Academic Program Assessment Report: 2009-2010

Assessment & Institutional Research

Viterbo University

Academic Program Assessment Report: 2009-2010
Executive Summary

The <u>Academic Program Assessment Report: 2009-2010</u> 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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Part I: Progress in Assessment Process and Practices

The mission of the Office of Assessment and Institutional Research is to be a trusted provider of relevant, unbiased institutional information to support decision-makers in strategic planning, policy formulation, and external reporting. The office also serves as the responsible unit for regulatory reporting of institutional data to the National Center for Educational Statistics, the Higher Learning Commission of the North Central Association, and the Wisconsin Association of Independent Colleges and Universities. Assessment and Institutional Research supports the continuous improvement of student learning by providing planning, training, and support for assessment processes; conducts or assists with assessment-related research; and maintains a framework for reporting outcomes assessment on an annual cycle.

In 2009-2010, several initiatives were taken to further Viterbo University's goal to strengthen the continuous improvement of student learning.

A. Permanent Structure for Assessment Oversight
In April 2010, the Faculty Council approved the Academic Program Assessment Committee, a permanent structure which will provide oversight of and support for academic assessment. The committee was one of the charges of the Academic Assessment Task Force, which was in place for 2009-2010.

The Academic Assessment Task Force
Met: September 15, October 1, November 3, December 8, February 8, March 15, April 19

Purpose: to provide faculty oversight of and support for program-level assessment at Viterbo University. This oversight and support is expressed in the functions listed below.

Academic Assessment Task Force Functions:

1. To create paradigms, procedures and policies for ongoing program-level assessment;
2. To review annual assessment reports on TracDat;
3. To offer consultation to faculty regarding assessment work;
4. To assist director in faculty development workshops;
5. To recognize and reward faculty work in assessment.

Academic Assessment Task Force Members: Alissa Oelfke, Anna Sanders-Bonelli, Timothy Schorr, Michael Smuksta, Judy Talbott

Meets 3-4 times per semester.

The Academic Assessment Task Force is chaired by the Director of Assessment and reports to the Academic Vice President. The Task Force will be in place for 2009-2010 while further evaluation of a permanent structure takes place.

Academic Assessment Task Force Functions	Achievements
To create paradigms, procedures and policies for ongoing program-level assessment;	Reviewed inventory of assessment committee structures; Crafted proposal for the Academic Program Assessment Committee; Presented the proposal for the Academic Program Assessment Committee to Faculty Council, which approved the committee
To review annual assessment reports on TracDat;	Reviewed the 2009 updates of the programs undergoing program review: Psychology, Criminal Justice, Sociology, Accounting, Computer Information Systems, Management, Marketing, Organizational Management (Face-to-Face and Online), Management Information Technology (Face-to-Face and Online); Master of Business Administration
To offer consultation to faculty regarding assessment work;	Consulted with assessment coordinators and/or chairs of the programs undergoing program review: Psychology, Criminal Justice, Sociology, Accounting, Computer Information Systems, Management, Marketing, Organizational Management (Face-to-Face and Online), Management Information Technology (Face-to-Face and Online); Master of Business Administration
To assist director in faculty development workshops;	Assisted the director in design and implementation of new faculty workshop and assessment day May 20, 2010
To recognize and reward faculty work in assessment.	Established criteria for Great Strides and Best Practices; reviewed nominations, and affirmed departments granted the first annual awards: Great Strides: Chemistry; Best Practices: Social Work, Nursing

Academic Programs Assessment Committee

PURPOSE:

The Academic Programs Assessment Committee (APAC) is established by the Faculty Council and the Academic Vice President to foster an atmosphere of continuous improvement in undergraduate programs, general education, and graduate programs. The committee provides faculty oversight in implementing the Viterbo University Assessment Plan, keeping the university community apprised of expectations for procedures and quality of assessment, and recommending policies and procedures for program quality improvement.

SPECIFIC RESPONSIBILITIES:

1. Develop and implement policies and procedures for annual documentation of assessment work within all academic programs (general education, undergraduate programs, and graduate programs).

2. Provide formative feedback to departments and schools on the quality of assessment activities and use of assessment evidence to ensure effective, high-quality, and sustainable assessment procedures.

3. Provide an annual report to the Academic Vice President, the Deans' Council, the Faculty Council, and the Viterbo University community.

4. Support assessment-related faculty development activities to promote a culture of assessment, including continuing education for all faculty and training for new full-time faculty and adjunct faculty.

5. Recognize departments and units that engage in high-quality or innovative assessment practices that contribute to significant improvements in the quality of student learning at Viterbo University.

6. Contribute to the establishment and maintenance of a culture of continuous improvement by establishing faculty-driven expectations for ongoing, timely, and high-quality assessment practices and by keeping apprised of trends and expectations for assessment.

MEMBERSHIP:

Faculty membership of the committee is by appointment by the dean of each school. Appointments are made for two years, with reappointment possible. The chair will be elected by the committee.

One member from the Dahl School of Business;

One member from the School of Education;

One member from the School of Fine Arts;

Two members from the School of Letters and Sciences (one of whom shall be from the Division of Natural Science and Math);

One member from the School of Nursing;

One member from the School of Graduate, Professional, and Adult Education (Graduate Council faculty member);

Chair of General Education and Undergraduate Academic Policy Committee;

Director of Assessment and Institutional Research, ex officio.

MEMBERSHIP AND MEETING POLICIES:

Meetings will be conducted under the most current edition of Robert's Rules of Order.

The chair shall be responsible for calling meetings, settings agendas, relaying all necessary information relating to specific responsibilities and time lines, conducting meetings, and reporting outcomes.

Changes in membership should be reported to the Office of the Academic Vice President so that records can be updated in the office and on the web.

MEETING SCHEDULING, AGENDAS, AND MINUTES

The committee shall meet at least two times a year. At least one meeting will be held in the fall semester and one meeting in the spring semester. Additional meetings will be scheduled as needed.

Agendas will be distributed at least two days in advance of meetings, along with all pertinent documents to be considered at the meeting. Written minutes of meetings will be prepared and distributed to members within three week after meetings and approved for public viewing with five weeks. The chair will copy the Academic Vice President on all meeting schedules, agendas, minutes, and reports. The committee shall report to the Academic Vice President.

March 29, 2010

Assessment Development

Assessment Newsletter: The Office of Assessment and Institutional Research launched "Assessment Notes," a regular newsletter publishes electronically and in paper format with assessment resources, events, and campus-wide news on the use of outcomes-based assessment for improvement.

Assessment Day: Academic Vice President, Barb Gayle, set aside May 20, 2010 as the annual assessment day. The all-faculty in-service day promoted assessment through three segments:

1) Assessment Workshop for New Faculty
Twenty-eight new faculty participated in the workshop, which was facilitated by Judy Talbott (Assessment Coordinator of the Nursing program and member of the assessment task force), Alissa Oelfke (Assessment Coordinator of the Organizational Management programs and member of the assessment task force), and Naomi Stennes-Spidahl, Director of Assessment and Institutional Research.

Objectives of the workshop were:

- To understand the conceptual framework for assessment in higher education and the Viterbo University framework in particular and 2)
- To apply that understanding to the effort to strengthen student learning in their own departments and programs.

This workshop was designed specifically for faculty new to Viterbo University in 2008-2009 and 2009-2010 and provided an opportunity to gather in a small group with colleagues from various disciplines who bring fresh perspectives to Viterbo University.

2) Assessment Work by School or Department

All faculty met for year-end work on academic program assessment, led by chairs or deans, with consultation available from the director of assessment.

3) **Recognition of recipients of the first annual Excellence in Assessment awards**.

Annual Academic Assessment Awards
During the May 2010 Assessment Day, the first annual Excellence in Assessment awards were announced.

Great Strides: awarded to the Chemistry Department
The Chemistry program made a significant improvement in assessment practice in 2008 when faculty shifted from analyzing the total scores on standardized exams to aligning particular

exam questions with learning outcomes. This shift made assessment more authentic and actionable. When the department made the shift, some of the criteria were not met. After reviewing the subsequent assessment results, faculty made pedagogical changes. Follow-up results showed improvement in student learning in problem solving. Members of the Chemistry and Physics department are Tammy Clark, Ruth Davis, Scott Gabriel, Vaughn Rodgers, and Tony Gerig.

The Academic Assessment Task Force selected the Great Strides award based upon the following criteria:

1. The assessment work of the department is based on good assessment practice: it has clearly articulated outcomes thoughtfully aligned with assessment methods; it has systematically gathered information about student learning, has used the evidence to make changes to improve learning, and has followed up on the changes with further results, working to confirm student learning.
2. Through authentic, ongoing assessment work, student learning has been strengthened. It is evident that the program faculty is committed to improving student learning through ongoing assessment work that is based on inquiry into learning for the purpose of strengthening learning.
3. The ongoing work of strengthening learning involves the department as a whole. Assessment practices are focused on direct methods with authentic measurements.
4. The department has made significant improvements in assessment practices or in the use of assessment to improve learning.

Best Practices: awarded to the Social Work program and to the Bachelor of Science in Nursing program.

The Social Work program was one of two recipients of the Best Practices awards. Deb Daehn-Zellmer, Chair, Connie Fossen, and Jennifer Anderson -Meger work closely to strengthen their program through a cohesive assessment plan. Their assessment framework is aligned with the expectations of the Council on Social Work Education. Social Work students have benefitted from curricular and pedagogical changes which have resulted in evidence of improved learning. For example, measurements of critical thinking in social work practice have shown improvement following curricular changes to strengthen the development of critical thinking.

Faculty in the Bachelor of Science in Nursing program also received accolades for their work in strengthening student learning through a systematic process of assessment, action, and follow-up results. Delayne Vogel, Assistant Dean of the BSN program, and Judy Talbott, Chair of the BSN Assessment Committee, accepted the recognition of behalf of all the BSN faculty. A particular strength of the program is the persistence in taking action to strengthen learning over a period of years. Assessment of therapeutic and professional communication skills has resulted in improvements through annual changes in course and exam design between 2007 and 2009. Additionally, in 2009, Viterbo BSN students had a first-time pass rate on the

NCLEX-RN of 96%.   This rate exceeds the national first-time pass rate of 89.49% for first-time, U.S. educated RN candidates

The Academic Assessment Task Force selected the Best Practices awards based upon the following criteria:

1. The assessment work of the department is based on good assessment practice: it has clearly articulated outcomes thoughtfully aligned with assessment methods; it has systematically gathered information about student learning, has used the evidence to make changes to improve learning, and has followed up on the changes with further results, working to confirm student learning.
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3. The ongoing work of strengthening learning involves the department as a whole. Assessment practices are focused on direct methods with authentic measurements.
4. The work of this program is exceptionally innovative or effective.

Part II: Undergraduate and Graduate Program Assessment

Viterbo University Academic Program Assessment Principles and Practices

The central goal of the Viterbo University Academic Program Assessment Framework is to provide a structure for the continuous improvement of academic program quality. The framework is designed to accomplish three results for academic programs: 1) to gather information about the knowledge, abilities, and values of program graduates; 2) to use that information to improve teaching and learning in the program; and 3) to communicate assessment results with stakeholders (students, faculty, administrators, and advisory boards).

(See the Viterbo University Academic Program Assessment Framework in the Appendix.)

Best Practices of Program Assessment

Program assessment is an <u>on-going</u> process designed to <u>monitor</u> and <u>improve</u> student learning.   The assessment plan focuses on authentic, summative assessment with at least two direct methods of assessment.
Faculty:

- Develop explicit statements of what student should learn
- Align pedagogy with methods and outcomes
- Collect empirical data that indicate student attainment
- Reach a conclusion (faculty are satisfied or disappointed with student learning)
- Use these data to make curricular or pedagogical changes
- Test the effectiveness of the changes
- Confirm student learning

1. Assess, confirm, and improve student learning through systematic collection and analysis of information about learning.
2. Tell the story of assessment through documentation of evidence-based assessment.

Chapter 1:
Summary of Assessment Progress Reflected in 2010 TracDat Reports

Status of 2009-2010 Assessment in Academic Programs (Majors and Minors):
Of the 46 established academic programs (both undergraduate and graduate):
- 100% have data on student learning and are in the process of analyzing the data
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5) Disseminate Results		Viterbo University Annual Assessment Report; Reports to Advisory Boards				

Chapter 2: Using Assessment to Strengthen Learning

Selected Examples of Documented Improvements in Student Learning

Master of Business Administration
Learning Outcome: An MBA graduate will resolve personal and professional issues through sound ethical reasoning.
For the Ethics outcome, follow-up results have shown an improvement in student learning after curricular adjustments. In 2008, 86% of learners achieve 90% or higher on a MGMT 530 case analysis of contemporary ethical conflicts; the criterion of 90% was not met. Faculty decided to change the assignment so that students must submit a draft case analysis for grading prior to submitting their final case analysis. In 2010, 90% of learners achieved 90% or higher on the ethical dimension of this assignment.

Master of Arts in Education
Learning Outcome: Students will demonstrate knowledge of action research.
One of the methods is an evaluation of research in graduate students' research presentations. Program faculty established a criterion of 95% of students earning 20 points or more on the evaluation rubric. In 2007, the criterion was not met: 93% achieved 20 points or more. The Graduate Studies Committee reviewed the results and affirmed a recommendation to make two changes: 1) faculty sent the evaluation rubric to students well in advance of their research presentation; 2) faculty added a one-on-one advising day to the Research II curriculum in 2008-2008. In 2008, 97.3% of students earned 20 points or more, and the criterion was met. The Graduate Studies Committee reviewed results, decided to continue the two changes made the year before. In 2010, follow-up results indicated that the changes had resulted in improved learning, with an average score of 19.23 for 327 students in the program.

Music Performance / Music Education / B.A. in Music
Learning Outcome: Demonstrate skills requisite for artistic self-expression in voice or piano and proficiency in keyboard, sight reading, and conducting.
One of the common learning outcomes for the three Music programs is Performance. In 2006 program faculty developed two new courses in Sight Singing (MUSC 116 and 117) as a result of a faculty retreat focused on improving sight reading in all music programs. The courses were piloted in 2006-2007 and were required for all music majors beginning in 2007-2008. One of the methods for the performance outcome is the Sight Singing Exam in MUSC 117. In 2008, 100% of Music Performance students passed the Sight Singing II Exam. Faculty decided that to expand the rubric for the exam, as the current exam only measures an introductory level of sight reading. A faculty committee developed the rubric in 2008-2009. In the spring of 2009, 85.71% passed the exam. Music faculty decided that a three-member faculty committee will hear the exams beginning in 2009-2010. Additionally a Sight Singing I exam and rubric will be launched in MUSC 116 to develop skills in students. In the spring of 2010, 100% passed the exam.

Broad Field Social Studies

Learning Outcome: Effectively communicate historical facts, themes, interpretations, and theories.

The assessment plan includes one direct method at the basic level—a short paper in HIST 111 which is scored on three categories of the rubrics which are relevant to the Communication outcome; the criterion is that 75% of students will earn a score of 7.5 or better on these categories. Results in 2008 and in 2009 showed that student met the criterion at the basic level. The method for the developed level is a midway interview for which the criterion is that 75% of the BFSS majors will receive a rating of satisfactory or exceptional in Communication. In 2007-2008, the criterion was met; however, in 2008-2009, the two majors did not meet the criterion. When faculty followed up in 2009-2010, the criterion was once again met for this level.

The competent level is evaluated through two direct methods in HIST 466—an oral presentation and a research paper. Although the criterion was met in 2005 for the oral presentation, faculty outlined two changes: 1) add direct instruction regarding the oral presentation, "especially articulation, enthusiasm, posture and eye contact"; 2) expand student use of the rubric; 3) Select two or more students to participate in the Student History Research Symposium that Viterbo University's History Department co-sponsors. Results in 2007 were positive. Faculty continued to make improvements, such as adding a semester credit hour to HIST 465 to "allow students to do initial exploration of topics for their research paper." Follow-up results in 2008 and 2010 showed improvement: 100% of students met the criterion for the oral defense.

Likewise, faculty made adjustments that have resulted in improved student learning for the research paper in HIST 466. In 2007, 86% of students met the criterion of 75% or better in their research paper score. In 2007-2008, faculty made targeted changes such as adding one credit to HIST 465, adding a historiographic review to the proposal, and assigning individual research problems to students guiding them to a variety of sources, posting examples of papers, and initiating mandatory individual conferences. In 2010, 100% of the students met the criterion for the research paper.

English

Learning Outcome: demonstrate familiarity with the basic history of the development of the English language.

The six learning outcomes for English majors are measures annually through a sophomore portfolio and through a graduation portfolio. Three faculty members read each portfolio and score them using a commonly-developed rubric which is aligned with the learning outcomes. The criterion for Development of English is that the average score for the sophomore portfolio will be at or above 1.0. In 2008 the average score on this learning outcomes was 0.7, below the expected level. Instructors in ENGL 231 and 336 revised teaching strategies and assignments to provide students with opportunities to develop an understanding of the development of the English language. Specifically, in ENG 231, the instructor noted that "student exams, over the course of the semester, should reflect a recognition that the language they have been looking at changes over time in response to historical and social

changes." Results in 2010 confirmed learning with an average score of 1.31. The department is continuing discussions about this learning outcome and its development in their majors.

Psychology
Learning Outcome: Students will be able to apply appropriate writing conventions in a variety of academic and professional contexts.

The Writing Conventions outcome is assessed through seven direct methods in PSYC 149, 330, and 351, as well as through an exit survey. Assessment results for this outcome were first systematically collected and analyzed in 2007. Since that time, faculty have made specific adjustments to course curricula in response to assessment results, with follow-up results indicating improvements in students' ability to apply writing conventions in a variety of contexts. One example of successful efforts to improve student performance is through a research proposal in PSYC 330. In 2007, twelve out of thirteen students passed PSYC 330 with a C or above, and faculty decided the criterion was not met. In 2007-2008, faculty developed a rubric for the research proposal to align the criterion with the outcome and set up a mechanism for individual meetings with students. In 2008 the criterion was not met. In 2008-2009, faculty again made adjustments to the course to emphasize drafting and feedback. Faculty also crafted a rubric for the research proposal that is aligned with the Writing Conventions outcome: four levels of achievement for the components—APA writing style, general writing style, and sections of the proposal—are articulated in the rubric. The criterion was set at 75% of students receiving at least an average score on the research proposal rubric. In 2009, 92.3% of students earned an average score or higher on their proposals: learning was confirmed. In 2009-2010, faculty again adjusted the rubric to reflect the writing process as well as the product. In 2010, 88.9% of students earned a 75% or higher. These follow-up results confirmed learning and faculty will continue with the new curriculum in PSYC 330.

Bachelor of Science in Nursing
In 2009-2010, the BSN program confirmed learning with new results which have followed targeted curricular or pedagogical changes for the following outcomes: Professional Nursing Roles, Healthcare Technologies, and Communication.

Improvements in Communication
Learning Outcome: Uses therapeutic and professional communication skills.
Faculty have identified five direct methods and a set of end-of-program survey questions for assessment of student use of "therapeutic and professional communication skills." The initial assessment of this outcome was in 2006-2007. Several areas were targeted for improvements based on the 2006-2007 results. One example was the N432 Examination questions related to therapeutic communication. In 2007, 70% of the therapeutic communication questions were answered correctly, falling short of the 80% benchmark. In 2007-2008, faculty used the Kuder-Richardson statistics variance to develop more reliable exam questions, along with distributing the communication questions more equally in all exams. In 2008, 66% of the therapeutic communication questions were answered correctly.

Faculty concluded that, although the statistics on the exam questions had improved, the benchmark was not met. In 2008-2009, faculty included communication strategies for students to analyze as a way of developing communication skills. In 2009, 82% of the therapeutic communication questions were answered correctly. In 2010, follow-up results confirmed learning: 81% of the selected questions were answered correctly. The loop was closed. Results had confirmed learning in all six methods.

Improvements in Healthcare Technologies:

Learning Outcome: Incorporates informational and health care technologies into the practice of professional nursing.

Faculty have identified five direct methods and the end-of-program survey for assessment of student learning in Healthcare Technologies. The initial assessment of this outcome was 2007-2008. Several areas were targeted for improvements based on results. One of these areas was selected exam questions in N422. In 2008, the mean scores for four of 13 questions fell below the 80% benchmark. The course coordinator analyzed the results and decided to continue with the selected questions in 2008-2009. In 2009 results, students did not meet the benchmark for four of the 13 questions. The course coordinator made adjustments in teaching strategies and in 2010, students met the criterion. For a second method—clinical evaluations—students rarely provided examples of informational and healthcare technologies, although clinical instructors reported that each had the opportunity to interact with cardiac monitors, IV pumps, computers for data retrieval, Pyxis medication dispensers, and computerized beds. In 2008-2009, the course coordinator provided instruction to students on engaging and using informational and healthcare technologies on the clinical site. Additionally, the course coordinator modified the clinical evaluation expectations. Results in 2009 were satisfactory: 100% of student reported use of technology in their clinical evaluations.

Selected Examples of
Curricular or Pedagogical / Andragogical Changes Made in 2009-2010

<u>**Master of Business Administration**</u>
Learning Outcome: An MBA graduate will apply exemplary leadership skills both on and off the job.
For the Leadership Skills outcome, one of the direct methods is a final paper in MGMT 512: the program has collected three years of results and made improvements by strengthening student learning in reflection on leadership. The criterion has been met over the three years; however, analysis and discussion led to a decision to maintain an emphasis on practical skills while adding "more theory to provide students with a theoretical foundation" for their research projects. The specific action for 2010-2011 is to "create a rubric and project description that requires significant references to theory presented in peer-reviewed works."

<u>**Management of Information Systems and Organizational Management Face-to-Face and Online**</u>
Learning Outcome: Learners apply principles of various business disciplines to solve complex problems.
One of the Critical Thinking and Problem-Solving methods for both OMGT programs and for both MIS programs is a final project in OMGT 305. The criterion was met in results from 2010; however, analysis of the results revealed a concern regarding the drop rate for the course. The program faculty will bring this issue to the attention of the MGT Curriculum Committee in 2010-2011.

<u>**Management**</u>
Learning Outcome: Learners demonstrate professional communication skills.
Faculty have identified four direct methods to measure Professional Communication: oral presentation, written assignment, agenda assignment, exam questions in 243; practicum employer evaluation in 481; written project in 300; and research paper in 341.   The program has collected and analyzed results for three years, and the criteria have been met for three of the methods. Faculty have made pedagogical and curricular changes for methods which have not met the criteria, as well as for several of the methods which have met the criteria. Action has included: providing students examples, add a mandatory submission of a first draft, modifying assignment and rubric for clarity, adding lessons on problem areas, and advising the students entering the program from a two-year technical college to take the 16-week course rather than the 7-week course. The three years of analysis and action indicate a commitment on the part of faculty to make improvements in professional communication.

<u>**Wisconsin 316 Reading Teacher Licensure Program**</u>
Learning Outcome: Students will clearly and completely discuss the impact of their artifacts on the PK-12 learner for each course and for the entire program.
When results for the impact of the PK-12 learner outcome came in, faculty found that "only had 63% of the students reach the proficient level. We have found that the students would restate their philosophy of teaching reading and how that impacted the students in their

classroom. Instead, we wanted to know specifically how their students have grown since they are implementing new reading strategies. We decided to change the wording on the template and to give an example." The coordinator also had an in service with all adjunct instructors and she visited classrooms to educate students on the expectation of this outcome.

Music Performance / Music Education / B.A. in Music

Learning Outcome: Distinguish the major eras, composers and genres of music history and literature within broad historical, cultural, and stylistic contexts.

In 2009-2010, the department assessed the History outcomes for all three programs. The results confirmed that students are able to "distinguish the major eras, composers and genres of music history and literature within broad historical, cultural, and stylistic context" through methods such as reflection papers, research papers, and projects. Student performance on exams did not consistently meet the criteria. For example, for Music Education majors, in 2006 79% met the criterion and in 2006 80% met the criterion. The department raised the criterion from 75% to 80%. In 2010, 75% met the criterion. Department faculty decided to separate the listening portions from the written portions of the MUSC 328 exams in order to gain more specific understanding about student learning. The department anticipates that these results will provide better evidence about student learning "so potential curricular changes will more effectively target deficiencies related to listening identification skills vs. written questions."

Broad Field Social Studies

Learning Outcome: Demonstrate a basic knowledge of European and American history, and the history of at least one non-western area.

Learning Outcome: Recognize that human experience is a process of development over time, and that the world of today is a result of that process.

Broad Field Social Studies has articulated six learning outcomes and measures them with multiple direct methods at three stages of student development: Basic, Developing, and Competent. In response to assessment results for two of the learning outcomes, particularly at the developed level, department faculty created in 2009-2010 a one-credit course for first and second year students "that will introduce them to the philosophy, concepts, and methodology of the discipline of history. The intent is to make these attributes more explicit than implicit in the survey courses." The creation of HIST 100, The Historian's Craft, is one example of a targeted curricular improvement which was designed in the context of assessment studies, results, and collaborative decisions regarding improvements.

Chapter 3: An Overview of Assessment Work by School

Assessment Report for Dahl School of Business: Sept. 2010 Updates

Program Name	Status	Outcomes	Methods	Results	Actions	Learning confirmed	Notes
Accounting	Est.	4	12	28	27	met & pending	New results for the exam questions recorded. Improvements made in the specificity of action taken regarding exam results. What is the status of the case study and the exit survey? New results and follow-up results expected in 2011.
Computer Information System	Est.	5	12	12	4	met & pending	Significant improvement has been made in adding methods in a variety of courses and in developing rubrics. The program is poised to make improvements based on evidence of student learning.
Management	Est.	5	20	28	25	met & pending	Great use of assessment to make improvements in student learning. Significant improvement made in areas identified by reviewers last year.
Marketing	Est.	4	7	10	7	met & pending	Good incremental improvements in assessment work. The stated action plans—alignment of outcome and rubric and addition of active learning strategies—are specific and meaningful. Continue to strengthen assessment for authenticity and meaningful results.
MBA	Est.	6	22	27	19	met & pending	Excellent use of assessment to strengthen learning. Critical Thinking is a great example of clear alignment between outcome, method, rubric, and evaluation. Consider additional alignment for Leadership Skills and Ethics.
MIS	Est.	7	47	24	3	met	Significant progress has been made in strengthening the assessment plan following the 2009 review. Strengths include the cycle and the focus on multiple direct methods. One area for focus is to align the rubrics with particular learning outcomes.
MIS Online	Est.	7	46	20	10	met & pending	Significant progress has been made in strengthening the assessment plan following the 2009 review. Strengths include the cycle, the focus on multiple direct methods, and action for 305. One area for focus is to align the rubrics with particular learning outcomes.
OMGT	Est.	7	46	32	3	met & pending	Much headway made in the last year: 23 new results in 09-10. Areas for focus are related to follow up and alignment.
OMGT Online	Est.	7	44	28	11	met & pending	Excellent headway in 2009-2010, with new results and specific actions taken to make improvements.
Sport Management & Leadership	Year 1	6	3	3	5	met & pending	This is the first year of assessment for this new program: a great star, with results collected on course-embedded methods. Areas for focus include refining outcomes, tightening alignment between outcomes, methods and criteria, and working toward two direct methods for each outcome. Question: where is the overlap with Sport Science?

Examples of the Use of Assessment to Strengthen Learning

Master of Business Administration
- For Leadership Skills, one of the direct methods is a final paper in MGMT 512: the program has collected three years of results and made improvements by strengthening student learning in reflection on leadership. The criterion has been met over the three years; however, analysis and discussion led to a decision to maintain an emphasis on practical skills while adding "more theory to provide students with a theoretical foundation" for their research projects. The specific action for 2010-2011 is to "create a rubric and project description that requires significant references to theory presented in peer-reviewed works."
- For Ethics, follow-up results have shown an improvement in student learning after curricular adjustments. In 2008, 86% of learners achieve 90% or higher on a MGMT 530 case analysis of contemporary ethical conflicts; the criterion of 90% was not met. Faculty decided to change the assignment so that students must submit a draft case analysis for grading prior to submitting their final case analysis. In 2010, 90% of learners achieved 90% or higher on the ethical dimension of this assignment.

Management of Information Systems and Organizational Management Face-to-Face and Online
One of the Critical Thinking and Problem-Solving methods for both OMGT programs and for both MIS programs is a final project in OMGT 305. The criterion was met in results from 2010; however, analysis of the results revealed a concern regarding the drop rate for the course. The program faculty will bring this issue to the attention of the MGT Curriculum Committee in 2010-2011.

Management
Faculty have identified four direct methods to measure Professional Communication: oral presentation, written assignment, agenda assignment, exam questions in 243; practicum employer evaluation in 481; written project in 300; and research paper in 341. The program has collected and analyzed results for three years, and the criteria have been met for three of the methods. Faculty have made pedagogical and curricular changes for methods which have not met the criteria, as well as for several of the methods which have met the criteria. Action has included: providing students examples, add a mandatory submission of a first draft, modifying assignment and rubric for clarity, adding lessons on problem areas, and advising the students entering the program from a two-year technical college to take the 16-week course rather than the 7-week course. The three years of analysis and action indicate a commitment on the part of faculty to make improvements in professional communication.

Assessment Report for the School of Fine Arts: Sept. 2010 Updates

Program Name	Status	Outcomes	Methods	Results	Actions	Learning confirmed	Notes
Art	Est.	7	7	21	15	Met	Good ongoing collection of results for sophomore review; work toward more specificity in analysis and action. Working to add a senior-level method.
Arts Administration	Est.	12	46	44	2	Met & pending	Last TracDat activity: 9/30/2009; contacted 3/14/2011
BA Music	Est.	4	12	28	17	Met & pending	Improvements made through assessment. Learning confirmed, action taken and followed up on. New results are pending. One of the challenges for this program is the small numbers of majors.
BM Music Education	Est.	5	21	60	29	Met & pending	There is strong congruence between all three music programs. Excellent assessment work: student learning is improving as a result of targeted changes.
BM Music Performance	Est.	5	21	58	29	Met & pending	There is strong congruence between all three music programs. Excellent assessment work: student learning is improving as a result of targeted changes.
Music Theatre	Est.	7	13	3	0		Inactive: met in August 2009; contacted July 2010
Theatre—Acting	Est.	6	22	1	1		Inactive: met in August 2009; contacted July 2010
Theatre—BA	Est.	8	24	0	0		Assessment plan in place: no results
Theatre—Design Tech	Est.	22	41	36	0		Inactive: met in August 2009; contacted
Theatre—Ed	Est.	13	11	1	0		Inactive: met in August 2009; contacted
Theatre—Stage Management	Est.	9	22	4	0		Last TracDat activity: 7/11/2008; contacted

Examples of the Use of Assessment to Strengthen Learning

Music Performance / Music Education / B.A. in Music

- One of the learning outcomes for all three music majors is Performance: Students demonstrate skills requisite for artistic self-expression in voice or piano and proficiency in keyboard, sight reading, and conducting. In 2006 program faculty developed two new courses in Sight Singing (MUSC 116 and 117) as a results of a faculty retreat focused on improving sight reading in all music programs. The courses were piloted in 2006-2007 and were required for all music majors beginning in 2007-2008. One of the methods for the performance outcome is the Sight Singing Exam in MUSC 117. In 2008, 100% of Music Performance students passed the Sight Singing II Exam. Faculty decided that to expand the rubric for the exam, as the current exam only measures an introductory level of sight reading. A faculty committee developed the rubric in 2008-2009. In the spring of 2009, 85.71% passed the exam. Music faculty decided that a three-member faculty committee will hear the exams beginning

in 2009-2010. Additionally a Sight Singing I exam and rubric will be launched in MUSC 116 to develop skills in students. In the spring of 2010, 100% passed the exam.

- In 2009-2010, the department assessed the History outcomes for all three programs. The results confirmed that students are able to "distinguish the major eras, composers and genres of music history and literature within broad historical, cultural, and stylistic context" through methods such as reflection papers, research papers, and projects. Student performance on exams did not consistently meet the criteria. For example, for Music Education majors, in 2006 79% met the criterion and in 2006 80% met the criterion. The department raised the criterion from 75% to 80%. In 2010, 75% met the criterion.   Department faculty decided to separate the listening portions from the written portions of the MUSC 328 exams in order to gain more specific understanding about student learning. The department anticipates that these results will provide better evidence about student learning "so potential curricular changes will more effectively target deficiencies related to listening identification skills vs. written questions."

Art

One of the learning outcomes for Art majors is Skill in Media. Students demonstrate the learning outcomes through a sophomore review process which is guided by a commonly-developed rubric. In 2008, 77% of the students were evaluated at a level 2 or higher on the sophomore review rubric; the criterion was not met. Faculty decided to increase advising measures to ensure that "all sophomore have had enough art courses beyond the foundations program to be able to adequately assess" their Skill in Media. In 2008, 80% scored 2 or above, with an average score of 2.48. In 2010, 87% scored 2 or above, with an average score of 2.52.

School of Letters and Sciences: Report from Sept. 2010 Updates

Program Name	Status	Outcomes	Methods	Results	Actions	Notes
Associate of Arts / Science	Est.	3	34	14	4	Consultation w/ Darcie 2/14: she is working to align LOs with Written Communication, Oral Communication, Information Literacy and Critical Thinking.
Biochemistry	Est.	8	11	13	3	Five new results in 09-10; work to add a second direct method for four outcomes. Add documents and reflection. Address the challenge of an interdisciplinary major.
Biology	Est.	8	22	40	18	Ongoing collection of results and good improvement based on targeted changes. See peer review regarding alignment.
Biopsychology	Est.	8	15	24	7	On hold for curriculum changes; assessment results will resume in 2011-2012
Broad Field Social Studies	Est.	21	28	60	22	Productive assessment work: ongoing collection of results, with analysis, and action. Work on alignment as per review.
Chemistry	Est.	7	12	78	4	Good ongoing work; work on alignment and on adding a second direct method to two outcomes.
Communication: Org. Comm.	New					Year 1 in 2011-2012
Communication: Visual Comm.	New					Year 1 in 2011-2012
Criminal Justice	Est.	7	19	11	1	Incremental improvements. See questions regarding alignment.
English	Est.	7	24	22	5	The sophomore portfolio and the graduation portfolio are excellent methods, which provide feedback to students as well as program results. Aggregated results reflect improvement in learning.
Environmental Studies	Est.	5	11	18	1	Good progress.
Integrated Studies	Est.	3	14	18	5	Met w/ Darcie 2/14 to review curricular changes and establish assessment plan. Continue with assessment methods even as shifting the curriculum.
Latin American Studies (minor)						Year 1 in 2010-2011 / Consultation March 17, 2011
Liberal Studies	New	3	3			Task force in place; assessment results expected in 2011-2012
M.A. in Servant Leadership	Est.	9	19	24	20	Good data in 2010; work on assessment plan in May 2011; additional data expected in Sept 2011.
Mathematics	Est.	6	6	24	0	Peer review in 2010 advises direct measures and actionable data.
Natural Science	Est.	6	15	18	1	Peer review in 2010 advises measures which align with the program.
Philosophy	New					Consultation in March 2010 / results expected in 2010-2011.
Psychology	Est.	7	42	105	81	Rigorous assessment work: commendable move to a cycle of assessment; work on alignment
Religious Studies	Est.	8	16	41	84	On hold for curriculum changes; assessment results expected in 2011-2012
Social Work	Est.	13	83	76	11	Excellent assessment work: the program is confirming learning through follow-up results on targeted improvements.
Sociology	Est.	7	18	11	3	Steady ongoing work: follow-up needed and a second direct method needed. Qs about alignment.

Spanish	Est.	8	16	13	2	Ongoing collection of results. Peer review indicates work needed on alignment and transparency
Sport Science & Leadership	New					
Women's Studies (minor)	Est.	3	10	21	14	Results are collected every other year and are expected in 2010-2011. See questions regarding alignment, reflection, and action.

Examples of the Use of Assessment to Strengthen Learning

Broad Field Social Studies

Broad Field Social Studies has articulated six learning outcomes and measures them with multiple direct methods at three stages of student development: Basic, Developing, and Competent. In response to assessment results, particularly the developed level, department faculty created in 2009-2010 a one-credit course for first and second year students that will introduce them to the philosophy, concepts, and methodology of the discipline of history. The intent is to make these attributes more explicit than implicit in the survey courses. The creation of HIST 100, The Historian's Craft, is one example of a targeted curricular improvement which was designed in the context of assessment studies, results, and collaborative decisions regarding improvements.

English

Learning Outcome: demonstrate familiarity with the basic history of the development of the English language.

The six learning outcomes for English majors are measures annually through a sophomore portfolio and through a graduation portfolio. Three faculty members read each portfolio and score them using a commonly-developed rubric which is aligned with the learning outcomes. The criterion for Development of English is that the average score for the sophomore portfolio will be at or above 1.0. In 2008 the average score on this learning outcomes was 0.7, below the expected level. Instructors in ENGL 231 and 336 revised teaching strategies and assignments to provide students with opportunities to develop an understanding of the development of the English language. Specifically, in ENG 231, the instructor noted that "student exams, over the course of the semester, should reflect a recognition that the language they have been looking at changes over time in response to historical and social changes." Results in 2010 confirmed learning with an average score of 1.31. The department is continuing discussions about this learning outcome and its development in their majors.

Psychology

Learning Outcome: Students will be able to apply appropriate writing conventions in a variety of academic and professional contexts.

The Writing Conventions outcome is assessed through seven direct methods in PSYC 149, 330, and 351, as well as through an exit survey. Assessment results for this outcome were first systematically collected and analyzed in 2007. Since that time, faculty have made specific adjustments to course curricula in response to assessment results, with follow-up results indicating improvements in students' ability to apply writing conventions in a variety of contexts. One example of successful efforts to improve student performance is through a

research proposal in PSYC 330. In 2007, twelve out of thirteen students passed PSYC 330 with a C or above, and faculty decided the criterion was not met. In 2007-2008, faculty developed a rubric for the research proposal to align the criterion with the outcome and set up a mechanism for individual meetings with students. In 2008 the criterion was not met. In 2008-2009, faculty again made adjustments to the course to emphasize drafting and feedback. Faculty also crafted a rubric for the research proposal that is aligned with the Writing Conventions outcome: four levels of achievement for the components—APA writing style, general writing style, and sections of the proposal—are articulated in the rubric. The criterion was set at 75% of students receiving at least an average score on the research proposal rubric. In 2009, 92.3% of students earned an average score or higher on their proposals: learning was confirmed. In 2009-2010, faculty again adjusted the rubric to reflect the writing process as well as the product. In 2010, 88.9% of students earned a 75% or higher. These follow-up results confirmed learning and faculty will continue with the new curriculum in PSYC 330.

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

Program Name	Status	Outcomes	Methods	Results	Actions	Learning confirmed	Notes
LIC: IA - 5-12 Teacher Reading (149)	Year 1	3	3	3	1*	met & pending	Questions regarding clarity in TracDat: what is the distinction between student evaluation, practicum, field work? Why not include data from all methods? Changes have been made to practicum: include these under "Action."
LIC: IA - Early Childhood	Year 1	6	6	1	0	met	Results for the first outcome were updated. What is the method for outcomes 2-6 and when will results be collected? Consider alignment and adding a second direct method.
LIC: IA - Ed Leadership	Year 1	6	6	6	1	met & pending	The results for the 2009-2010 academic year were collected for the direct method of capstone evaluation. The criteria were met for all six outcomes. The action taken to revise the rubric and train evaluators is a thoughtful step forward. Consider adding a second direct method. I made some suggestions regarding using TracDat. The summary was clarifying.
LIC: IA - K-8 Teacher Reading (148)	Year 1	4	3	5	1*	met & pending	Congruence between 148 and 149. Affirmation of plan to add a second direct method. Consider alignment between rubric & outcomes. Consider adding the questionnaire results in alignment with specific outcomes. Include changes made to practicum under "Action" in TracDat and follow up with results to test the effectiveness of changes.
LIC: IA - Middle School (182)	Year 1	6	5	6	0	met	The program is making progress. The "IA Middle School Final Project Report" is helpful; it clearly provides the student scores aligned with each outcome. In future, it would be helpful to link documents such as this one to the TracDat update itself. Add a second direct method. Add selected items in the questionnaire to particular outcomes as an indirect method.
LIC: IA – Reading Specialist (176)	Year 1	8	7	7	0	met	Nice progress. Questions about alignment between method and outcomes. Please clarify the difference between fieldwork and endorsement portfolio. Commendable plan to add a second direct method in 2010-2011.
LIC: WI - Dir Instruction	Year 2	7	21	42	0	met & pending	Several years of data from a strong assessment plan. No action is articulated, yet there is indication that faculty have been making changes. For next year, intentionally articulate and share changes made and follow up on those changes.
LIC: WI - Dir Special Education & Pupil Services	Year 1	7	23	41	9	met & pending	Assessment is based on an excellent framework—two direct methods and an exit survey. Two years of results included. Action has been articulated for improvements. Suggestions: add documents, be explicit about reflection, and specify mechanisms for action. Follow-up results expected in 2011.
LIC: WI - Early Childhood	Year 1	6	11	3	0	met	Results have been added for one of the five

						outcomes in 2008, 2009, and 2010. Where are the results in TracDat for the other outcomes? Questions regarding alignment, reflection, and action.
LIC: WI - Ed Leadership - Principal	Est.	7	21	42	9	met & pending	This is an excellent plan: the last results were added Nov. 2009. Follow-up and new results expected soon.
LIC: WI - Post Bac Teaching	Est.	11	23	58	1	met & pending	Good ongoing collection of results, with great Access reports. Separating data for UG and PB now has follow-up results which are more actionable. Be sure to include relevant changes made as a result of assessment!
LIC: WI – 17 Reading Specialist	Year 1	8	10	8	1*	Met & pending	Good progress, with results from the field work portfolio. Action is reported in the summary; also include it in TracDat. Question regarding the alignment between rubric and outcomes.
LIC: WI - Teacher Reading (316)	Year 1	4	5	5	9 rprtd	met & pending	The portfolio (with several artifacts and a reflection paper) appears to be a strong, workable direct measure. The rubric is tightly aligned with the outcomes. Another strength is the annual adjunct meeting. Comments and suggestions on clarifying the reporting in TracDat (the dates of results raise some questions, as does the verbatim repetition of action)
Master's of Art in Education	Est.	2	3	8	8	met	The program has confirmed learning after making changes for improvements. Consider adding direct methods for the second outcome.
Undergrad Program	Est.	11	23	69	3	met & pending	Good ongoing collection of results, with great Access reports. Separating data for UG and PB now has follow-up results which are more actionable. Be sure to include relevant changes made as a result of assessment.

Examples of the Use of Assessment to Strengthen Learning

Wisconsin: Principal Licensure
Through analysis and discussion regarding Standard 1, faculty identified a growth area in teacher standards. The course score sheets did not meet the benchmark of 90% for the 06-08 cohort and for the 07-09 cohort. The curricular action taken was to add an essential question to the 704 course on teaching and learning. For Standard 4, faculty found that results were "telling us that students are not feeling informed enough on budget matters and so we are making an attempt to improve that through the Practicum course."

Wisconsin 17 Reading Specialist Licensure Program
Assessment data reveals that "the collaborative work of the school-based mentor as well as the university mentor is really benefitting our students and strengthens the program." The annual adjunct reading faculty meeting dedicates time to assessment review and evidence-based decision-making.

<u>Wisconsin 316 Reading Teacher</u>

When results for the impact of the PK-12 learner outcome came in, faculty found that "only had 63% of the students reach the proficient level. We have found that the students would restate their philosophy of teaching reading and how that impacted the students in their classroom. Instead, we wanted to know specifically how their students have grown since they are implementing new reading strategies.   We decided to change the wording on the template and to give an example." The coordinator also had an in service with all adjunct instructors and she visited classrooms to educate students on the expectation of this outcome.

<u>Iowa Educational Leadership Program</u>

For the first class in the program, each candidate successfully met the six outcomes with 100% proficiency. Examination of the results led faculty to "change the capstone evaluation instrument rating from the previous two levels of 'met or not met' to three levels of 'excellent, satisfactory, and not met' in an effort to differentiate further the former category of 'met.' Area licensed and experienced administrators constitute the various capstone evaluation teams so we will focus on training these individuals to differentiate more clearly how to distinguish between the 'excellent and satisfactory' categories. The director and program's advisory committee will analyze the evaluations correlated with each standard. Subsequently, analyzed data will be provided to course instructors responsible for teaching information aligned to one or more of the state standards."

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

Program Name	Status	Outcomes	Methods	Results	Actions	Learning confirmed	Notes
BSN	Est.	9	65	70	40	Met & pending	The BSN program consistently uses assessment results to make targeted improvements, following up on changes until learning is confirmed.
BSNC	Est.	9	43	138	122	Met & pending	Three years of results for all methods. Consider alignment and moving to a cycle of assessment. Continue to work toward using assessment to make targeted improvements.
Dietetics CP	Est.	11	42	80	15	Met & pending	Continued collection of results, with action articulated for improvements. Work on alignment and transparency for effectiveness and collaboration.
MSN	Est.	7	31	29	27	Met & pending	Very little activity in 09-10; status of iWebfolio?

Examples of the Use of Assessment to Strengthen Learning

<u>Bachelor of Science in Nursing</u>

In 2009-2010, the BSN program confirmed learning with new results which have followed targeted curricular or pedagogical changes for the following outcomes: Professional Nursing Roles, Healthcare Technologies, and Communication.

Improvements in Communication:

Faculty have identified five direct methods and a set of end-of-program survey questions for assessment of student use of "therapeutic and professional communication skills." The initial assessment of this outcome was in 2006-2007. Several areas were targeted for improvements based on the 2006-2007 results. One example was the N432 Examination questions related to therapeutic communication. In 2007, 70% of the therapeutic communication questions were answered correctly, falling short of the 80% benchmark. In 2007-2008, faculty used the Kuder-Richardson statistics variance to develop more reliable exam questions, along with distributing the communication questions more equally in all exams. In 2008, 66% of the therapeutic communication questions were answered correctly. Faculty concluded that, although the statistics on the exam questions had improved, the benchmark was not met. In 2008-2009, faculty included communication strategies for students to analyze as a way of developing communication skills. In 2009, 82% of the therapeutic communication questions were answered correctly. In 2010, follow-up results confirmed learning: 81% of the selected questions were answered correctly. The loop was closed. Results had confirmed learning in all six methods.

Improvements in Healthcare Technologies:

Faculty have identified five direct methods and the end-of-program survey for assessment of student learning in Healthcare Technologies. The initial assessment of this outcome was 2007-2008. Several areas were targeted for improvements based on results. One of these areas was selected exam questions in N422. In 2008, the mean scores for four of 13 questions fell below the 80% benchmark. The course coordinator analyzed the results and decided to continue with the selected questions in 2008-2009. In 2009 results, students did not meet the benchmark for four of the 13 questions. The course coordinator made

adjustments in teaching strategies and in 2010, students met the criterion. For a second method—clinical evaluations—students rarely provided examples of informational and healthcare technologies, although clinical instructors reported that each had the opportunity to interact with cardiac monitors, IV pumps, computers for data retrieval, Pyxis medication dispensers, and computerized beds. In 2008-2009, the course coordinator provided instruction to students on engaging and using informational and healthcare technologies on the clinical site. Additionally, the course coordinator modified the clinical evaluation expectations. Results in 2009 were satisfactory: 100% of student reported use of technology in their clinical evaluations.

Chapter 4: General Education Redesign: Outcomes-Based Core Curriculum

In 2008-2009 faculty at Viterbo University launched the major initiative of redesigning its general education program. In 2009-2010, the work proceeded with strong administrative support and leadership and with a collaborative process in place which is inclusive of all faculty.   An acknowledgement of several issues with the current general education program has given rise to a concerted effort to redesign the program: the current program lacks an assessment plan, and there are problems with coherency and transparency in the curriculum. Although the redesign work was launched to address perceived problems, its scope goes well beyond the specified weaknesses. 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, and 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. In 2009-2010 faculty completed the redesign of the general education program based on input from faculty and informed by the structures and outcomes that have emerged in our two years of work on redesign.   In the fall of 2010, the proposed general education design will go before Faculty Council for a vote. The outcomes-based general education design features the innovative mission-driven seminars which are fundamental to the Catholic, Franciscan, liberal arts focus at our university and which will provide strong assessment points for our common learning outcomes.

Viterbo University's Current General Education Model and the Need for Redesign
The current general education model, which has been in place since the mid-1990's, is a distributive model. Viterbo's general education program provides students a foundation of core abilities upon which programs build. The core abilities are:
1. **Thinking**: Students engage in the process of inquiry and problem solving.
2. **Ethical Decision Making**: Students respond to ethical issues, using informed value systems.
3. **Communication**: Students speak and write to suit varied purposes, audiences, disciplines, and contexts.
4. **Aesthetic Sensitivity**: Students engage in and critically reflect upon artistic experiences.
5. **Cultural Sensitivity**: Students understand their own and other cultural traditions and demonstrate a respect for the diversity of the human experience.
6. **Community Involvement**: Students demonstrate social responsibility by serving their communities.
The total general education distribution requires 45 credits, distributed in the following subject areas:
- English Composition (G1) – 6 credits*
- Religious Studies (G2) – 6 credits
- Philosophy (G3) – 3 credits
- History (G4) – 3 credits
- Fine Arts (two areas) (G5) – 4 credits
- Literature (G6) – 3 credits

- Natural Science (G7) (laboratory experience required) – 4 credits
- Social Science (G8) – 3 credits
- Liberal Studies Electives (G9) – 13 credits

In addition, students must also meet competencies in writing, math, and science. Students complete a service learning component in their major program or department. Additionally, students are required to take six credits of courses with a Diversity Overlay and one course in Environmental Awareness Overlay.

Lack of Meaningful Assessment and Need for a Coherent, Transparent General Education Model

The oversight of general education at Viterbo is currently the responsibility of the General Education and Undergraduate Academic Policy committee (GEAUAP). From 2006-2008, a GEAUAP subcommittee assessed the general education core abilities of communication, thinking, and ethical decision-making. With no pre-existing assessment plan in place for general education, the subcommittee asked each department to submit senior-level work that demonstrated these core abilities. The subcommittee designed, tested, and refined rubrics to assess the senior-level work; however, the results were inconclusive because, as the committee chair noted, "few departments submitted student work" ("Viterbo University General Education 2007 Survey Results and Assessment Discussion").

In Fall 2007, the GEAUAP committee conducted a survey to examine faculty perceptions of general education. The impetus for creating this campus portrait came from a desire to move forward with assessment of general education. Through a Title III grant, which paired active learning with assessment, a vibrant culture of assessment had been established in the academic programs, and the GEAUAP wanted to keep the momentum going for general education assessment. A second impetus came from the Self-Study conducted in preparation for the Higher Learning Commission's comprehensive visit in October 2008. The survey was focused on three areas: specific components of Viterbo's general education; how Viterbo's general education might change; broad impressions of general education. One of the conclusions drawn by GEAUAP was that "the current assessment process for general education is flawed" ("Viterbo University General Education 2007 Survey Results and Assessment Discussion"). A second conclusion drawn from the survey results was that "the committee needs a process to review the overlays, competencies, and existing general education courses."   The committee chair also took note of a campus recognition that general education at Viterbo requires improvement and asserted that "there is on campus a great willingness to reexamine general education and make it better." (V.U.G.E. 2007 Survey Results and Assessment Discussion"). The committee disseminated the survey results and their own conclusions on campus.

The new academic vice president, Barbara Gayle, who began leadership at Viterbo in 2008, was asked to lead a process for change regarding general education.

Work Accomplished in the Redesign of Viterbo University's General Education

In September 2008, Academic Vice President Barbara Gayle launched a general education task force of twelve members. For 2008-2009, the task force facilitated round table discussions as a means for defining the mission and goals of general education. The

questions which shaped the round table discussions were: What is it we want our general education to look like? How does the liberal arts tradition play out in our own values? What does it mean to be an educated graduate of Viterbo University? (Minutes of GEAUAP, Sept. 25, 2008)   By spring of 2009, the task force had a polished mission statement for general education, which was approved by the faculty by consensus. The task force is comprised of faculty from a wide range of disciplines (English, Philosophy, Music, Dietetics, Social Work, Theatre, Religious Studies, Biology, Computer Information Services, Mathematics), with representation from the Office of Global Education, the Center for Ethics in Leadership, the Registrar, and the Office of Assessment and Institutional Research.

With the mission for general education in place, much has been accomplished in the 2009-2010 academic year. The academic vice president provides leadership and maintains the momentum for accomplishments. President Richard Artman supports the redesign of general education as a priority for administrative and faculty resources and time; he has also offered resources in the form of funding from the Office of the President. The process of general education design work is based on a consensus model, with small working groups of faculty creating key aspects of the new general education and bringing their work in drafts to the faculty as a whole for review, evaluation, and response. The goal is to include as many faculty members as possible in the leadership and in the creation of the new general education program, and to invite all faculty to participate in the process. A leadership team from the task force was formed in Fall 2009, and members of this team are the Dean of the School of Letters and Sciences, a Nursing faculty member, and the Director of Assessment and Institutional Research. In the fall the task force was divided into three subcommittees, with the leadership team serving as chairs of the subcommittees. The three subcommittees are on assessment, structure, and engaged learning and high-impact practices. Each subcommittee has based its work on research, using the AAC&U's LEAP resources and other literature on general education, pedagogy, and assessment, as well as informal research on the practices of our benchmark and aspiration institutions.   The subcommittees have presented their research and work to the faculty as a whole and invited evaluation and response through a variety of means such as reports from round table discussions and surveys.   In December 2009, the leadership team launched working groups for the four general education seminars. With a full-time faculty cadre of 112, close to 50 faculty have leadership roles in the creation of the new general education.

By May 2010, the following elements of the redesigned general education were in place:
- A general education mission statement that provides a unified vision for our work;
- The curricular structure for general education, with the following components: Foundational Studies, Intellectual and Aesthetic Traditions, Four Mission Seminars;
- Premises regarding an institution-wide value for general education and its assessment;
- The articulation of learning outcomes for general education;
- Framework for integration of effective pedagogy, as well as other high-impact practices, into components of general education;
- Themes, outcomes, and structure of the four mission seminars:
  - Seminar I: Franciscan Values and Traditions
  - Seminar II: Leading in a Changing, Diverse World

➢ Seminar III: Serving for the Common Good (required service learning component)
➢ Seminar IV: The Ethical Life

Mission Statement: In the tradition of our Catholic, Franciscan heritage and our firm foundation in the Liberal Arts, Viterbo University's general education program prepares students to live and work in our global society and affirm the dignity of all people, embrace a passion for justice, revere the natural world, and nurture a spirit of inquiry and a love of truth.

Learning Outcomes:

1. Civic Engagement   4. Thinking: Creative and Critical
2. Ethical Reasoning and Action   5. Communication: Oral and Written
3. Intercultural Knowledge and Competence   6. Information Fluency

Assumptions:
1. The proposed structure will not exceed the current number of credits *for the average Viterbo student* (45 credits)
2. The mission seminar courses will be interdisciplinary, taught by faculty from different areas (or team taught)
3. The mission seminars would be theme based, with common learning outcomes, assessment rubric, and book to provide consistency.
4. The mission seminars would serve as important assessment points for the program.

Faculty Decision about General Education Model
On May 19, 2010, faculty gathered to decide between 18 proposed models spun from the agreed-upon elements listed above. By the end of the day, one model had risen to the top through a highly collaborative and structured decision-making process.

Team Proposes Details for the Model
A team of faculty and administrators worked out the details of the faculty-selected model at the Association of American Colleges & Universities' Institute on General Education in June 2010. The team completed program-level assessment plan for the new coherent design for general education.
The team completed the following:
➢ Finalized the set of general education;
➢ Complete a curriculum map which aligns learning outcomes with methods;
➢ Create assessment structures for Foundations and the Ways of Thinking components;
➢ Develop a plan for analyzing assessment results, taking action to strengthen student learning, following with further measurement and analysis, and telling the story of the impact of general education.

Team Characteristics:
The Viterbo University Team
Jason Howard: Associate Professor of Philosophy in the Religious Studies and Philosophy
         Department; Chair of the General Education and Undergraduate Academic Policy

Committee; member of the General Education Subcommittee on Assessment; editor of <u>Analytic Teaching and Philosophical Praxis</u>, a peer-reviewed journal published out of Viterbo University, with a summer issue focused on the assessment culture in higher education.

Rolf Samuels: Associate Professor of English and Chair of the English Department; Former Chair of the General Education and Undergraduate Academic Policy (GEAUAP) Committee; member of the General Education Subcommittee on Assessment

Michael Smuksta: Associate Professor of History and Chair of the History Department and Interdisciplinary Studies; member of the seminar development group, "Serving for the Common Good"; member of the Academic Assessment Task Force

Naomi Stennes-Spidahl, Director of the Office of Assessment and Institutional Research; Chair of the General Education Subcommittee on Assessment; leadership team liaison to the seminar development group, "Serving for the Common Good"; member of the Task Force on International Education; chair of the Academic Assessment Task Force

Glena Temple, Dean of the School of Letters and Sciences, and Professor of Biology; Chair of the General Education Subcommittee on Structure; leadership team liaison to the seminar development group, "The Ethical Life."

Review, Refinement, and Final General Education Structure

The proposed and refined general education structure was reviewed by the General Education Task Force and students provided feedback through three focus groups. As the fall semester began, the leadership team held a series of listening sessions. The feedback and response was used to refine the proposed general education plan which will be brought before Faculty Council for a vote in October 2010. Our four seminars, which are focused on social justice, intercultural knowledge and competence, and ethical reasoning, incorporate meaningful interaction with faculty and students and build authentic connections with our diverse community through service learning and immersion experiences. These seminars, which are the backbone of our new general education program, arise from our mission and identity and have served to unify our vision for general education. Faculty anticipate that their implementation, along with a process for continual improvement, will support our general education mission of preparing students who are ready for the complexity and promise of life and work in a global world.

Proposed General Education Program Structure and Learning Outcomes

<u>**Ethical Reasoning and Moral Development:**</u>
Students respond to ethical issues, using informed value systems.
<u>**Social Justice:**</u>
Students contribute to their communities through service and leadership.
<u>**Intercultural Knowledge and Action**</u>:
Students understand their own and other cultural traditions and demonstrate a respect for the diversity of human experience.

Critical Thinking:
Students comprehensively explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Communication:
Students speak and write to suit varied purposes, audiences, disciplines, and contexts.
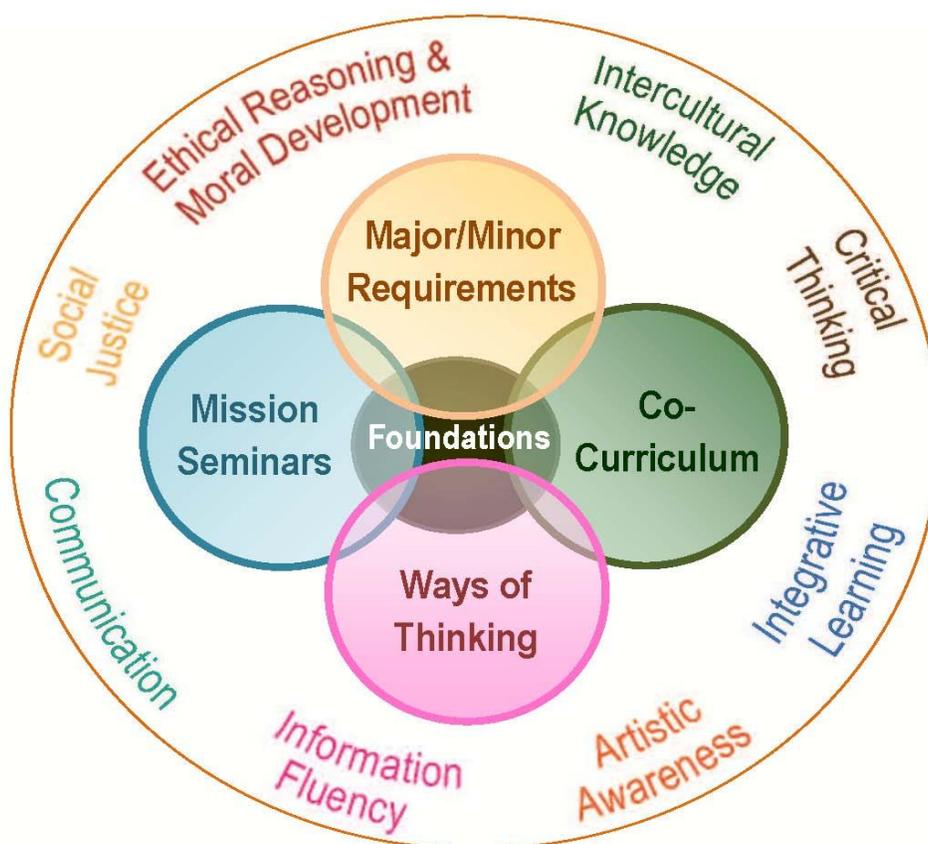
Information Fluency:
Students identify, locate, evaluate, and effectively and responsibly use and share information in a variety of contexts.

Artistic Awareness:
Students actively participate in the arts, critically reflect on their experiences, and understand the aesthetic dimensions of human experience.

Integrative Learning:
Students transfer learning to new, complex situations within and beyond the campus.

Proposed Outcomes-Based General Education Program		
Component	**Credits**	**Description**
Foundations	**8** First and second year	Foundations core component provides basic skills that are essential for a student's discipline, upper-level courses, and as preparation to be broadly trained citizens of the world. Students should demonstrate that they have attained these skills within their first two years. These requirements may be satisfied in multiple ways including courses approved by GEUAP (majors courses, support course or GE courses), portfolio for prior learning, entry qualifications, CLEP/AP
Mission Seminars	**12** Three credits per year	These courses are fundamental to the Catholic, liberal arts focus at Viterbo University. These courses are tied closely to the mission of Viterbo and the mission of the general education program. The central purpose is to engage students in interdisciplinary discussion-based seminars in the areas and the responsibilities that we all share across specialized academic majors and vocations. These seminars help students to understand leadership and to apply multiple perspectives and integrate what they are learning in the various components of the GE.
Ways of Thinking	**25**	Ways of Thinking courses engage students in a variety of dimensions to so they understand past, present, self and others. In addition, the courses provide students with the tools to acquire new knowledge when faced with new situations and intellectual contexts with which to situate new knowledge. Finally, these courses engage students in the dynamic of faith and reason.
Co-curriculum	**0**	The co-curriculum are components of learning that occur outside of the traditional classroom experience or major requirement.These experiences not only support the learning outcomes and distinctive Viterbo experience, but also reinforce and develop what students learn in their courses. The co-curriculum includes programming and activities in areas such as student affairs, fine arts center, athletics, internships, undergraduate research, study abroad, campus ministry and service activities. **Emphasis areas include health and wellness, leadership, global, environmental, fine arts experiences**
Total	**45**	(As few as 39 credits with double dipping between Mission Seminars and Ways of Thinking)

Component A: Foundations (1-10 credits, depending on entering skills)

- 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.
- 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
- 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 .
- 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.

Component B: Mission Seminars (12 credits)

- Franciscan values and traditions (3 credits)
- Leading in a changing, diverse world (3 credits)
- The common good (3 credits)
- The ethical life (3 credits)

Component C: Ways of Thinking (25 credits)

- Historical analysis (3)
- Literary analysis (3)
- Scientific reasoning in the natural sciences (4)
- Scientific reasoning in the social sciences (3)
- Artistic expression (3)
- Theological inquiry (3)
- Integrating faith and reason (3)
- Philosophical and Moral inquiry (3)

Additional GE learning outcomes developed through co-curriculum
- Leadership
- Environmental stewardship
- Health and wellness
- Global issues
- Arts experience

Proposed General Education Curriculum Map		Dimensions of Learning						
		Intellectual and Aesthetic Practices			Ethical Reasoning & Moral Development	Personal and Social Responsibility		Integrative Learning
		Learning Outcomes						
		Communication	Critical Thinking	Information Fluency	Ethical Reasoning & Moral Development	Social Justice	Intercultural Knowledge and Action *	Integrative Learning
General Education	**Foundations**							
	Written Communication	N						N
	Information Literacy			N				
	Oral Communication	N						
	Quantitative Literacy		N					
	Mission Seminars							
	Franciscan Values & Traditions				N	N		N
	Leading in a Changing, Diverse World				A	A	A	A
	The Common Good					P	P	A
	The Ethical Life	P	P	P	P			P
	Ways of Thinking							
	Theological Inquiry	A/P	A/P	A	A			
	Integrating Faith and Reason	A/P	A/P	A	A			A
	Literary Analysis	A/P	A/P	A				
	Artistic Expression	A/P	A/P	A				
	Historical Analysis	A/P	A/P	A		N/A	N/A	
	Scientific Reasoning in the Natural Sciences	A/P	A/P	A				
	Scientific Reasoning in the Social Sciences	A/P	A/P	A		N/A	N/A	
	Philosophical Inquiry	A/P	A/P	A	A			A
Major		P	P	P	N/A	N/A	N/A	
Experiential Learning	Undergraduate Research, Internships, Study Abroad, Field & Clinical Placement, Student Teaching, Peer Tutors & Mentors							
Co-Curricular	Programs by Student Affairs, Campus Ministry, Fine Arts Center, and Career Services							

(N, Novice; A, Apprentice; P, Proficient)   * The novice level for this learning outcome is a subject of future discussion.