer extra tutoring during the fall 2012 semester.

Because of personnel changes in our department (Tim Schorr became Dean of Fine Arts; Diane Foust became department chair; Ann Schoenecker was on maternity leave for 6 weeks; and Mary Ellen Haupert was on sabbatical spring semester) duties shifted around and we put on hold revising voice jury forms and developing a syllabus for half recitals. We will move those to projects to 2012-13. We received only one response out of five on the Senior Survey. We need to re-evaluate the effectiveness of this tool and eliminate it or come up with another tool.

2. Plan for 2012-2013

In fall 2012, we will collect data again for MUSC 205 and 206 as well as conducting. The voice faculty will work on a new voice jury evaluation tool and develop a syllabus for half recitals. In the spring we will assess theory data through the MUSC 252 Final Project.

We will review the music department mission statement and set this year's goals for becoming a department of distinction.

Evaluation of world music will move to the spring semester of music history. This is the first year the music history courses will also be foundation courses in speaking and writing. We also plan to offer the music history sequence every year instead of every other year so that sophomores will always have the opportunity to take these foundations classes.

Name of Assessment Coordinator: Karla M. Hughes

Name of Program: Music Theatre

Date: Sept. 10, 2012

1. Assessment Results from 2011-2012

Voice: Last year we focused on the application of the fundamentals of efficient and healthy vocal technique and the criteria was met. The actions we took were to change our pedagogy from teaching specifically to a performance based outcome to a technique based outcome. Specific actions taken included spending 25 - 50 % of each lesson on technical exercises designed to develop a flexible, strong, and controlled instrument, early dispersal of the rubric for the final exam (Jury) and a detailed discussion of the rubric with each individual student, and a strong focus on relieving vocal and postural tension through analysis of the body using kinesthetic and proprioceptive awareness. As a result of the actions over the course of two semesters, the faculty observed a marked improvement in the student's ability to apply what they learned in their technique work to their performances of assigned vocal repertoire.

Dance: Last year I examined the outcome of artistic expression in DANC 350, Jazz Dance II. The criteria were met for this outcome in this course, as I used the results of the final performance for the course. Since I had targeted artistic expression as an outcome I would assess in this course, I had the students perform not only a combination I choreographed, but also a combination or short piece they generated in small groups. This gave me a broader spectrum of how the students integrated the technical information from class into their own creative interpretation of jazz music. While I was glad the criteria were met, as I watched the finals, I realized I wanted to increase the rigor of the dance courses so as to increase the technical proficiency of the students. I have been working on that in my courses thus far this semester, and have added weekly written reflections that the students turn into me so that I might better understand what and how they understand. I also assessed the outcome of history, philosophy, and theory in my DANC 100 Dance Appreciation course. I assessed this outcome in the reflection papers the students turned in over the course of the semester. These reflections were designed to help the students use the information from class as well as their own experience to articulate their views on various aspects of dance in our society. The criteria were met. I noted that the papers this past semester were considerably more articulate than past semesters. I must admit, however, that I can't pinpoint what, if anything, in my teaching would have led to this articulacy. I will be assessing this outcome again in fall of 2013 and will compare the data.

Acting: see question 2

2. Plan for 2012-2013

Voice: The voice faculty were quite pleased with the results that were achieved and will be repeating this assessment this year. Since we assess the second semester sophomores and the second semester seniors, in the spring of 2013 we will be able to track the progress of the students we assessed as

sophomores in 2011. Additionally we have added a new component to our curriculum in the form of two session of our weekly Studio Class dedicated to the understanding and application of the International Phonetic Alphabet as it relates to effective vocal production. Finally, we will begin to assess the newly updated Musicianship Outcome during the second semester of the sophomore year and second semester of the senior year at the student's Jury in 2013.

Dance: In 2012-2013, I will examine the learning outcome of technical proficiency, increasing the expectations in the criteria. I will also examine the artistic awareness outcome again, specifically the aspect of students' articulation of their opinions on the work of choreographers and movement makers. 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.

Acting: The Music Theatre faculty will be meeting this fall to discuss and further develop outcomes for the acting portion of our program's assessment. We are consulting with our chair, our dean, and the national standards set by the National Association of Schools of Theatre (NAST).

Name of Assessment Coordinator: Rick Walters

Name of Program: Theatre Acting

Date: Sept. 13, 2012

1. Assessment Results from 2011-2012

In 2011-12 the performance faculty focused on two of our six outcomes for the BFA Acting emphasis—the ability to Act and Analysis—assessed using the results of our annual fall departmental audition, required of all performance majors, and the senior capstone recital project. While the assessment results for both outcomes met the numerical scoring criteria, we're not yet satisfied that the scores correlate accurately enough with what we are seeing in students' work. In 2010-11 we made a decision to adjust pedagogy of performance technique classes to better align the teaching in a way that builds upon itself advancing students from novice, to apprentice, to proficient—i.e. the process and techniques for analyzing text, introduced in Text Analysis, are reinforced in all subsequent acting classes. We implemented these changes in fall 2011 just prior to the departmental audition, so the results this year's assessment will give us our first look at the effectiveness of the these changes. Additionally, year we will add a second departmental audition in the spring to give us a reference point to assess student progress from the beginning of the year to the end.

2. Plan for 2012-2013

In 2012-2013, we will collect results for the same two learning outcomes in our cycle of assessment to determine the effectiveness of changes made last year. Other goals include: reexamining the acting curriculum to further strength alignment with our established outcomes, and to better align performance curriculum requirements with the BFA theatre core requirements; explore ways to clarify our rubric metrics so that the scoring system aligns from the first audition of the prospective student to the final assessment of the senior capstone performance; and, to bring the all performance faculty up to speed with the process of assessment and the use TracDat.

Name of Assessment Coordinator: Jeff Stolz

Name of Program: BFA Theatre-core

Date: Sept. 11, 2012

1. Assessment Results from 2011-2012

The clarification and definition of our BFA degree tracks has lead our dept. to reevaluate how we teach, assess, and market the BFA degree. Viterbo offers a BFA in Theatre with emphases in Acting, Design/Tech, and Stage Management. Each emphasis area has an assessment plan in place. The primary conclusion drawn from our assessment results is that there is no assessment plan or data for the core of the BFA in Theatre degree. The action taken has been to create four outcomes and a TracDat page with the assistance of Naomi Stennes-Spidahl. Much more work needs to be done to input the anecdotal evidence of the past and edit our current evaluation tools, so that they better align with the outcomes and assessment tools that are already in place.

2. Plan for 2012-2013

The primary focus for this academic year will be to create assessment tools to effectively collect the data which specifically reflects what is taught in the BFA Core. For example: The primary assessment methods are THTR 119/319- Practicum, Freshman & Sophomore Evals, and the THTR 490 Capstone Project. There are already assessment tools and evaluations in place for these events, but they must be reworked to reflect the four newly created BFA Core outcomes. I will continue to work with Naomi Stennes-Spidahl to streamline our process and gain a better understanding of TracDat and it processes. Another goal is to gather the outcome information for the BFA Core from the assessment tools that are already in place, but not specifically aligned to the BFA Core. This will be primarily anecdotal evidence gathered from the notes or evaluation tools which are already in place.

Name of Assessment Coordinator: Frank Ludwig

Name of Program: BFA in Theatre with an Emphasis in Design and Technical Production

Department of Theatre and Music Theatre

Date: Sept. 11, 2012

1. Assessment Results from 2011-2012

Last year we focused on refining our instruments. We added an NA in our Likert scale for portfolio reviews so that we could empirically differentiate between the lack of evidence and evidence of poor work. We also expanded and formalized our senior exit interview process. These changes have given us better information and we are comfortable with the way they are now functioning. We affirmed the need for an additional measure for the ability to analyze dramatic texts and to conduct research. We had intended to create an instrument for the sophomore review that would address this deficiency but we will differ until we have a chance as a department to explore a common instrument for this review that would also address the need to assess our BFA core curriculum.

2. Plan for 2012-2013

The focus for the coming year will be to increase the participation rate for our production evaluations and to develop a strong core assessment procedure that will also contribute to program assessment.

School of Science and Letters

Assessment Report School of Letters and Sciences: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
Addiction Studies (2010-)	6	4	4	1	9/16/2012	9/13/2012
Assoc Arts/Science	8	44	26	4	9/28/2012	7/27/2007
Biochemistry	8	21	36	5	9/24/2012	8/31/2011
Biology (revised curric. in 2011)	4	5	18	6	9/13/2012	8/28/2011
Biopsychology (revised in 2011)	7	17	23	9	9/29/2012	9/29/2012
Broad Field Social Studies	26	45	90	24	9/14/2012	8/31/2011
Chemistry	7	22	114	5	9/24/2012	8/23/2011
Comm Studies (2009-)	8	1				
Criminal Justice	7	19	16	1	9/16/2012	9/18/2009
English	7	25	43	10	11/13/2012	8/31/2011
Environmental Studies (minor)	5	11	34	4	9/14/2012	8/30/2011
Environ. Sustainability (2011-)	5	1				Year 1
Gerontology (minor) (2009-)	5	2	2	0	9/16/2012	
Health Care: Science (2011-)						Year 1
History (2010-)	6	15	10	1	9/14/2012	9/14/2012
Integrated Studies	5	14	12	2	8/27/2012	8/31/2012
Latin American Studies (minor) (2009-)	6	6	3	2	12/14/2011	12/14/2011
Liberal Studies	3	3	3	0	9/15/2012	
MASL	14	23	38	48	9/28/2012	9/28/2012
Mathematics	6	6	36	10	9/17/2012	9/17/2012
Mathematical Physics (2010-)	5	9	2	0	5/16/2012	
MS in Mental Health Counseling (2011-)	8	4	2	2	9/26/2012	9/26/2012
Natural Science	6	16	19	1	9/1/2011	
Philosophy (2009-)	3	5	6	0	9/13/2012	
Psychology	7	49	126	96	9/17/2012	9/17/2012
Religious Studies	11	2	2	0	9/12/2012	
Social Work	23	113	138	12	9/13/2012	6/17/2011
Sociology	7	19	19	3	9/16/2012	9/30/2010
Spanish (WL)	8	20	23	3	9/18/2012	5/17/2011
Sport Science & Ldrsp (2009-)	6	15	14	5	7/5/2012	7/5/2012
Women's Studies (minor)	3	10	34	17	6/6/2012	6/6/2012

2012 Academic Program Assessment Summaries

Name of Assessment Coordinator: Michael Smuksta

Name of Program: Associate of Arts/Science

Date: September 2012

1. Assessment Results from 2011-2012

The School of Graduate, Professional, and Adult Education was reorganized as the Center for Adult Learning in 2011-2012. A new Director was named, and two new advisers for students in the AA degree program were hired. The individual previously responsible for assessment left the university. Fortunately, the instructors of UNST 195 and UNST 295 provided continuity in the program.

For 2011-2012, the wording of the outcomes for the Associate of Arts / Associate of Sciences degree were revised to use the same language of the LIVE general education for outcomes in Critical Thinking, Information Fluency, Communication (oral and written) and Integrative Learning. The students in UNST 195 and 295 achieved the desired criteria, although some of the data was not disaggregated for specific outcomes.

2. Plan for 2012-2013

The Chair of Interdisciplinary Studies will meet with the two instructors of UNST 195 and UNST 295 to review the revised outcomes, revise the rubric using the AAC&U language, and match assignments to the outcomes. The goal is to produce one rubric for the final paper in UNST 195 and for the capstone project in UNST 295 with novice, apprentice, and proficient levels of competencies. Special attention needs to be paid to Information Fluency.

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Name of Assessment Coordinator: Kyle Backstrand

Name of Program: Biochemistry

Date: Sept. 28, 2012

1. Assessment Results from 2011-2012

The assessment program in Biochemistry was revised by our department in the following ways:

- 1. Timelines and feedback in biochemistry was aligned with Chemistry on a similar 3-year rotation since both programs are similar in administration and curriculum.
- 2. Assessment methods were added to the following outcomes:
 - B. Communication CHEM 397 Research Proposal Paper
 - B. Communication CHEM 397 Oral Proposal Presentation
 - D. Data Analysis CHEM 397 Graphics Part of Final Exam
 - D. Data Analysis CHEM 397 CHEM/BIOL 371 Optimal Temp & pH data analysis
 - D. Data Analysis CHEM 397 CHEM 499 Exit Survey Question
 - E. Ethics CHEM 120 Ethics Assignment
 - E. Ethics CHEM 397 Ethics Essay from Final Exam
 - F. Safety CHEM 120/121 Safety Quiz
 - F. Safety CHEM 240/340 practice safely escorting classmate to eyewash
 - F. Safety CHEM 397 Safety properly addressed in written research proposal

Methods were added to five of our seven outcomes to better assess each outcome at multiple levels across our curriculum.

This year we analyzed outcomes C (Techniques) and F (Safety) for both Chemistry & Biochemistry.

Biochemistry:

Our first assessment method for outcome C (Techniques) was a Final exam in CHEM/BIOL 371 (Biochemical Techniques). 86% (12/14) of CHEM/BIOCHEM majors received a score of 80% or higher which meets the criterion.

Our second assessment method for outcome C (Techniques) was a Quantitative/Qualitative Results Report in CHEM/BIOL 371 (Biochemical Techniques). The average was 4.4/5.0 which meets the criterion.

Our third assessment method for outcome C (Techniques) was a Laboratory Protocol Report in CHEM/BIOL 371 (Biochemical Techniques). The average was 4.5/5.0 which meets the criterion.

Our first assessment method for outcome F (Safety) was a Safety Quiz in CHEM 120 (General Chemistry I). 100% (8/8) of CHEM/BIOCHEM majors received a score of 80% or higher which meets the criterion.

Our second assessment method for outcome F (Safety) was a practice safely escorting a classmate to the eyewash station in CHEM 240 (Organic Chemistry I). 100% (12/12) of CHEM/BIOCHEM majors were successful which meets the criterion.

2. Plan for 2012-2013

All results were satisfactory regarding outcomes C & E. We did not feel that any action items are necessary.

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Name of Assessment Coordinator: Michael Smuksta Name of Program: Broad Field Social Studies

Date: September 2012

1. Assessment Results from 2011-2012

Significant changes were made in the BFSS / History assessment plan.

First, the BFSS / History learning outcomes were revised by incorporating the language of the outcomes for Historical Analysis as a Way of Thinking in the LIVE general education curriculum.

Second, the previous seven outcomes at three levels (introduced, developed, and competent) for an unwieldy twenty-one outcomes were discontinued / inactive and replaced with five outcomes with novice/apprentice and proficient as designations for course level assessment.

Third, although the BFSS and History outcomes, assignments, rubrics, and courses used for assessment are the same for both programs, the programs have separate TracDat entries.

Fourth, a required course for BFSS and History majors, History 100 – Introduction to History, was taught for the first time in the fall 2011 and will provide a baseline of data in that the course has several assignments that are used for assessment.

BFSS majors met the criterion on all the outcomes assessed.

2. Plan for 2012-2013

A primary focus will be to implement the new outcomes and rubrics, especially in the 100 level history survey classes as well as History 465 (fall 2012) and 466 (spring 2013).

Name of Assessment Coordinator: Kyle Backstrand

Name of Program: Chemistry

Date: Sept. 28, 2012

1. Assessment Results from 2011-2012

The assessment program in Chemistry was revised by our department in the following ways:

- Tammy Clark created a spreadsheet that allowed us to keep track of outcomes, methods, criteria, timelines, and feedback in a more efficient manner (at least for us scientists). It will also be used to collect data (results) each year. It will be attached to the email along with this summary.
- 2. We reoriented our timelines and feedback so that we will collect data annually, but analyze each outcome every three years. With six outcomes, we will analyze two outcomes per year. If actions are warranted after the analysis, we will follow-up the following year. All of our outcomes are now on this three year rotation. This also allows us to accumulate data for a longer period, especially important for upper division courses with low enrollment.
- 3. We have added assessment methods to the following outcomes:
 - B. Communication CHEM 397 Research Proposal Paper
 - B. Communication CHEM 397 Oral Proposal Presentation
 - C. Techniques CHEM 330 Lab Report Quantitative Determination
 - D. Data Analysis CHEM 340 Design an Experiment Lab Report
 - D. Data Analysis CHEM 397 Graphics Part of Final Exam
 - E. Ethics CHEM 120 Ethics Assignment
 - E. Ethics CHEM 397 Ethics Essay from Final Exam
 - F. Safety CHEM 120/121 Safety Quiz
 - F. Safety CHEM 240/340 practice safely escorting classmate to eyewash
 - F. Safety CHEM 397 Safety properly addressed in written research proposal

Methods were added to five of our six outcomes to better assess each outcome at multiple levels across our curriculum.

This year we analyzed outcomes C (Techniques) and F (Safety) for both Chemistry & Biochemistry.

Chemistry:

Our first assessment method for outcome C (Techniques) was a Synthesis Lab Notebook report in CHEM 340 (Organic Chemistry II). 92% (11/12) of CHEM/BIOCHEM majors received a score of 80% or higher which meets the criterion.

Our second assessment method for outcome C (Techniques) was a Quantitative Determination Lab Report in CHEM 330 (Analytical Chemistry). 83% (5/6) of CHEM/BIOCHEM majors received a score of 80% or higher which meets the criterion.

Our third assessment method for outcome C (Techniques) was an Exit Survey Question in CHEM 499 (Senior Seminar). 100% (4/4) of CHEM/BIOCHEM majors received a score of 80% or higher which meets the criterion.

Our first assessment method for outcome F (Safety) was a Safety Quiz in CHEM 120 (General Chemistry I). 100% (8/8) of CHEM/BIOCHEM majors received a score of 80% or higher which meets the criterion.

Our second assessment method for outcome F (Safety) was a practice safely escorting a classmate to the eyewash station in CHEM 240 (Organic Chemistry I). 100% (12/12) of CHEM/BIOCHEM majors were successful which meets the criterion.

2. Plan for 2012-2013

All results were satisfactory regarding outcomes C & E. We did not feel that any action items are necessary.

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Name of Assessment Coordinator: AJ Myer and Anna Sanders-Bonelli

Name of Program: Criminal Justice and Sociology

Date: Sept. 27, 2012

1. Assessment Results from 2011-2012

We assessed student learning outcomes related to Diversity in both the Criminal Justice and Sociology programs. We found that the criteria were met for these student learning outcomes. We also followed-up on two learning outcomes in which the criteria had not been met in previous years. We found that the changes we implemented in SOCL 430 resulted in some improvement in student learning, but the criterion is still not being fully met. Continued annual review of this student learning outcome is necessary. Similarly, we found that the changes we implemented in SOCL 149/249 resulted in some improvement in student learning, but the criterion is still not being fully met. However, the assessment plan for this student learning outcome will be revised because SOCL 149/249 will no longer be required for our majors as a result of the revised service learning requirement implement with the new general education curriculum.

2. Plan for 2012-2013

We are in the process of revising our assessment plan as a result of the new general education requirements, a revision of the criminal justice major curriculum, and transition to assessment methods used by our new faculty member, who has taken over courses in which key assessment data is collected. Our primary focus for the 2012-2013 year is to finalize these revisions and to fully implement the revised assessment plan. Furthermore, departmental faculty need to consider how we will assess the Social Justice concentration, which was added to the Sociology major in the 2011 catalog, and we will need to consider how our assessment plan will be implemented within the new CAL Criminal Justice program, which is scheduled to launch in Spring 2013.

Name of Assessment Coordinator: Christopher Iremonger

Name of Program: Environmental Studies

Date: September 2012

1. Assessment Results from 2011-2012

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. Plan for 2012-2013

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.

Name of Assessment Coordinator: Michael Smuksta

Name of Program: History Date: Sept. 28, 2012

1. Assessment Results from 2011-2012

Significant changes were made in the BFSS / History assessment plan.

First, the BFSS / History learning outcomes were revised by incorporating the language of the outcomes for Historical Analysis as a Way of Thinking in the LIVE general education curriculum.

Second, the previous seven outcomes at three levels (introduced, developed, and competent) for an unwieldy twenty-one outcomes were discontinued / inactive and replaced with five outcomes with novice/apprentice and proficient as designations for course level assessment.

Third, although the BFSS and History outcomes, assignments, rubrics, and courses used for assessment are the same for both programs, the programs have separate TracDat entries.

Fourth, a required course for BFSS and History majors, History 100 – Introduction to History, was taught for the first time in the fall 2011 and will provide a baseline of data in that the course has several assignments that are used for assessment.

History majors met the criterion on all the outcomes assessed, except for evaluating information on the final mini-project in History 100. When offered again, there will be more discussion of how to evaluate sources quickly, and more time allowed for completion of the assignment.

2. Plan for 2012-2013

A primary focus will be to implement the new outcomes and rubrics, especially in the 100 level history survey classes as well as History 465 (fall 2012) and 466 (spring 2013). Michael Smuksta will no longer be the assessment coordinator for History; Andrew Hamilton, adviser to history majors, will assume the role of assessment coordinator for the history program.

Name of Assessment Coordinator: Michael Smuksta

Name of Program: Integrated Studies

Date: September 2012

1. Assessment Results from 2011-2012

The Integrated Studies degree was revised yet again for the 2011-2012 academic year, based on the experience of the previous year with the new curriculum changes of the 2010-2011 catalog. In addition, The School of Graduate, Professional, and Adult Education was reorganized as the Center for Adult Learning. A new Director was named, and two new advisers for students in the Integrated Studies degree program were hired. The instructor for INST 395 and INST 495 worked with Glena Temple, Dean of the School of Letters and Sciences, to create a rubric for grading and assessing student work. Michael Smuksta, chair of Interdisciplinary Studies, worked with the advisers to implement the new degree requirements. For 2011 -2012, the wording of the outcomes for the Integrated Studies degree were revised by using the language of the LIVE general education outcomes in Critical Thinking, Information Fluency, Communication (oral and written) and Integrative Learning. Criteria were met for all the outcomes in INST 395 and 495, with the exception of a subcategory in Information Fluency addressing the use of information ethically. The follow-up is to reemphasize the recommendations from last year, especially on citation of sources, paraphrasing, attribution of sources vs. common knowledge, and other related issues of academic integrity.

2. Plan for 2012-2013

For INST 395 and INST 495, the Chair of Interdisciplinary Studies will meet with the two advisers in CAL to review the revised outcomes, revise the rubric using the AAC&U language, and match assignments to the outcomes. The goal is to produce a rubric for the literature review in INST 395, a rubric for the final oral presentation in INST 495, and a rubric for the capstone project in INST 495 with novice, apprentice, and proficient levels of competencies. Special attention needs to be paid to Information Fluency.

Name of Assessment Coordinator: Jesús E Jambrina

Name of Program: Latin American Studies

Date: Oct. 8, 2012

1. Assessment Results from 2011-2012

Last year we focused on three of our six outcomes. On outcome 2 we did not have enough information to implement any significant change, and decided collecting more information in the future before restructuring the method. In outcome 3 students were able to choose a pertinent topic for their oral

presentation, however they were not fully able to analyze it to the expected degree therefore the outcome of knowledge integration was fully achieved. This semester Hist 153 is adding more cultural analysis into a question in the midterm so LAS minor students can practice critical integration from mid semester on.

2. Plan for 2012-2013

The primary focus of the program in the academic year 2012-2013 is to follow on the program review committee recommendations regarding the number of credits for the minor, integration of local Latino/a population into the curriculum and recruitment (see strategic plan) so the program can be sustainable. At this point the program is working on the proposal for curriculum changes, including more VUSM, local experiential experiences, and study abroad options.

Name of Assessment Coordinator: Matthew Bersagel Braley Name of Program: Master of Arts in Servant Leadership

Date: Sept. 28, 2012

1. Assessment Results from 2011-2012

This past year saw significant growth in enrollment in the program. (Comparisons between 2011 and 2012 are available in TracDat.) A significant part of this growth (10 new degree-seeking students) is attributable to groundwork laid over the past decade in Tomah. Collection of enrollment data now accounts for total number of active degree-seeking students, total number of revenue-generating students, total number of unique students enrolled for credit in a specific semester, and total number of seats in a given semester. This data gives a more complete picture of the various ways enrollment impacts the program: budget, faculty workload (e.g., advising, numbers of students per course), and course scheduling.

The first year with a new set of program learning outcomes has revealed several growing edges that will have an impact on the current curriculum map. Most notably, Spring and Summer 2012 colloquium projects fell short of target goals on the 6 components of the rubric measured in this assessment cycle. Several steps are being taken to respond to this challenge. The first, most immediate, step is to implement a stricter schedule for colloquium paper and presentation drafts, as well as advisor preapproval for registration for the course (based on a conversation with the student about his/her readiness for the research). This includes for Fall 2012 a new process in which 2 of 3 faculty must agree that the project is ready for presentation before a student proceeds to the formal colloquium presentation. (See revised syllabus for SVLD 605, Fall 2012 in TracDat.) The second step focuses on assessment tools. The program committee reworked the rubric for the oral presentation to attend more closely to the distinct expectations for the oral and written dimensions of the colloquium project. The oral rubric will be implemented in Fall 2012. (Revised and previous rubrics are accessible in TracDat.) Several program committee meetings during Fall 2012 are dedicated to discussions of rubrics with the hope of generating greater consistency across faculty evaluations. The third step is to re-examine the curriculum map and identify specific skills and assignments that will serve as building blocks for the components assessed in the colloquium project (e.g., literature review). As an initial part of this reexamination the course SVLD 603 was moved from a core course to an elective course. This change has

a direct impact on data assessment points for Learning Outcome #5, and will need to be addressed in 2012-2013.

This last step is closely related to what was perhaps the single most important learning for the MASL program this past year. At a half-day program retreat in May, six of the seven program faculty discussed the distinctiveness of the program and how best to draw on the strengths of our faculty to highlight what makes it distinct. As a result of this conversation, three modes of inquiry were identified as part of the emerging servant leadership field. These three modes of inquiry - critical theological reflection, ethical case-study analysis, and social scientific analysis – signal both specific approaches to research in the field as well as a commitment on the part of the program faculty to graduating students who can integrate elements of all three ways of seeing in their research projects. In naming the interdisciplinarity of the field and a commitment to holding the three modes of inquiry together in one program, the faculty gained clarity on what has been an ongoing challenge: articulating the distinctive character of this program in a way that lent itself to the development of rigorous, graduate-level scholarship in the field of servant leadership. (See the Program Retreat Minutes for additional details on this conversation.) This key learning will serve as a guide for program faculty discussions throughout 2012-2013 (and beyond), as we begin to create scaffolding in the curriculum map for each of the modes of inquiry and as we work through our own faculty disciplinary biases to develop shared norms for evaluating student work that draws together these three modes of inquiry. One of the other likely impacts of this work involves tailoring components of the rubric for the colloquium papers to the specific mode of inquiry selected by the student.

2. Plan for 2012-2013

In order to sustain the positive trend in enrollment growth, the program will develop a 3-course sequence modeled on the recruitment success at the Tomah VA. Additional locations for this 3-course sequence will be explored, beginning with West Allis, Wisconsin and the Greater Milwaukee area. This reflects a growing awareness of the need for targeted recruitment that builds on existing institutional relationships that have been cultivated over the past decade by program faculty (e.g., Wheaton Franciscan Healthcare). (See Action items related to the Outcome: Enrollment for additional details.) Course evaluations of online courses will be used to assess student interest and dependence on this for program completion. To date, we have limited data from online course evaluations, even as we integrate online courses more fully into our overall strategy of growing the summer institute and attracting students from a broader geographical radius.

The primary focus for assessment in 2012-2013 will be developing support within the curriculum for strengthening the oral communication skills of our graduates. (See Action items for Learning Outcome #1 and #4 for specific ways in which this support will be developed.) minimum of 3 program committee meetings in the Fall will be dedicated to aligning specific oral communication outcomes from the colloquium rubric, course assignments, and introductory, developmental, and mastery expectations in existing core courses. The Spring program retreat will include time set aside for reflecting on changes made in specific courses. We will continue to focus on Learning Outcomes #1 and #4 in 2012-2013, paying particular attention to the dimensions of the outcome related to oral communication. Preliminary data will be drawn from Fall 2012 and Spring 2013 colloquium presentations, recognizing that this data is constrained by the fact that these students will have only limited exposure to courses in which changes have been made.

The redesign of the curriculum map, implied by the alignment noted above, will be a priority throughout the Fall. This redesign will involve significant discussion among an interdisciplinary faculty about how best to prepare students for integrating theological reflection, ethical analysis, and social scientific

analysis into a praxis-oriented understanding of servant leadership. The primary location for this conversation will be program committee meetings and the May program retreat. Due to the challenging nature of this work and the time needed for discussion, we will increase the frequency of program meetings to twice a month.

Name of Assessment Coordinator: Richard Maresh

Name of Program: Mathematics

Date: Sept. 28, 2012

In the light of the review of our report of last year, we have had a number of conversations regarding our overall assessment system over the summer and in the first few weeks of the present school year. I can say that we have every intention of making some significant changes into our assessment system during the coming year.

1. Assessment Results from 2011-2012

Based on the data, we are not seeing any red flags indicating particular weaknesses; our students are generally showing the ability to do the things we want to see. However, based on the review we received last year, we have been working on revising our assessment system, and will continue to do this throughout the year.

2. Plan for 2012-2013

Specifically, we want to revise our outcome statements, especially SLO #1, and there are a couple changes we plan to make in the program involving student research, or generally more independent work by students.

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Name of Assessment Coordinator: Deb Murray Name of Program: MS in Mental Health Counseling

Date: Sept. 27, 2012

1. Assessment Results from 2011-2012

In 2011-2012 academic year we focused on three program outcomes. The first was career and life planning. The second was diversity and advocacy. The third was individual and group counseling. While students were able to successfully meet a portion of the criteria in these three areas, there were a couple of areas of improvement relative to the assessment method. During meeting in May and September, the Masters of Science in Mental Health Counseling core faculty analyzed the results and refined the teaching methodology and specific assessment methods. These changes will be made fall semester 2012 and spring semester 2013. In June of 2013 the core faculty will, once again, analyze the data and report on progress or lack thereof.

2. Plan for 2012-2013

For the 2012-2013 academic year, the two outcomes emphasized will be professional identity and ethics and assessment and diagnosis. The signature assignments for two different assessment points (COUN 510 and COUN 560) and assessment and diagnosis (COUN 640 and COUN 650) have been determined. Once this data is analyzed, the assessment information will be presented to the MSMHC constituents and steering committee. This data will also be useful as we prepare the self-study for the accreditation process. MSMHC core faculty will meet during in service and out service to more consistently review and analyze data.

Name of Assessment Coordinator: Larry Harwood

Name of Program: Philosophy

Date: Sept. 13, 2012

1. Assessment Results from 2011-2012

The Philosophy department assessed its majors through a 400 level research paper and an exit interview with the full Philosophy department faculty. There were two students assessed in the **2011/11 (????)** school year and this method proved effective. There were no senior Philosophy students in the 2011-12 school year to assess.

2. Plan for 2012-2013

The Philosophy department will focus assessment work this year in these areas:

- A. Edit the Curriculum Map; update it and review the Learning Outcomes.
- B. Assess the Philosophy Minors using PHIL100/101 are target courses; prepare a possible pre/post exam or writing assignment.
- C. Review rubrics for consistency and standardization
- D. Work toward implementing an Ethics Minor within the department

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Name of Assessment Coordinator: Val Kokott-Rebhahn

Name of Program: Psychology

Date: Sept. 28, 2012

1. Assessment Results from 2011-2012

Our primary focus for the 2011-2012 year was to address two student learning outcomes (SLOs): SLO #3 (Biopsychosocial and Multicultural Perspectives) and SLO#4 (Theories and Research in Developmental Psychology and Biopsychology). We also finalized two other SLOs: SLO #1 (Ethics) and SLO #2 (Writing Conventions). For SLO #1, the final assessment needed was completed and the loop was closed. This SLO will no longer be worked on for assessment purposes (until the rotation is due again for this SLO). The final assessment turned in for SLO #2 was completed and the loop was also closed. This SLO will not be worked on until its rotation is due again. In regard to SLO #3 (one of our primary areas of focus), it will remain open and continue to be worked on; the loops were not closed in PSYC 305 for this SLO.

Criterion will be changed for this SLO so that it is consistent with all other psychology course assessment (75% of students will score 75% or higher on the assignment). In regard to SLO #4, the other primary focus for the 2011-2012 year, loops were closed and learning was confirmed for 3 out of 5 assessment methods. This SLO will remain open next year for follow up in PSYC 430 and PSYC 220. Assessment did occur in PSYC 310 and PSYC 320 this year, but the assessment will be changed to PSYC 220 next year due to curriculum changes. In PSYC 430, criterion will be changed.

2. Plan for 2012-2013

In 2012-2013, we will continue to collect results for SLO #3 and SLO #4 in the following classes: PSYC 220, PSYC 305, and PSYC 430. This will be done in order to work with new criterion (PSYC 305 and PSYC 430) and a new class to assess in (PSYC 220). We will not add any new SLOs to focus on in the 2012-2013 year because we will also explore revising the SLOs; some of the SLOs contain many elements and breaking them down may be beneficial.

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Name of Assessment Coordinator: Michael Lopez-Kaley

Name of Program: Religious Studies

Date: Sept. 21, 2012

1. Assessment Results from 2011-2012

Last year, we focused on assessing RLST 160 as part of the Core Curriculum. RLST 160 encompasses two of the outcomes in Religious Studies, both connected with the outcomes for Way of Thinking: Theological Inquiry. This was the first year we had a universal assessment tool for all sections of a course that is required for all incoming freshmen. We have concluded that the current approach to teaching RLST 160 as a gateway course for Religious Studies is successful. The results of the pretest/posttest indicate a success rate larger than what we initially anticipated when we set our goals. We will continue to assess our students in this way until we have enough data to compare over a longer period of time.

2. Plan for 2012-2013

In the 2012-13 school year, we will continue to assess RLST 160. In addition, RLST 342, which is the 160 course for those who have transferred to Viterbo University, will be assessed in a similar fashion. We will also be defining particular artifacts to be used in every course we teach, especially courses that are required for the major, in order to track the progress of our majors. Defining these artifacts will also help us assess progress made by non-majors who are taking the courses to fulfill the Way of Thinking: Faith and Practice requirement of the Core Curriculum. By May of 2013, our goal is to have the assessment tools in place for all courses in the curriculum.

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Name of Assessment Coordinator: Debra Daehn Zellmer

Name of Program: Social Work

Date: Sept. 27, 2012

1. Assessment Results from 2011-2012

Last year was the beginning of a substantial revision of the Assessment Program for Social Work. The Council on Social Work Education (CSWE) introduced a significant change in Educational Policy requiring programs to now be output and competency driven rather than input and curriculum driven. In other words, we are to focus more on what our graduates can actually do as a result of the curriculum rather than the curriculum itself. The program realigned our learning outcomes to reflect the 10 competencies that are required by CSWE. These 10 competencies are further broken down by CSWE into 42 practice behaviors each which are to assess through multiple measures. As a program we have decided to use three different assessment measures- Course Embedded Assignments, Field Education Evaluation, Senior Exist Survey. The Field Education Evaluation Instrument was revised to reflect the 10 program outcomes/competencies and 42 practice behaviors. A Senior Exist Survey was created and implemented also reflecting these changes. Course embedded assignments were identified to measure the 10 program outcomes/competencies. New benchmarks were identified for each of these measures.

Benchmarks were met for all three measures for all but one learning outcome. Two of 3 assessment measures met the benchmark for Learning Outcome#4: Engage Diversity in Practice but did not achieve our benchmark for the course embedded measure. After discussion, it was felt that the assignment used to measure this outcome was appropriate and that curriculum content and teaching pedagogy was adequate. However the rubric used to measure this outcome was in need a refinement to more accurately isolate this specific learning outcome. **Action for 2012-2013:** The instructor for this course (SOWK 431) will revise the rubric for 2012-2013.

Follow up from 2011-2012: In 2011-2012 for PO #9 Effective use of research skills, students did not demonstrate this skill at the course level and 2 classes upon exit were not confident of research skills. The faculty had identified both research skills and academic writing as weaknesses over several classes of students. The planned action was to implement a new, additional sophomore level Introduction to Research and Analytical Writing course. This course was developed and taught for the first time in spring 2012. Two sections are currently being taught in Fall 2012. This year will be the first to determine whether this curricular change has resulted in improvements in research skills.

2. Plan for 2012-2013

In preparation for reaffirmation of accreditation, the social work faculty are reviewing and revising all course syllabus to ensure that content is delivered to assist students in developing competencies necessary to achieve the program's learning outcomes. We are also refining our course embedded measures. Measures have been identified now for each of the 42 practice behaviors. Data from all three measures for each Learning Outcome/Competency and Practice Behavior will be collected this year for a comprehensive review of the entire social work curriculum as a part of Self Study for Reaffirmation of Accreditation.

Research skills (Outcome 6) and Diversity in Practice (Outcome 4) will be focused on to determine if implemented changes have made a difference.

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Name of Assessment Coordinator: Vicente Guillot Name of Program: Spanish-World Languages

Date: Sept. 28, 2012

1. Assessment Results from 2011-2012

Last year we focused on three of our outcomes. The results were very satisfactory for two of the outcomes. We made changes to assess the historical background outcome. We try to unify criteria among the different courses / instructors and use similar tools to measure the results. During Fall 11 the results for this outcome were very satisfactory, 90% of students met criteria. For the outcome, "Integrate socio-linguistics and socio-cultural conventions..." 69% of the students scored 93% on the final presentation and 31% between 87% and 90%. Regarding the outcome "Read and Understand..." It would be necessary to find some tools to assess the outcome of the pre-reading activities. In terms of the participation task it would be better to use a more direct assessment tool. The self-perception tool can be useful but it would be practical to check the results with a more direct method in the future. Course criteria should remain at 80% performance. The results from the TEST DE LECTURA were very satisfactory. The pre-reading activities and the class discussions did help to achieve the outcome for almost every student. Only two students out of 16 score below 80% in this test. At the same time the revisions of the 'archivos de lectura' help the students to keep up with the readings and the activities during the semester. Students were asked to submit their portfolio 3 times.

2. Plan for 2012-2013

In 2011-2012, we wanted to help the students in the major to accomplish better results in writing. We have no conclusive data of the workshop for our majors and minors in the Academic resource center, this workshop took place in both semesters. The changes in our class SPAN 340, Intermediate Writing, can also give us feedback in terms of this outcome.

During 2012-2013 we will focus on 3 outcomes:

Respond critically to ethical issues and their effect on communication and policy-making, Recall the main historical facts connecting Spain, Latin America, and the USA and their impact on the individual, families, and communities of today, and Read and understand a variety of texts. The second outcome has been identified as one that is easier to quantify. We will have to pay attention to the first outcome this academic year to compare the results from previous years. We have not assessed this particular outcome, Respond critically to ethical issues and their effect on communication and policy-making, for 2 years.

Academic Program Assessment Update Summary Women's Studies Program – Apryl Denny September 2012

1. Assessment Results from 2011-2012

The transformation of WMST 100 into a VUSM 290 mission seminar seems to be a success. The WMST 100 data reveals that all the students, not just the minors, have reached the minimum recommended standards for performance in the three assessed areas: Gender Diversity, Service, and Interdisciplinary Study. The results from WMST 400 support my conviction that students should not be allowed to take

the 400 course without first having taken the 100 course. Due to low enrollments, WMST 100 was offered only biannually rather than annually, so the students in the 400 course are scoring below minimum standards on the Gender Diversity requirement because they enrolled in 400 before the 100 and, therefore, had not yet studied some of the material assessed in the 400 course exit exam. VUSM 290/WMST 100 is now an annually offered course, so this problem should be solved.

2. Plan for 2012-2013

We will continue to assess students in the 100 and 400 course biannually. Our focus in WMST 400 is to follow up from the problems revealed in the 2011 assessment study to make sure that students understand all the major Gender Diversity concepts deemed as important to the minor. As I have stated above, the conversion of the 100 course to a VUSM 200 course should solve some of those problems, but the 400 course will also be modified to reinforce those concepts. The WMST faculty/staff committee is also currently considering creating a subcommittee to oversee the curriculum and assessment issues in the minor to ensure impartiality. My own personal concern is that one person should not design, administer, and evaluate the assessment instruments alone—especially when it is in her (my) interest to see positive results from that assessment. I would like to have a WMST faculty subcommittee to oversee my assessment work to ensure my objectivity.

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School of Nursing

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

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
BSN	9	77	87	46	9/5/2012	9/5/2012
BSNC	9	43	218	187	9/26/2012	9/26/2012
Dietetics CP 2008 Standards (2011-on)	63	44	46	12	8/24/2012	8/24/2012
Dietetics DI	17	24	15	8	8/31/2012	1/11/2012
MSN	8	23	69	38	9/17/2012	12/19/2011

2012 Academic Program Assessment Summaries

Name of Assessment Coordinator: Judy Talbot

Name of Program: BSN Nursing

Date: Sept. 5, 2012

1. Assessment Results from 2011-2012

In 2011-12 we focused on assessing two outcomes healthcare technologies and healthcare systems at the mid and graduate levels and followed up on two outcomes, cultural sensitivity and critical thinking from the 2010-2011 assessments. In addition, we incorporated direct as well as indirect measures for the 2011-2012 assessments. One of the outcomes, healthcare technologies, was not met at the graduate level and there will be follow up in 2012-13. Of the two outcomes requiring follow up in 2011-2012, one was met and the other, critical thinking will require further follow up in 2012-2013. Please see attached report (Graduate Outcome Assessment BSN Program) that was shared with nursing faculty in spring of 2012.

A new timeline for assessment, see attached, was developed that incorporates the merging of new student learning outcomes for the curriculum, first being introduced at the sophomore level in 2013-14.

1. Plan for 2012-2013

In 2012-2013, we will collect results for the next learning outcome in our cycle of assessment i.e. professional and therapeutic communication and will also follow up on results for healthcare technologies and critical thinking. We are phasing in new student learning outcomes for our curriculum thus will begin developing a new curriculum map. The current BSN Assessment Coordinator will be retiring in spring of 2012 therefore a new coordinator will be named and hopefully oriented to the role.

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Name of Assessment Coordinator: Jennifer Hedrick-Erickson

Name of Program: BSN Completion

Date: Sept. 25, 2012

1. Assessment Results from 2011-2012

Last year we focused on two of our nine outcomes, those being: Healthcare Systems and Healthcare Technologies. Our program created an assignment to more effectively meet the Healthcare Systems outcome as we saw this as an area to improve upon, knowing the outcome would be measured in 2011-2012. Students effectively met this outcome (see attachment) as assessed by the Healthcare Systems rubric. Also, the course evaluations showed a means of 4.21 on a 5.0 Likert scale. The Healthcare Technology outcome was met as the Nursing 340 course was revised to assist students to meet the Information Fluency Foundation requirement for the university. Content was added and assignments were revised or created to assist meeting this outcome (see "Information Fluency Alignment Table" attached and School of Nursing rubric attached).

To follow-up on last year's results, the faculty added additional guidelines to the Ethics Case Study Paper assignment. Students effectively met the developmental levels of the Ethics outcome for the program, based on our Ethics Rubric. Course evaluations of this assignment showed means results of 4.35 on a 5.0 Likert scale. However, this assignment will be eliminated for Fall 2012 as the outcomes of the program have changed.

We continue to conduct focus groups as a means of assessment, on a rotating basis at each site. Data was shared with all persons directly involved with our program to determine how we can best meet our student and program needs.

Alumni surveys were sent out via e-mail.

We implemented a new support course for our program. English 307 was added to the curriculum to assist with student's mid-level university writing needs, with a desire to strengthen student's professional writing ability. We removed Nursing 140 – Information Management and added some of that content to our Nursing 340 course. As stated above, Nursing 340 assisted our program to help meet the university Information Fluency Foundation requirement.

2. Plan for 2012-2013

In 2012-2013, we will collect results for two of our newly adopted School of Nursing graduate outcomes. We will be assessing the outcomes: "Incorporate effective interpersonal and inter-professional communication and collaboration skills" and "Articulate the direct and indirect relationship of healthcare policy, finance, and regulations." We will also be following up on pending measures that did not meet criteria in TracDat; those include assignments in Nursing 346 – Nursing Research that fell below 4.0 on 5.0 Likert. They include the Literature Review Paper and Evidence Based Practice Proposal. Also two other assignments that measure outcomes fell below the desired 4.0 on 5.0 Likert. The assignments were the Nursing 408 Debate and the Nursing 472 discussion of "From Silence to Voice." Faculty will apply the new graduate outcomes to all nursing syllabi. The first year courses have adopted the new outcomes to be assessed; while the second year courses will be applied, Fall 2013. Assignments will be evaluated to assure we are meeting the new graduate outcomes with a minimum of two direct measures and one indirect measure.

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Name of Assessment Coordinator: Carol Klitzke Name of Program: Dietetics Coordinated Program

Date: Aug. 30, 2012

1. Assessment Results from 2011-2012

Last year we implemented the second year of our new assessment plan. We targeted the group of supervised practice competencies called Practice Management and Use of Resources. Most of these competencies are met by foodservice management courses. Students did not meet the criteria for competencies related to knowledge of systems theory, knowledge of quality management, and knowledge of coding practices. Carol will target systems theory and quality management in Nutr 351 and Nutr 400 this fall, respectively. Jessica Madson will target coding practices in Nutr 470/471. As a department we continue to work on improving the pass rate for the Registration Exam. We required students to purchase the study guide and practice exam from the Academy of Nutrition and Dietetics (AND) and used the outline in it to plan the content of our comprehensive exam review sessions. Carol changed the way that she taught financial management by using a new textbook devoted to that topic and making sure that students could do the problems and application exercises at the end of each chapter. Her sense was that students left the course with a much better understanding of how to compute and understand financial data and benchmarks. Whether this has an effect on RD exam scores will be apparent between June 2013 and June 2014.

As follow-up to previous years' results, Carol finally achieved my goal in teaching students how to write an argument and state it as a claim, then support it with evidence in a paper. She attributes this to the increased amount of time that she spent with the students on writing claims and giving them more individualized attention as they drafted their claims.

2. Plan for 2012-2013

Assessment Plan for Fall 2012: Scientific and Evidence Base of Practice

Competency	Faculty Member	Course	Method/Criteria
SP 1.1: Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic, or other outcomes.	Jessica/Karen	Nutr 471	100% of students will achieve a minimum score of 3 on weekly MNT Professionalism Evaluation form for SP 1.1
SP 1.2: Apply evidence-based guideline, systematic reviews, and scientific literature in the Nutrition Care Process and model and other areas of dietetics practice.	Preceptors Karen/Jessica	Nutr 471	100% of students will receive a minimum score of 80% on case study/presentation rubric.
CO 3 Manage nutrition care for population groups across the lifespan	Alida/Ginger	Nutr 371	Preschool lesson Group Education rubric – 80% of students will achieve a level of ≥2 in SP 1.1, 2.3, 3.2 Middle school lesson Group Education - 80% of students will achieve a level of ≥2 in SP 1.1, 2.3, 3.2 Elderly Presentation Group Education – 80% of students will achieve a level of ≥3 in SP 1.1, 2.3, 3.2
CO 6 Consult with organizations regarding food access for target populations	Alida/Ginger	Nutr 371	Community Food Access assignment rubric minimum score of 13/16 with no less than 2 in any category.
Follow-Up PM 4.3 Apply systems theory	Carol	Nutr 351	100% of students will be able to relate systems theory to a major project.
Follow-up PM 4.12	Jessica	Nutr 470	100% of students will score at least 80% on coding quiz

Assessment Plan for Spring 2013: Scientific and Evidence Base of Practice

Competency	Faculty Member	Course	Method/Criteria
PPE 2.10 Serve in professional and	Jessica	SDA	Determine percentage of students we should expect to
community organizations			be members of SDA and compare with 2010-2011 data:
			67% juniors
			63% seniors
KR 4.3 follow-up	Carol	Nutr 400	100% of students will get 8 of 10 questions about
			legislative process correct
KR 4.2 Follow-up	Carol	Nutr 400	100% of students will get 5 of the 6 questions about
			Quality Management correct
PM SP 4.2 Follow-up	Carol	Nutr 356	100% of students will earn 80% of points on the
			Evaluation of Action Plan form
PM SP 4.5 Follow –up on action plan for Nutr	Jessica	Nutr 476	100% of students will score 80% or more of the possible
476 QI study: "during the introduction to the			points
course, spend more time discussing and			
explaining the assignment>"			

Name of Assessment Coordinator: Jessica Madson

Name of Program: Dietetic Internship

Date: Sept. 27, 2012

1. Assessment Results from 2011-2012

During the 2011/2012 school year we focused on the Practice Management and Use of Resources Competencies for curriculum assessment. There were 12 competencies that were assessed throughout the year. These changes will be made fall semester 2012. Our main evaluation tool to assess these competencies is our professionalism evaluation that is used at the end of each supervised practice course. There are times when the instructor fills this out and there are times when the student's supervising preceptor completes this form This was the first year we implemented this tool and realized that we need to complete additional training with preceptors.

One problem we encountered was that many of the competencies were not measured on all of the students. This is why the competency was "not met". Our plan is to provide additional training at the preceptor meeting in October, 2012. This training will focus on the need for all of the competencies to be assessed on the students.

All of the competencies assessed in the fall were met, except DI 4.12. The action plan for this competency for the instructor will re-arrange the sequence of presentation, case study, and quiz to enhance understanding and to re-assess in fall 2012.

In addition, we noticed the benchmark for the competencies assessed in the fall was at a level 3. As a department we decided the benchmark at this level should be a level 4. We decided the competencies will be re-assessed in 2012/2013 school year.

2. Plan for 2012-2013

Our primary focus for assessment work in 2012/2013 will be to re-evaluate the Practice Management competencies after we have conducted training with our preceptors on the importance of accurately completing the professional evaluation. We will also re-evaluate DI 4.1-4.12 with a benchmark of 4 instead of 3.

In addition to following up on the Practice Management competencies, we will collect data for the Scientific and Evidence Base of Practice competencies. We will continue to implement the comprehensive assessment plan that the department developed last fall.

Name of Assessment Coordinator: Bonnie Nesbitt

Name of Program: Graduate Nursing

Date: Sept. 18, 2012

1. Assessment Results from 2011-2012

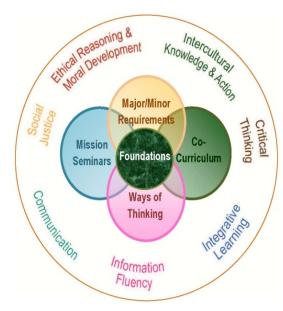
In 2011-2 the MSN Assessment Coordinator and the University Assessment Coordinator met to discuss perceived challenges in the track specific embedded assignments. The assignments did not always have congruence with the outcome or may have been missing from the students' portfolios. In addition the Graduate Nursing Program Committee met and discussed these challenges. It was decided that with the new curriculum we would have an opportune time to develop new rubrics based on expectations for each of the Developmental, Midpoint, and Graduate levels. A schema was developed whereby assignments will reflect different levels of application appropriate to each level. The D level will ask for an intrapersonal reflection as to the outcome and the student's new role focus. The MP/Interim level will reflect interpersonal applications of new skills and knowledge to their role focus. The G/M level will reflect interprofessional, system, and population level synthesis. Currently rubrics are being developed that can inform the expectations at each level. Three of the new outcomes have draft rubrics for faculty review and the rest are being developed. The plan would be to phase out our old system of measurement as of next year with the last class graduating from the old curriculum. The new process will start with the students who have been in the new curriculum since fall 2011 and will graduate in spring of 2014. The two outcomes designated for 2011-2 were assessed and findings noted on TracDat.

2. Plan for 2012-2013

In 2012-3 we will collect assessment data on two additional outcomes according to our scheduled cycle. We will finalize the rubrics to be used for assessment in the new curriculum for each outcome. We also will participate in getting a new portfolio product for our students to have as their electronic repository. We also plan to, as a Graduate Nursing Program Committee, come up with assignment ideas that the various courses designated to have track specific embedded assignments can utilize to maximize student development and evidence progress toward graduate outcomes in a clear way.

LIVE Core Curriculum: Assessment Overview

LIVE Core Curriculum Structure



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
 - Franciscan Values and Traditions
 - 2. Living in a Diverse World
 - 3. Serving the Common Good
 - 4. The Ethical Life

The academic year 2011-2012 was the first year of the fully-implement outcomes-based core curriculum. Students who began their academic career at Viterbo in Fall 2011 are the first students who will be fully immersed in LIVE.

Assessment efforts in 2011-2012 focused on the following:

- 1. Ensuring accountability and vibrancy in the core curriculum through a formal application and approval process for new courses;
- 2. Evaluating and providing formative feedback on the syllabi templates;
- 3. Assessing the LIVE outcomes in the second mission seminar, Living in a Diverse World, and completing follow-up assessment of the LIVE outcomes in the first mission seminar, Franciscan Values and Traditions;
- 4. Evaluating and providing formative feedback on adherence to the learning outcomes and course guidelines for the Foundations—Written Communication, Quantitative Literacy, Information Literacy, and Oral Communication.

2011-2012 Core Curriculum assessment targeted components of five of the seven LIVE outcomes and measured them at a novice or apprentice level in the first two mission seminars:

- Social Justice
- Ethical Reasoning & Moral Development
- Intercultural Knowledge & Action

- Integrative Learning
- Written Communication

Faculty will implement adjustments in the curriculum, teaching and learning strategies, the common assignment and rubric in the 2012-2013 academic year.

Assessment of Mission Seminars

Franciscan Values and Traditions: LIVE Learning Outcomes Assessment

LIVE Outcomes	FVT Outcomes	Assessment method	Evaluation tool
Ethical Reasoning and Moral Development: Ethical Self- Awareness	1. Students will compare, contrast, and consider Franciscan values, Viterbo core values, and disciplinary values.	Common assignment	Common rubric
Integrative Learning: Connections across Perspectives			
Social Justice: Diversity of Communities	2. Students will consider how these values compare and contrast to their		
Written Communication: Sources & Evidence	own personal values and other value systems		

2011-2012 Follow-up Results

Method: common assignment in all VUSM 1XX sections

Measurement: common rubric created collaboratively and modified through the 10-11 assessment process.

Assessment process:

- 1) Random sample of papers: A stratified random sample of 15% of the papers submitted by students enrolled at the end of the semester was drawn. The thirteen sections in FA2011 and eight sections in SP2012 had a total enrollment of 370 students. There were no online courses (online courses are oversampled to allow for assessment of modes of delivery).
- **2)** A group of seven volunteers worked over four days in May and June 2012 to assess the papers. The group consisted of four full-time faculty, one staff member, the director of general education, and the director of assessment and institutional research.

The group had a norming session to establish inter-rater reliability. The group reviewed the assignment and the rubric and scored one norming paper. After scores were compared and reviewed, a second paper was normed. Each paper was read by two readers. When a score diverged by more than one point, a third reader read that paper for the outcome that diverged.

FVT Assignment Rubric	2010- 11	Action taken	2011-12 Follow-	Criterion Met/Not	Action
naone	Results		up	Met	
			Results		
Ethical Reasoning	1.3	1) We revised the	2.1	Criterion	1) We revised the final
& Moral		assignment guidelines to		of 3 not	assignment rubric to ask
Development:		ask students to connect		met	students to apply
Franciscan Values		Franciscan values to the			Franciscan values to
		biographical and historical			section-specific context.
		context of the course.			2) We extensively revised
		2) Changed course text to			the final assignment sheet,
		Talbot, which is organized			which now asks students to

		around Franciscan values.			explicitly compare section- specific values to those of Viterbo and Francis.
Ethical Reasoning & Moral Development: Viterbo Values	1.6	Revised the assignment guidelines so that students select one or two Viterbo values to compare to their own.	2.3	Criterion of 3 not met	We modified the rubric and added the word "five" to VU values. We extensively revised the final assignment sheet, which now asks students to explicitly compare section-specific values to those of Viterbo and Francis.
Ethical Reasoning & Moral Development: Personal Values	1.7	We revised the assignment guidelines to explicitly ask students to answer the question, "Where did your values originate and how?"	2.0	Criterion of 2 met	Loop closed: We will continue to measure this on 2012-13 papers
Social Justice: Diversity of Communities	1.9	We modified the common assignment to emphasize differences in values. We have not put an expectation for "interest in working with a community to achieve an aim" into the assignment.	1.9	Criterion of 2 not met	1) We revised the FVT rubric under social justice to express benchmark level in positive language. 2) We revised the SLOs for this course. Now the 2nd learning outcome is directly aligns with social justicegetting students to distinguish their values and others' values.
Integrative Learning: Connections across Perspectives	1.7	Revised the assignment guidelines to explicitly ask for integration: "How do these values intersect with the focus of the section?"	1.9	Criterion of 2 not met	Revised rubric asks more explicitly for students to connect section perspective to Viterbo and Franciscan values. Revised assignment sheet explicitly requires integration of section-specific content and Viterbo and Franciscan values.
Written Communication: Sources & Evidence	1.9	Replace "content development" with "sources and evidence" on the rubric for the common assignment.	2.2	Criterion of 2 met	Loop closed: We will continue to measure this on 2012-13 papers.

The assessment team analyzes results and makes recommendations for changes. The team makes some changes to the rubric, as warranted. The CC director works with the FVT lead faculty on changes in the assignment, course guidelines, or teaching and learning strategies. The results and action plan are shared the Franciscan Values and Traditions instructors in the learning community and with the Core Curriculum Committee.

Living in a Diverse World: LIVE Learning Outcomes Assessment

LIVE Outcomes	LDW Outcomes	Assessment method	Evaluation tool
Ethical Reasoning and Moral	1. Students will examine the	Common	Common
Development: Ethical Self-	background, structures and effects of	assignment	rubric
Awareness	oppression, bias, prejudice, bigotry, or		
	discrimination.		
Intercultural Knowledge &	1. Students will examine the		
Action: Cultural Self-Awareness	background, structures and effects of		
/ Knowledge of Cultural	oppression, bias, prejudice, bigotry, or		
Frameworks	discrimination.		
Social Justice: Diversity of	2. Students will demonstrate their		
Communities and Cultures	awareness of cultural diversity and its		
	value.		
Social Justice: Action and	3. Students will reflect on their		
Reflection	development of servant-leader		
	characteristics.		
Integrative Learning: Reflection	2. Students will demonstrate their		
and Self-Assessment	awareness of cultural diversity and its		
	value.		
	3. Students will reflect on their		
	development of servant-leader		
	characteristics.		

2011-2012 Results

Method: common assignment in all VUSM 2XX sections

Measurement: common rubric created collaboratively by the LDW faculty learning community.

Assessment process:

- 1) Random sample of papers: A stratified random sample of 15% of the papers submitted by students enrolled at the end of the semester was drawn. The twelve sections in FA2011 and eight sections in SP2012 had a total enrollment of 270 students. There were no online courses (online courses are oversampled to allow for assessment of modes of delivery).
- **2)** A group of six faculty worked over four days in June 2012 to assess the papers. The group consisted of four full-time faculty, the director of general education, and the director of assessment and institutional research.

The group had a norming session to establish inter-rater reliability. The group reviewed the assignment and the rubric and scored one norming paper. After scores were compared and reviewed, a second paper was normed. Each paper was read by two readers. When a score diverged by more than one point, a third reader read that paper for the outcome that diverged.

LDW Assignment Rubric	2010-11 Results	Criterion Met/Not Met	Action
Ethical Reasoning & Moral Development (LDW 1)	2.6	Baseline data	 We changed the assignment, asking students to show knowledge of theory. We changed the assignment, asking students to show development of their thinking / awareness over time.
Social Justice / Intercultural Knowledge & Action (LDW 2 & 3)	2.3	Baseline data	1) We revised LDW outcome 2 to include explicit language about valuing diversity. 2) We revised LDW outcome 3 to leave open what counts as servant leadership characteristics. 3) We split Social Justice into two component of the rubric 4) We revised the rubric to highlight the value of diversity. 5) We searched for a common text that outlines the value of diversity. 6) We searched for a common text that outlines servant leader attributes.
Integrative Learning (LDW 2 & 3)	2.4	Baseline data	1) We ask students to integrate section-specific content in their final reflective paper. 2) We made changes to the seminar guidelines to highlight the integration of section-specific content with common content.

The assessment team analyzes results and makes recommendations for changes. The team makes some changes to the rubric, as warranted. The CC director works with the LDW lead faculty on changes in the assignment, course guidelines, or teaching and learning strategies. The results and action plan are shared the Living in a Diverse World instructors in the learning community for implementation and with the Core Curriculum Committee for accountability.

Assessment of Foundations

The Core Curriculum Committee assessed how well the Foundations courses meet the standards designed by faculty committees. Committee members assessed syllabi, sample assignments, and rubrics for each of the Foundations courses. The goal was to evaluate the following requirements, which serve provide the structure for future learning outcomes assessment:

- 1) Alignment between Foundations outcomes, course outcomes, and assignments;
- 2) Rubric for a summative assignment;
- 3) Integration of guidelines into the course design.

This assessment was formative, and when course materials did not demonstrate alignment with learning outcomes and guidelines, the director of general education provided feedback to individual instructors.

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.

WC 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)

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.

QL Learning Outcomes

- 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.

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.

IL 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.

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.

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.

Examples of Changes Subsequent to the Foundations Assessment:

Written Communication I and Information Literacy: The English department revised SLOs for ENGL104 based on the alignment table work in Fall 2011. The department revised the SLOs for ENGL103 and 105 via Writing First on February 15, 2012. New SLOs for all three courses will go into place next year. Mostly they identical with the LIVE Written Communication rubric and with the LIVE Information Literacy rubric but include some SLOs to distinguish 103 from 104.

Written Communication II: As a result of the formative assessment, the School of Education received approval from the Core Curriculum Committee to replace EDUC 215 with EDUC 280 as the Written Communication II course for Education majors.

Quantitative Literacy: As a result of the formative assessment, several instructors revised their course design and syllabi.

Oral Communication: As a result of the formative assessment, the School of Nursing decided to require COMM 150, Fundamentals of Speech, of Nursing majors rather than make the adjustments to NURS 240, Professional Communication in Nursing, to ensure alignment with the learning outcomes and guidelines for this competency.

LIVE Syllabus Template and Assessment

Course Number and Section

Course Title

Semester, Year

Class Meeting Time and Place

Credits

Course Prerequisites

Core Curriculum Category/Categories, e.g., Literary Analysis Way of Thinking

Instruc	•
Office:	Office phone:
Email:	Office hours:

Catalog Course Description

Section-Specific Description (if relevant)

Instructional Methods

Required Materials (textbooks, online sources, etc.)

Recommended/Supplemental Texts

Reserve Materials

Required Assignments

Credit Hour Equivalents (see also appendix 2)

Assignment Weights

Grading Scheme:

(How will the required assignments be assessed? What percentages attach to each grade level? Where rubrics are not included, the syllabus should name where and when they will be provided.)

Alignment Table of Learning Outcomes and Course Work

Learning Outcomes for this Foundations,	Relevant Course	How course and its work
VUSM, or Way of Thinking	Outcomes	meet these outcomes

Formatting and Documentation Guidelines

Attendance Policy

Academic Integrity Policy

Late Work Policy

Electronic Submissions Policy

Disability Statement

Rubrics

Course Schedule