

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
1) Establish a plan: outcomes aligned with teaching strategies and methods	100%	100%	100%	100%	100%	100% (43/43)	100%
2) 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
- 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.

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