



Executive Summary of Academic Program Assessment Report: 2009-2010

The Academic Program Assessment Report: 2009-2010 presents an analysis of assessment work accomplished in Viterbo University's academic programs from Oct. 2009 – Sept. 2010 and is based on the annual update in TracDat. The report tracks progress made in assessment processes and practices, analyzes the use of assessment for improvements in majors, minors, licensure, and graduate programs, and interprets results regarding assessment of general education. Achievements in institutional support for academic assessment include faculty development workshops and assessment sessions, the establishment of the Academic Program Assessment Committee—a permanent structure providing faculty oversight of assessment—and the first annual awards in academic assessment.

Progress in Undergraduate and Graduate Academic Programs

Of the 46 established academic programs:

- 100% have data on student learning and are in the process of analyzing the data
- 89% have articulated action taken to improve student learning.
- 63% have tested the effectiveness of actions, either confirming learning or taking further action.

The academic programs (majors and 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.

Ten new programs launched assessment plans in 2009-2010, and all of these have collected actionable results. Three have taken action to improve learning.

The Academic Program Assessment Committee set goals for continued progress in the academic programs. These goals were shared with faculty in the January 2010 in-service session on assessment.

	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011 Goals	Sept. 2012 Goals	Sept. 2013 Goals
1) Establish a plan: outcomes aligned with teaching strategies and methods	100%	100%	56/56 (100%) Includes new programs	100%	100%	100%
2) Collect actionable data and draw conclusions through analysis	92%	96%	56/56 (100%) Includes new programs	100%	100%	100%
3) Take action to improve learning	73%	83%	Established Programs: 41/46 (89%)	90%	100%	100%
4) Test the effectiveness of actions, either confirming learning or taking further action	18%	57%	Established Programs: 29/46 (63%)	70%	80%	90%
5) Disseminate Results		Viterbo University Annual Assessment Report; Reports to Advisory Boards				

Using Assessment to Strengthen Student Learning

Examples of improvements made in student learning through curricular changes include the following: strengthening of music performance following the addition of two Sight Singing courses for three Music programs, improvement in communication of historiography for Broad Field Social Studies majors, increases in application of writing conventions for Psychology majors, improvements in the incorporation of health care technologies for nursing students, gains in ethical reasoning in the Master of Business Administration, and improvements in action research in the Master of Arts in Education.

General Education Redesign: Outcomes-Based Core Curriculum

In 2009-2010 faculty completed the redesign of the general education program based on input from students and faculty and informed by the structures and outcomes that have emerged in our two years of work on redesign. The outcomes-based general education design features innovative mission-driven seminars which are fundamental to the Catholic, Franciscan, liberal arts focus at Viterbo and which will provide strong assessment points for our common learning outcomes. Common goals for the Viterbo's new general education program stem from our university's mission of preparing students for faithful service and ethical leadership; the process aims for a unified vision for general education; the ultimate goal is for a program that prepares students for work and life in a global world. Faculty utilized resources from the Liberal Education and America's Promise (LEAP) initiative, and designed a curriculum which is aligned with the following learning outcomes: Ethical Reasoning and Moral Development, Social Justice, Intercultural Knowledge and Action, Critical Thinking, Communication, Information Fluency, Artistic Awareness, and Integrative Learning. In the fall of 2010, the proposed general education design will go before Faculty Council for a vote.

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The full report is available from the Office of Assessment and Institutional Research—www.viterbo.edu/air. Please contact Naomi Stennes-Spidahl, Director of Assessment and Institutional Research at nrstenesspidahl@viterbo.edu or Penny Blank, Administrative Assistant at plblank@viterbo.edu.