



Academic Program Assessment Report: 2013-2014

Assessment Report: 2013-2014 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 2013-2014. The report tracks progress made in assessment processes and practices and summarizes the use of assessment for improvements in student learning in undergraduate programs, graduate programs, and general education.

Strengthening Learning through Assessment in Undergraduate and Graduate Programs

Of the 60 established academic programs (both undergraduate and graduate):

- All (60) have data on student learning and are in the process of analyzing the data
- 100% (60) have articulated action taken to improve student learning.
- 93% (56) have tested the effectiveness of actions, either confirming learning or taking further action.

The academic programs 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 Annual Program Assessment Report.

	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011	Sept. 2012	Sept. 2013	Sept. 2014 Goals	Sept. 2014 Actual	Sept. 2015 Goals
1) Establish a plan: outcomes aligned with teaching strategies and methods	100%	100%	100%	100%	100%	100%	100%	100% (60/60)	100%
2) Collect actionable data and draw conclusions through analysis	92%	96%	100%	100%	100%	100%	100%	100% (60/60)	100%
3) Take action to improve learning	73%	83%	89%	96%	98%	96%	100%	100% (60/60)	100%
4) Test the effectiveness of actions, either confirming learning or taking further action	18%	57%	63%	78%	86%	92%	90%	93% (56/60)	100%
5) Disseminate Results	Results are shared with key constituents: faculty in department meetings, Deans' Council, cabinet members, and advisory groups								

**In 2013-2014, sixty of the academic programs are considered established programs. There are several programs which were discontinued, and several new programs which are on the five-year assessment implementation cycle.

The report presents many examples of improved learning and student achievement through assessment. One example of effective assessment is the work done by faculty in the Accounting programs: one program is delivered in a face-to-face format to traditional students and the other program is a degree-completion program delivered in a compressed hybrid format to adult learners. Faculty have aligned the curriculum, teaching methods, methods of measurement to four common learning outcomes: Communication, Problem Solving, Ethical Decision Making, and Legal and

Regulatory Environment. Although the curricular pathways are appropriately differentiated for the two different groups of students, the same outcomes are assessed and learning is confirmed following targeted adjustments for improvements. Several direct methods of measurement are common to both programs and results have led to changes in pedagogy / andragogy and to increases in student learning. On the legal and regulatory environment outcome, results led to the instructor allocating more classroom time to student analysis and discussion of text cases, by increasing student responsibility for case preparation before class, and by increasing the number of quiz questions based on comprehensive fact situations and increasing the point value of those questions compared to more straightforward analysis questions. This action resulted in a 2% increase in student scores overall, learning was confirmed, and the loop was closed.

Assessment Practice and Progress

Faculty oversight of academic program assessment is provided through the Academic Program Assessment Committee, and in 2013-14, the committee promoted the following:

- Developed and implemented the following faculty development activities: an expanded library of resources on the assessment web pages, workshops with departments on rubric development and curriculum mapping.
- Worked with the Office of Assessment and Institutional Research to host the annual Assessment Day in May 2014—with department consultations, guided work time by departments to support the collaborative work of assessment, and hosted a lunch.
- Established robust goals for assessment progress for the Sept. 2014 updates, which were met;
- Provided in-depth formative peer review on assessment work for the 13 academic programs a year before program review;

Assessing the LIVE Outcomes-based Core Curriculum

Assessment work in 2013-2014 encompassed seven of the eight LIVE learning outcomes. The common assignments in all four mission seminars were assessed in May and June 2014, with faculty and staff teams evaluating learning outcomes in a stratified random selection of assignments.

Following four years of targeted changes based on the assessment results, the criteria for outcomes measured in Franciscan Values and Traditions were all met. The continuous improvement stemming from assessment has included: targeted changes in the assessment methods and measurements, such as finer alignment between outcomes, assignments, rubrics, and guidelines; changes in the common text based on assessment results; refinement of the structure and curricular design of the mission seminars.

2013-2014 Core Curriculum assessment measured the following LIVE outcomes:

- Social Justice
- Ethical Reasoning & Moral Development
- Intercultural Knowledge & Action
- Integrative Learning
- Critical Thinking
- Information Literacy
- Written Communication

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

Table of Contents

Executive Summary.....	1
Status of 2013-2014 Assessment in Academic Programs.....	5
Minimum Expectations for Establishing Assessment in New Program	6
An Overview of Program Assessment by College	
College of Arts and Letters.....	7
College of Business and Leadership	15
College of Education, Mathematics, and Science	24
College of Nursing, Health, and Human Behavior	40
LIVE Core Curriculum: Assessment Overview	49
Assessment of Mission Seminars.....	49

Status of 2013-2014 Assessment in Academic Programs

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**In 2013-2014, sixty of the academic programs are considered established programs. There are several programs which were discontinued, and several new programs which are on the five-year assessment implementation cycle.

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 College

College of Arts and Letters

Assessment Report for the College of Arts and Letters: Sept. 2014 Updates

School of Fine Arts			
Program Name	2014 Date of Last Result	2014 Last Action	2014 Last Follow-up
Art	10/01/2014	10/02/2013	09/25/2009
Arts Administration	10/02/2014	10/02/2014	
Dance (minor)	10/04/2013	09/04/2011	09/04/2011
Music (2011-)	05/15/2014	12/16/2013	
Music Theatre	10/22/2013	09/02/2011	
Theatre BFA core	09/15/2014		
Theatre – Design Tech	09/28/2014	11/25/2011	
School of Humanities			
Program Name	2014 Date of Last Result	2014 Last Action	2014 Last Follow-up
Broad Field Social Studies	07/22/2014	08/31/2011	08/31/2011
English	11/21/2013	01/01/2014	08/31/2011
History	07/15/2014	07/15/2014	09/14/2012
Latin American Studies (minor)	08/28/2014	09/17/2013	
Liberal Studies	09/25/2014	09/25/2014	
Philosophy	10/16/2013		
Religious Studies	09/30/2014	09/30/2014	
Spanish	09/04/2014	10/14/2013	
Sustainability	10/15/2014		
Dates are based on information entered into TracDat as of Fall 2014			

2014 Academic Program Assessment Summaries

Name of Assessment Coordinator: Sherri Lisota

Name of Program: Art

Date: September 26, 2014

1. Assessment Results from 2013-2014

The 2013-2014 data reflects that 80% or more of students in art programs are meeting sophomore level proficiency in six of the six outcomes. The four-level rubric for measuring outcome two was refined. Information from appropriate major courses was compared across grade levels. We wrote curriculum maps for three Art programs: the BA in Studio Art; the BFA in Art; and the BA in Art Education. We identified Art courses that meet general education outcomes in reading, writing, researching, and oral communication skills at level II.

using the same instrument as a part of the capstone SUST 495 program. From the initial assessments it appears that students are meeting the middle levels or above for all criteria. Two assessment methods were reported on for each of the five outcomes. A major accomplishment has been the identification of a core group of faculty to teach the degree program courses given the School of Business decision to drop their Sustainable Business degree and hence no longer provide course coverage for 4 of the 8 core courses.

2. Plan for 2014-2015

Assessment work goals for 2014-2015, we will work on the alignment of program criteria and the pre – post assessment instrument developed. This will be a transition year for the program as degree numbers have not met anticipated target levels. There will be 3 students graduating in 2014 -15 academic year to enable more detailed assessment of the program evaluation criteria. The current part-time faculty member coordinating the program will retire at the conclusion of this academic year. Pending administrative decisions to continue the program or not faculty time will be used to refine the program assessment.



College of Business and Leadership

Assessment Report for College of Business and Leadership: Sept. 2014 Updates

Dahl School of Business			
Program Name	2014 Date of Last Result	2014 Last Action	2014 Last Follow-up
Accounting	09/15/2014	09/28/2013	09/28/2013
Accounting Degree Completion	09/30/2014	09/30/2014	05/18/2011
Business Administration	New Program		
Health Care Management	07/16/2014		
Management and Leadership	09/18/2014	09/25/2014	09/25/2014
Management Information Systems (INFO) Online	07/16/2014	09/19/2012	08/31/2011
Marketing	09/12/2014	09/13/2014	09/13/2014
Master of Business Administration	09/26/2014	09/26/2014	09/26/2014
Organizational Management	07/16/2014	09/02/2011	09/20/2012
Organizational Management Online	05/05/2014	09/19/2012	09/02/2011
Sport Management & Leadership	07/17/2014	07/16/2014	09/29/2014
Communication Studies	10/07/2014	10/06/2014	
Master of Arts in Servant Leadership	09/30/2014	09/30/2014	09/29/2014
Dates are based on information entered into TracDat as of Fall 2014			

2014 Academic Program Assessment Summaries

Name of Assessment Coordinator: Sara Cook

Name of Program: Accounting

Date: September 28, 2014

1. Assessment Results from 2013-2014

In fall 2013, a new fulltime accounting faculty (Tim Szmanda) was hired, and our new group of accounting faculty met with the assessment coordinator to evaluate and draft a new assessment plan. In spring 2014, accounting faculty gathered again to discuss the current assessment plan and results to determine whether the conclusions drawn from the data matched their intuition on student performance. We again evaluated the methods to ensure they were the most authentic measures of student learning on each outcome. Subsequently, the accounting assessment plan was revised to capitalize on a new comprehensive project in the auditing course, which is required for all accounting students and taught by a fulltime faculty member. Descriptions and rubrics for the new assessment methods were added to TracDat, and data was collected on a total of four methods across three of the four student learning outcomes. The students are failing to meet the benchmarks on the outcome pertaining to ethical decision making, and the intervention proposed last year improved scores slightly, and further interventions are proposed for this year. Data collected confirmed student learning in the newly designed auditing (capstone) course.

2. Plan for 2014-2015

In 2014-2015 we will focus again on formation of servant leaders. Specifically, we are implementing in Fall 2014 an “exit” paper on vocation / formation as part of the colloquium paper and presentation. This will give students an opportunity to articulate their development as servant leaders in relation to their research and coursework. It will also offer a way for the program to understand the impact of the program on student formation. For example, we will be able to compare personal statements submitted as part of the application to the “exit” reflections. (See new assessment method under Outcome I: Servant Leadership Theory and Practice.)



College of Education, Science, and Mathematics

Assessment Report for the College of Education, Science, and Mathematics: Sept. 2014 Updates

School of Education			
Program Name	2014 Date of Last Result	2014 Last Action	2014 Last Follow-up
IA GRAD: Early Childhood Education Endorsement	09/20/2014	09/20/2014	09/22/2014
IA GRAD: Middle School Endorsement	09/20/2014	09/20/2014	09/22/2014
IA GRAD: Principal/Supervisor of Special Education	09/22/2014	09/22/2014	09/22/2014
IA GRAD: Reading Specialist Endorsement	09/20/2014	09/20/2014	09/22/2014
IA GRAD: Reading Teacher 5-12 Endorsement	09/22/2014	09/22/2014	09/22/2014
IA GRAD: Reading Teacher K-8 Endorsement	09/22/2014	09/22/2014	09/22/2014
IA GRAD: Talented and Gifted Endorsement	09/20/2014	09/20/2014	09/22/2014
Master of Arts in Education	09/25/2014	09/25/2014	
Undergraduate Program	09/25/2014	02/03/2012	
WI GRAD: Cross-categorical Special Education License	09/30/2014	09/30/2014	
WI GRAD: Director of Instruction License	08/18/2014	09/12/2012	
WI GRAD: Dir. of Special Ed. & Pupil Services License	08/18/2014	06/28/2012	
WI GRAD: Early Childhood Education License	09/11/2014	09/18/2014	
WI GRAD: Post Baccalaureate Teacher License	09/25/2014	02/03/2012	
WI GRAD: Principal License	08/07/2014	08/31/2012	
WI GRAD: Reading Specialist License	09/30/2014	09/30/2014	
WI GRAD: Reading Teacher License	09/29/2014	09/29/2014	09/15/2010
WI GRAD: School Business Administrator License	10/22/2012		
WI GRAD: Superintendent License	08/18/2014		
School of Natural Sciences and Mathematics			
Program Name	2014 Date of Last Result	2014 Last Action	2014 Last Follow-up
Biochemistry	09/29/2014	08/31/2011	09/24/2012
Biology	10/02/2014	10/06/2013	
Biopsychology	10/02/2014	10/06/2014	
Chemistry	09/29/2014	08/23/2011	
Environmental Biology	New Program		
Environmental Studies (minor)	10/06/2014	08/30/2011	
Mathematics	10/04/2014	10/04/2014	
Mathematical Physics	09/06/2013		
Sport Science & Leadership	10/03/2014	10/06/2013	09/01/2011
Dates are based on information in TracDat as of Fall 2014			

2014 Academic Program Assessment Summaries

Name of Assessment Coordinator: Norene Bunt

Name of Program: IA Early Childhood Education Endorsement (106)

Date: September 22, 2014

OUTCOME 5 promote health and well-being in SPSL 110 criteria not met (thought by science adjunct) and SPSL 331 criteria met (taught by adjunct). Overall we were pleased to see outcomes being met. We agree that we should continue moving towards more diverse measures (beyond multiple choice questions in the SPSL science courses for assessment). We are somewhat concerned by the amount of adjuncts teaching these courses. We don't have full-time faculty with the background to teach the SPSL courses so assessment is done with the help of adjunct faculty (often not the same ones from year to year). We are thankful for the talented and dedicated adjuncts we have been able to hire. For example, from the previous year's assessment, we determined that a standard assignment should be developed for the outcome "Promote Health and Well-being" Sport Science student will develop an exercise plan to promote health / fitness based on accumulated knowledge in SPSL 331 Exercise Physiology. A standard assignment was written and scored (attached doc in TracDat) from Brad Northrup – biology adjunct.

We have also noticed a shortcoming in the first year course (SPSL 110) student performance in meeting outcomes. We have tried to reword questions and assignment types however we are still finding this class to be a challenge to many first year SPSL students. Of those not meeting the criteria, many are unable to continue in the SPSL program due to overall low grades. For those students continuing in the program, several questions were used and we find those students are meeting the criteria. However, through advising we have noticed that many of these same students struggle in the BIOL, CHEM, PHYS and other science courses.

2. Plan for 2014-2015

We will continue to track SPSL students in their sciences courses outside of SPSL (e.g., BIOL, CHEM, and PHYS) partly through advising given the diversity of these courses to determine if the methods of assessment for SPSL are appropriate. From previous assessment and follow-up work noting student success in their major and mapping this to career goals and science coursework required outside of the SPSL courses, we are finding talented students are often better served to major in BIOL and minor in SPSL as a means of meeting certain career goals (e.g., physical therapy). The SPSL minor is a new minor and is in part the result of assessment work done for the major in realizing the program requirements and career plans of many students. We are working to advise students with specific career goals to consider alternate course selections based on performance in introductory level coursework (as seen from assessment in SPSL 110) and major level courses (i.e., BIOL 160, 161, CHEM 120, 121, MATH 113). We will also continue to develop assessment measures in addition to multiple choice questions. We will need to continue to work with adjunct faculty and continue to request faculty support to aid in the major.



Name of Assessment Coordinator: Jennifer Hedrick-Erickson

Name of Program: BSN Completion

Date: September 29, 2014

1. Assessment Results from 2013-2014

All six program outcomes (previously described as graduate outcomes) were fully implemented and two of the six were evaluated to measure achievement. The two program outcomes include:

- Incorporate effective interpersonal and inter-professional communication and collaboration skills
- Articulate the direct and indirect relationship of healthcare policy, finance, and regulations.

Two new courses were created related to university changes, and new Course Overview and Assessment (COA) tools were created. One course was changed from a 400 level to a 300 level to better reflect the level and rigor of the course requirements. Nursing 481 – Clinical Synthesis Portfolio was changed from a four to a three credit course, reflecting the change in the number of program outcomes required for mastery.

All courses were assessed using a Course Assessment and Analysis (CAA) tool, from the School of Nursing. New assignment specific rubrics from the first nursing course were created and piloted for effectiveness to better measure achievement of course outcomes. It was determined this is an effective approach for all assignments and additional rubrics will be created for each assignment in the next academic year.

Last, based on the assessment of each course using the university online evaluation tool, all course specific data were synthesized. Results from the following questions “Course teaching-learning methods supported course objectives,” “Technology was used effectively in this course,” and “Textbooks and/or learning materials were used appropriately in this course” revealed means greater than 4.0 on a 5.0 Likert scale for all nursing courses.

Faculty made revisions to the nursing leadership issue paper and the leader/manager paper, providing clarity and added rigor. None of the previous assignments stood out as course concerns in 2013-2014 according to means data from the online university evaluations, and from student narrative feedback on the university evaluations.

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. Students voiced concerns over amount of assignments/reading required in a number of core curriculum courses. It continues to be a concern that many of the faculty do not seem to teach using adult learning principles, allowing depth and analysis versus amount. This was shared with the Director of Adult Learning. As well, some students voiced concerns over lack of response from faculty in several online courses. This was shared with the Director of Adult Learning as well as the Program Chair directly involved. Students continue to voice concern about the amount of work required during the summer courses, which include Mission 470, Nursing 450 and Nursing 451. Because of this continued concern, the program course plan will be changed in fall 2014 to better distribute courses offered each semester. We will continue to monitor these courses and make program changes as necessary.

We also continued our data collection for outcomes 3 (Ethical Principles and Standards) and 4 (Communication Skills). For outcome 3, the criterion was met and the loop was closed on the current method being used. However, we have also concluded that a more accurate method than student's self-assessment of their learning could be used. The same assignment will be used, but a rubric scored by the instructor will determine whether students meet the outcome. The rubric has been uploaded to the Documents section of TracDat.

For outcome 4, the criterion was not met completely using our current methods. However, we believe that the criterion of an average score of 90% is unrealistic. We will be identifying and developing appropriate methods for this outcome in the coming year.

2. Plan for 2014-2015

In 2014-2015, we have 3 goals for our assessment work in this program.

(a) Continue to assess outcome 3 in ADCT/PSYC 423 using the new rubric (see above).

(b) Continue to assess the written communication component of outcome 4 in ADCT/PSYC 427 with new criteria and rubric. Assess the oral communication component in ADCT/PSYC 423 using the assignment and rubric uploaded to the Documents section on TracDat. Develop a rubric to assess the interpersonal communication component in ADCT/PSYC 423 or 427.

(b) Assess outcome 2 in ADCT 330 and ADCT/PSYC 423. Develop rubric for 330 paper to capture this outcome.



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

Assessment work in 2013-2014 encompassed seven of the eight LIVE learning outcomes. The common assignments in all four mission seminars were assessed in May and June 2014, with faculty and staff teams evaluating learning outcomes in a stratified random selection of assignments.

Following four years of targeted changes based on the assessment results, the criteria for outcomes measured in Franciscan Values and Traditions were all met. The continuous improvement stemming from assessment has included: targeted changes in the assessment methods and measurements, such as finer alignment between outcomes, assignments, rubrics, and guidelines; changes in the common text based on assessment results; refinement of the structure and curricular design of the mission seminars.

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 analyze Franciscan values, Viterbo core values, and disciplinary values.	Common assignment	Common rubric
Integrative Learning: Connections across Perspectives	2. Students will compare and contrast their personal values to Franciscan, Viterbo, and disciplinary values.		
Social Justice: Diversity of Communities	3. Students will compare and contrast their personal values to the values of other people.		
Written Communication: Sources & Evidence			

2013-2014 Follow-up Results

Method: common assignment in all VUSM 1XX sections

Measurement: common rubric created collaboratively and modified through the 10-13 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. Ten sections in FA2013 and six sections in SP2014, with a total final enrollment of 303 students. 15% of 303 is 51. Fifty-one papers were drawn and two papers were used in norming. The submitted papers in one section were the wrong assignment (an early response paper, rather than the common assignment). The lowest enrollment was 11 and 2 papers were drawn. The largest enrollment was a team-taught course, with 5 papers drawn. There were no online courses (online courses are over-sampled to allow for assessment of modes of delivery).

2) A group of 8 volunteers worked over three days in May 2014 to assess the papers. The group consisted of four full-time faculty, one adjunct faculty, the assessment specialist, the director of general education, and the director of assessment and institutional research. It was helpful that two of the eight evaluators teach the FVT seminar.

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. Twenty-three out of the 47 papers required a third reader; however, only eight papers diverged by more than one component on the rubric.

FVT Assignment Rubric	2010-11 Results	2011-12 Follow-up Results	2012-13 Follow-up Results	2013-14 Follow-up Results	Criterion Met/Not Met	Action
Ethical Reasoning & Moral Development	1.5	2.1	2.4	2.2	Criterion of 2 met	We corrected the rubric to align with the slightly revised assignment.
Social Justice	1.9	1.9	1.9	2.2	Criterion of 2 met	Loop closed
Integrative Learning	1.7	1.9	2.2	2.3	Criterion of 2 met	Loop closed
Written Communication	1.9	2.2	2.4	2.5	Criterion of 2 met	Loop closed
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 for implementation and with the Core Curriculum Committee for accountability.						

Living in a Diverse World: LIVE Learning Outcomes Assessment

LIVE Outcomes	LDW Outcomes	Assessment method	Evaluation tool
<p>Ethical Reasoning and Moral Development: Ethical Self-Awareness</p> <p>Integrative Learning: Reflection and Self-Assessment</p>	<p>1. Students will analyze the background, structures and effects of oppression, privilege, prejudice, or discrimination.</p> <p>2. Students will demonstrate their awareness of cultural or social diversity and its value.</p>	Common assignment	Common rubric
<p>Intercultural Knowledge & Action: Cultural Self-Awareness / Knowledge of Cultural Frameworks</p>	<p>1. Students will analyze the background, structures and effects of oppression, privilege, prejudice, or discrimination.</p>		
<p>Social Justice: Diversity of Communities and Cultures, Action and Reflection</p>	<p>1. Students will analyze the background, structures and effects of oppression, privilege, prejudice, or discrimination.</p> <p>2. Students will demonstrate their awareness of cultural or social diversity and its value.</p> <p>3. Students will analyze a cross-cultural experience using servant-leader characteristics.</p>		

2013-2014 Results

Method: common assignment in all VUSM 2XX sections

Measurement: common rubric created collaboratively and modified through 11-12, 12-13, and 13-14 assessment process.

Assessment process:

1) Random sample of papers: A stratified random sample of 15% of final enrollment numbers was drawn. There were eight sections in FA2013 and ten sections in SP2014, with a total final enrollment of 322 students. 15% of 322 is 48. Forty-eight papers were drawn and two papers were used in norming. Sections with a final enrollment of 10-16 had two papers drawn, sections with final enrollment of 17-22 had three papers drawn, and one section with an enrollment of 23 had four papers drawn. There were no online courses (online courses are over-sampled to allow for assessment of modes of delivery).

2) A group of eight volunteers worked over three days in May 2014 to assess the papers. The group consisted of three full-time faculty, one adjunct faculty, the coordinator for community engagement, the assessment specialist, 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. Two of the papers were excluded because they were in response to a different assignment, not the common assignment. Nineteen papers required a third reader (39%), a rather high divergence of scores; however, only four diverged on more than one component of the rubric.

LDW Assignment Rubric	2011-12 Results	2012-13 Follow-up Results	2013-14 Follow-up Results	Criterion Met/Not Met	Action
Ethical Reasoning & Moral Development	2.6	2.7	2.6	Criterion of 2 met	Loop closed. We will continue to measure this in 2014-2015.
Intercultural Knowledge & Action	2.3	2.7	2.7	Criterion of 2 met	Loop closed. We will continue to measure this in 2014-2015.
Social Justice	2.3	1.8	1.8	Criterion of 2 not met	1. Revised the common assignment to more effectively draw out students' demonstration of their learning regarding Social Justice. 2. Revised the components of the rubric related to Social Justice.
Integrative Learning	2.4	2.6	2.6	Criterion of 2 met	Added Notes to Instructors to highlight the significance of section-specific course content and to suggest scaffolding assignments to build toward the final product.
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.					

Serving the Common Good: LIVE Learning Outcomes Assessment

LIVE Outcomes	SCG Outcomes	Assessment method	Evaluation tool
Social Justice: Contexts & Structures, Diversity of Communities and Cultures, Identity and Commitment, Communication in the Context of Social Justice	1. Students will connect service learning to commitment to common good. 4. Students will demonstrate understanding of and openness to cultural differences, including communication.	Common assignment	Common rubric
Intercultural Knowledge & Action: Cultural Self-Awareness, Empathy, Attitudes Curiosity, Attitudes Openness, Skills Verbal and Nonverbal Communication	3. Students will reflect on how service-learning affected their understanding of a specific culture. 4. Students will demonstrate understanding of and openness to cultural differences, including communication.		
Integrative Learning: Connections to Experience, Connections to discipline, Transfer, Reflection and Self-Assessment	2. Students will interpret service-learning experience using principles and content. 4. Students will demonstrate understanding of and openness to cultural differences, including communication.		

2013-2014 Results

Method: Integration Paper (common assignment) in all VUSM 3XX sections

Measurement: common rubric created and modified collaboratively

Assessment process:

1) Random sample of papers: A stratified random sample of 15% of final enrollment numbers was drawn. Forty-five (15%) papers were drawn and two papers were used in norming. Sections with a final enrollment of 9-16 had two papers drawn, sections with final enrollment of 17-22 had three papers drawn, and the two sections with an enrollment of 23 and 24 had four papers drawn. Online courses are over-sampled (30% of final enrollment) to allow for assessment of modes of delivery.

2) A group of eight volunteers worked over three days in June 2014 to assess the papers. The group consisted of two full-time faculty, two adjunct faculty, one staff member, the director of general education, and the director of assessment and institutional research, and the assessment specialist. The group began with a norming session to establish inter-rater reliability. The group 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 on more than one component of the rubric, a third reader read that paper for the outcome that diverged. When a score diverged on only one component, the two evaluators met together to come to a mutual agreement on the score. If the agreement was not possible, a third reader scored the paper.

SCG Assignment Rubric	2012-13 Results	2013-14 Follow-up Results	Criterion Met/Not Met	Action
Social Justice	2.4	2.3	Criterion of 2.7 not met	Revised outcomes, assignment, and rubric.
Intercultural Knowledge & Action	2.3	2.3	Criterion of 2.7 not met	Loop closed
Integrative Learning		2.4	Criterion of 2 met	Revised outcomes, assignment, and parameters for instructors.
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 SCG lead faculty on changes in the assignment, course guidelines, or teaching and learning strategies. The results and action plan are shared the Serving the Common Good instructors in the learning community for implementation and with the Core Curriculum Committee for accountability.				

The Ethical Life: LIVE Learning Outcomes Assessment

LIVE Outcomes	TEL Outcomes	Assessment method	Evaluation tool
Critical Thinking: Explanation of issues, Influence of context and assumptions, Student's position, Conclusions and related outcomes	2. Students will integrate ethical perspectives with case studies and propose a defensible solution. 3. Students will reason logically on complex issues and have awareness of the general relations of premises to conclusion.	Common assignment	Common rubric
Ethical Reasoning & Moral Development: Understanding Different Ethical Perspectives, Application of Ethical Perspectives, Evaluation of Different Ethical Perspectives	1. Students will demonstrate knowledge of major ethical perspectives. 2. Students will integrate ethical perspectives with case studies and propose a defensible solution.		
Written Communication: Content Development, Genre and Disciplinary Conventions, Sources and Evidence, Context and Purpose for Writing, Control of Syntax and Mechanics	1. Students will demonstrate knowledge of major ethical perspectives. 2. Students will integrate ethical perspectives with case studies and propose a defensible solution. 3. Students will reason logically on complex issues and have awareness of the general relations of premises to conclusion. 4. Students will identify, locate, evaluate, and responsibly use information to communicate effectively. 5. Students will demonstrate the ability to write and in-depth analysis of a moral problem		
Information Literacy: Determine Extent of Information Needed, Evaluate Information and its Sources Critically, Use Information Effectively to Accomplish a Specific Purpose, Access and Use Information Ethically and Legally	4. Students will identify, locate, evaluate, and responsibly use information to communicate effectively.		
Integrative Learning: Connections to discipline, Transfer	2. Students will integrate ethical perspectives with case studies and propose a defensible solution.		

2013-2014 Results

Method: Integration Paper (common assignment) in all VUSM 4XX sections

Measurement: common rubric created and modified collaboratively

Assessment process:

1) Random sample of papers: A stratified random sample of 15% of final enrollment numbers was drawn. Thirteen sections had a total final enrollment of 269 students, and 257 papers were submitted. Forty-two (15%) papers were drawn and two papers were used in norming.

2) A group of eight volunteers worked over three days in June 2014 to assess the papers. The group consisted of three full-time faculty, two adjunct faculty, the director of general education, the assessment specialist, and the director of assessment and institutional research. The director of general education and the director of assessment and institutional research aligned the assignment rubric with seminar outcomes and with LIVE outcomes before the assessment team convened. The group began with a norming session to establish inter-rater reliability. The group scored one norming paper. After scores were compared and reviewed, a second paper was normed. Each paper was read by two readers. When scores diverged by more than one point on just one of the nine rubric components, the two readers discussed their differences and came to a conclusion about the score. When a score diverged by more than one point on several components, a third reader read that paper for the outcomes that diverged. Thirteen of the 42 papers required a third reader.

TEL Assignment Rubric	2013-14 Results	Criterion Met/Not Met	Action
Critical Thinking	2.6	Baseline data, Criterion of 2.7 not met	1. Revised the common assignment for clarity.
Ethical Reasoning & Moral Development	2.6	Baseline data, Criterion of 2.7 not met	
Written Communication	2.6	Baseline data, Criterion of 2.7 not met	2. Revised the rubric to simplify it.
Information Literacy	2.6	Baseline data, Criterion of 2.7 not met	
Integrative Learning	2.3	Baseline data, Criterion of 2.7 not met	
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 TEL lead faculty on changes in the assignment, course guidelines, or teaching and learning strategies. The results and action plan are shared The Ethical Life instructors in the learning community for implementation and with the Core Curriculum Committee for accountability.			

National Survey of Student Engagement (NSSE) results that relate to LIVE Learning Outcomes

Liberal Arts Integrated Values-Based Education		LIVE Core Curriculum Outcomes & Comparison Groups																	
		<i>Ethical Reasoning and Moral Development</i> (3 items)		<i>Social Justice</i> (2 items)		<i>Intercultural Knowledge and Action</i> (6 items)		<i>Integrative Learning</i> (9 items)		<i>Oral Communication</i> (1 item)		<i>Written Communication</i> (1 item)		<i>Critical Thinking</i> (5 items)		<i>Critical Thinking subset: Quantitative Literacy</i> (4 items)		<i>Information Literacy</i> (14 items)	
		First-Year	Seniors	First-Year	Seniors	First-Year	Seniors	First-Year	Seniors	First-Year	Seniors	First-Year	Seniors	First-Year	Seniors	First-Year	Seniors	First-Year	Seniors
Positive responses		66%	82%	53%	77%	64%	81%	60%	77%	57%	78%	72%	88%	72%	84%	46%	47%	73%	77%
Viterbo means that met or exceeded comparison group	Catholic C&U	75%	100%	0%	100%	50%	100%	67%	100%	0%	100%	0%	100%	40%	100%	75%	50%		
	Carnegie Class	100%	100%	0%	100%	75%	100%	89%	100%	0%	100%	100%	100%	100%	100%	75%	50%		
	NSSE	100%	100%	0%	100%	75%	100%	89%	100%	100%	100%	100%	100%	100%	100%	75%	50%		
Viterbo means that met or exceeded means for schools that participated in the Information Literacy Topical Module																		100%	100%