



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