

Beyond the Plan: Authentic and Collaborative Assessment of General Education Outcomes

Set Ambitious Goals

2009-2010: Faculty design an outcomes-based general education



Gather Evidence of Student Learning

- Centralized artifact collection
- Stratified random sample: 15%
- Three-day assessment process
- Assessment teams
- Inter-rater reliability sessions



Report Evidence and Results

- Faculty Learning Communities
- Annual Assessment Report
- Program Review



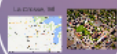
Ongoing Challenges

- How to keep GE vibrant and vital?
- How to avoid curriculum drift?
- How to share results & engage others to make meaningful changes?



Viterbo University

Where we are



Identity Statement

Mission

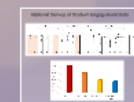
Viterbo University is a Catholic, Jesuit, liberal arts university committed to the formation of the whole person, to the pursuit of truth, and to the service of the common good.

Use Evidence to Improve Student Learning

Targeted Changes

Curricular Changes
Assessment Changes
Faculty Learning Communities
Program Review

Confirmation of Student Learning



Naomi Stennes-Spidahl & Nicole Vidden
Viterbo University - November 7, 2014

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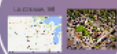
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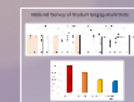
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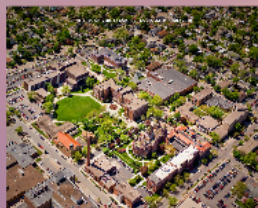


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Viterbo University

Where we are

La Crosse, WI



Identity Statement

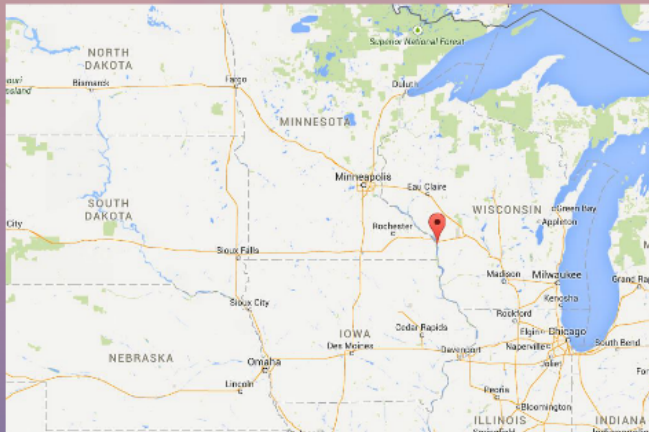
Founded and sponsored by the Franciscan Sisters of Perpetual Adoration, Viterbo is a Catholic, Franciscan University in the liberal arts tradition.

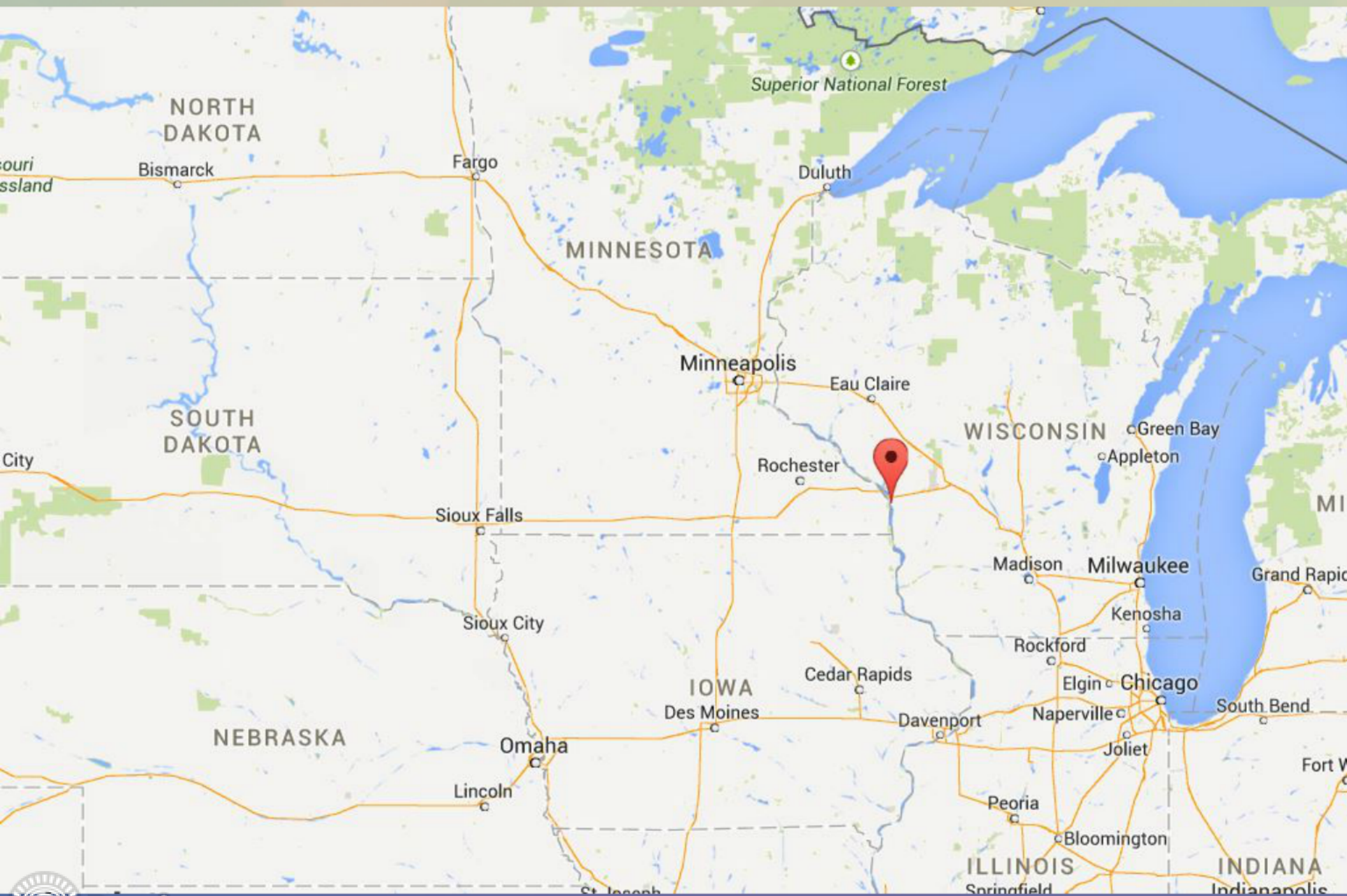
Mission

The Viterbo University community prepares students for faithful service and ethical leadership.

Where we are

La Crosse, WI





VITERBO UNIVERSITY CAMPUS – LA CROSSE, WI – JULY 2010



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- 2,012 Undergraduate Students
24% in the Center for Adult Learning
76% in Traditional Programs
- 800 Graduate Students

Undergraduates

99%: Financial Assistance

46%: First Generation

37%: Pell Recipients

22.8: Average ACT Composite

81% Retention Rate



Viterbo University Faculty

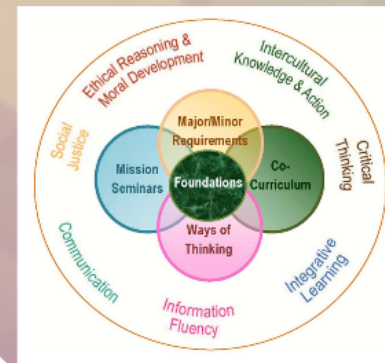
122 Full-time Faculty
57%, Professional Programs
12:1 Student-Faculty Ratio



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General education curriculum



Association of Am

Association of American Colleges and Universities
The Association of American Colleges and Universities (AAC&U) is a national organization of liberal arts colleges and universities. It was founded in 1963 and has since grown to include over 100 member institutions. The organization's primary focus is on promoting the liberal arts and general education in higher education. It provides a variety of resources, including research, publications, and programs, to help member institutions improve their educational quality and effectiveness. The AAC&U also advocates for the liberal arts and general education at the national level, working to ensure that these fields remain a central part of the higher education system.

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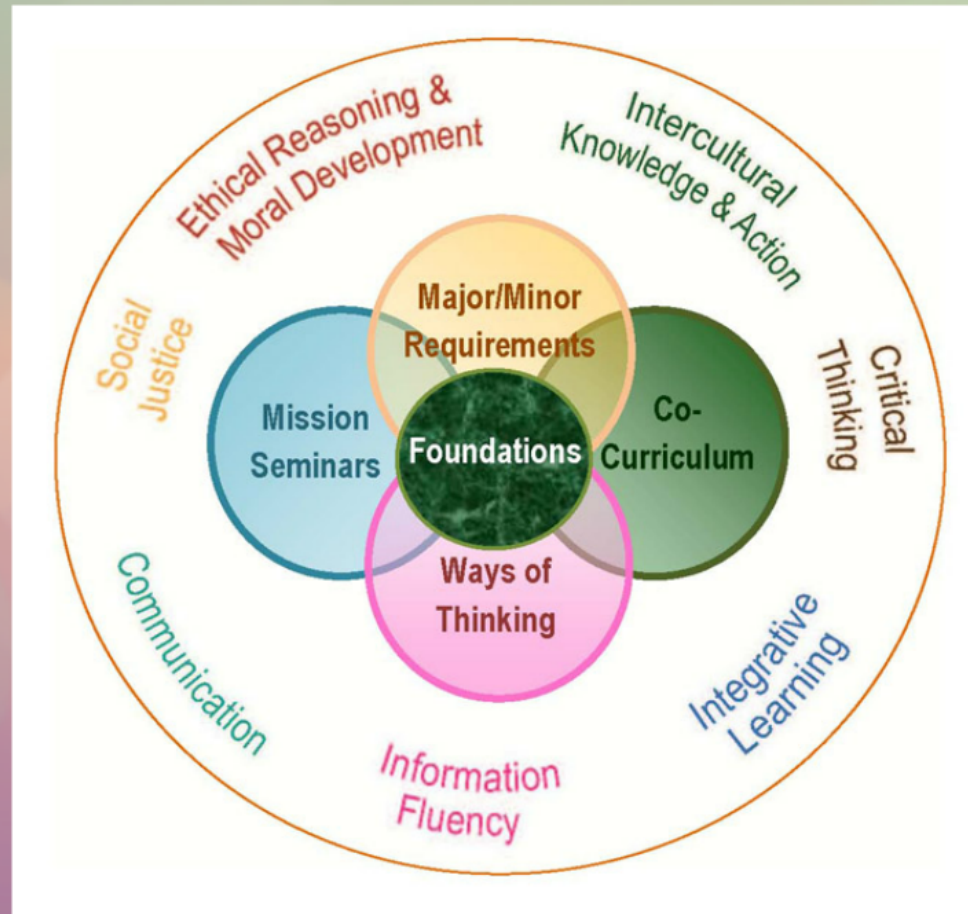
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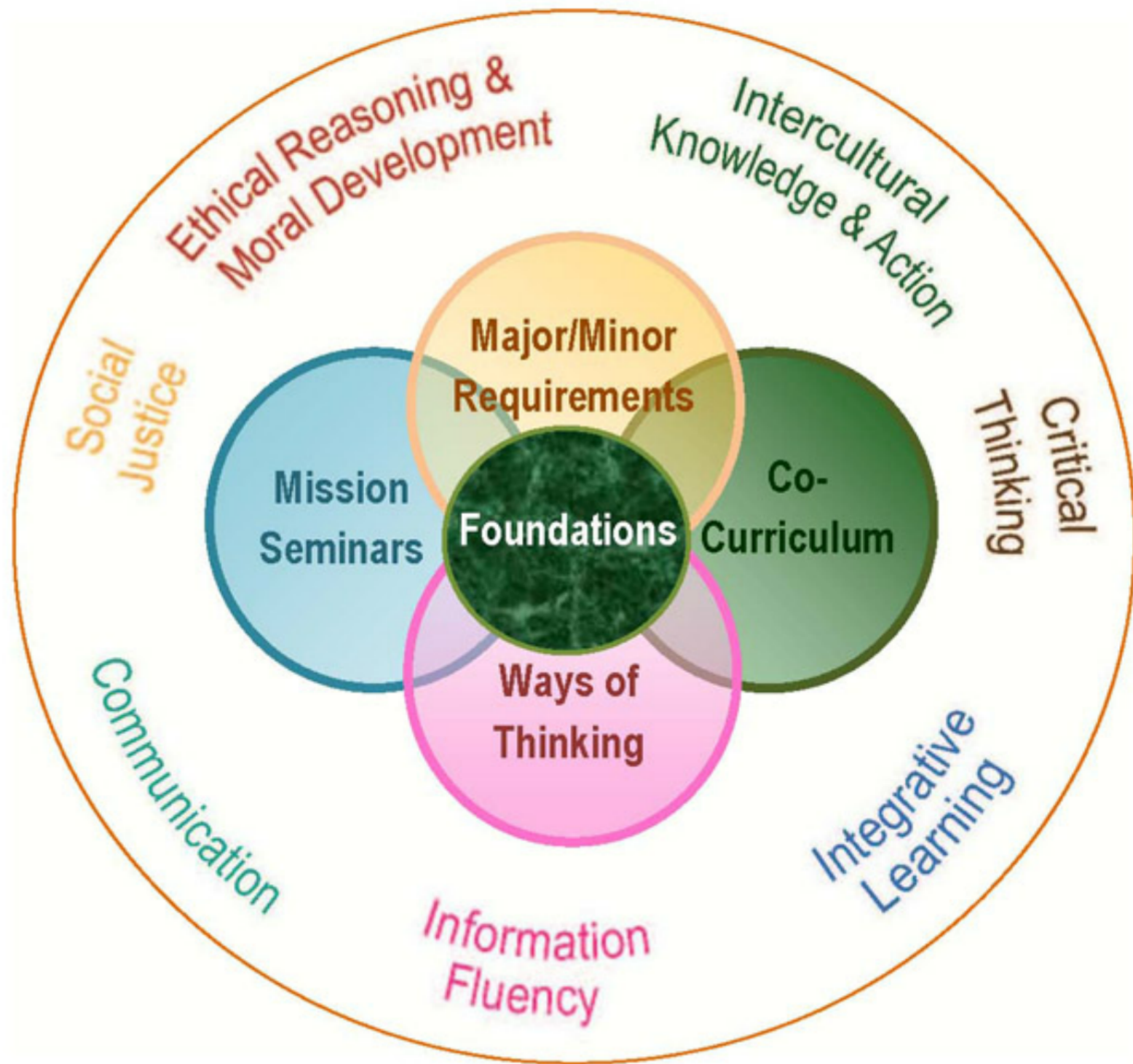
Outcomes-Based Core Curriculum

- Liberal Arts
- Integrated
- Values-Based
- Education



General education curriculum





Association of American Colleges and Universities VALUE Rubric

ETHICAL REASONING VALUE RUBRIC



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Proficient 4	Apprentice 3	Novice 2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
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General Education Assessment/VALUE Rubrics/VU Rubrics 2010-2011: Ethical Reasoning 5162011

Foundation Courses

- Written Communication
- Oral Communication
- Quantitative Literacy
- Information Literacy

Ways of Thinking

- Scientific Reasoning in the Natural Sciences
- Scientific Reasoning in the Social Sciences
- Philosophical and Moral Inquiry
- Theological Inquiry
- Integrating Faith and Practice
- Artistic Expression
- Literary Analysis
- Historical Analysis

Mission Seminars: Uniquely Viterbo

◉ *Franciscan Values & Traditions*

The works of Saints Francis, Clare, and Rose of Viterbo serve as a framework for examining the university's core values.

◉ *Living in a Diverse World*

Students build the requisite knowledge and skills for cultural competency and engaged citizenship.

◉ *Serving the Common Good*

Through service learning, students develop community engagement, servant leadership, and collaboration.


◉ *The Ethical Life*

Students investigate ethical issues through a conceptual framework.



Mission Seminar Curriculum Map



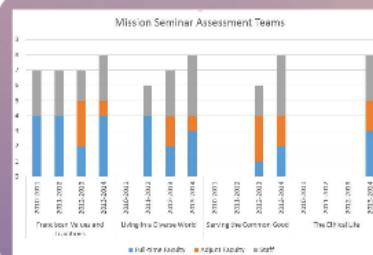
 VITERBO UNIVERSITY	Dimensions of Learning			
	Ethical Reasoning and Moral Development	Personal and Social Responsibility		Integrative Learning
	Learning Outcomes			
	Ethical Reasoning & Moral Development	Social Justice	Intercultural Knowledge and Action	Integrative Learning
Mission Seminars				
<i>Franciscan Values & Traditions</i>	N	N		N
<i>Living in a Diverse World</i>	A	A	A	A
<i>Serving the Common Good</i>		P	P	A
<i>The Ethical Life</i>	P			P

(N, Novice; A, Apprentice; P, Proficient)

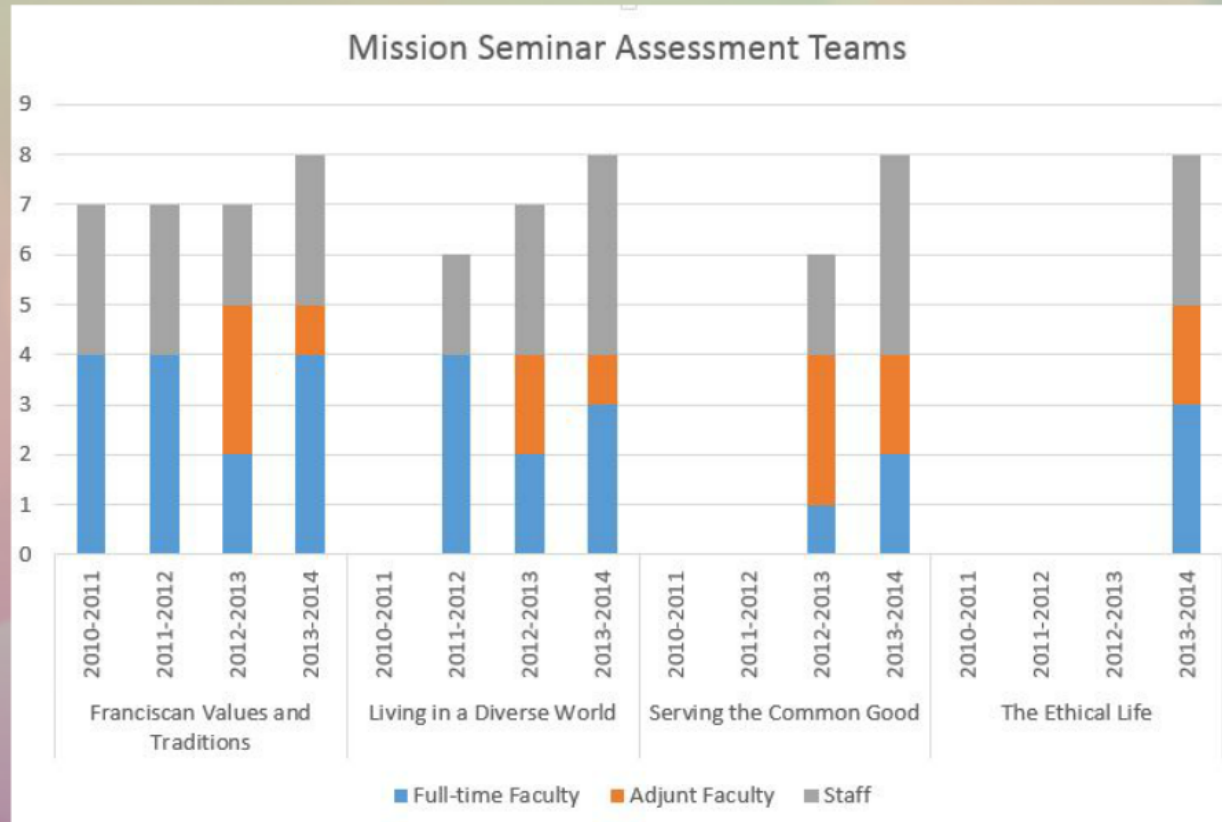
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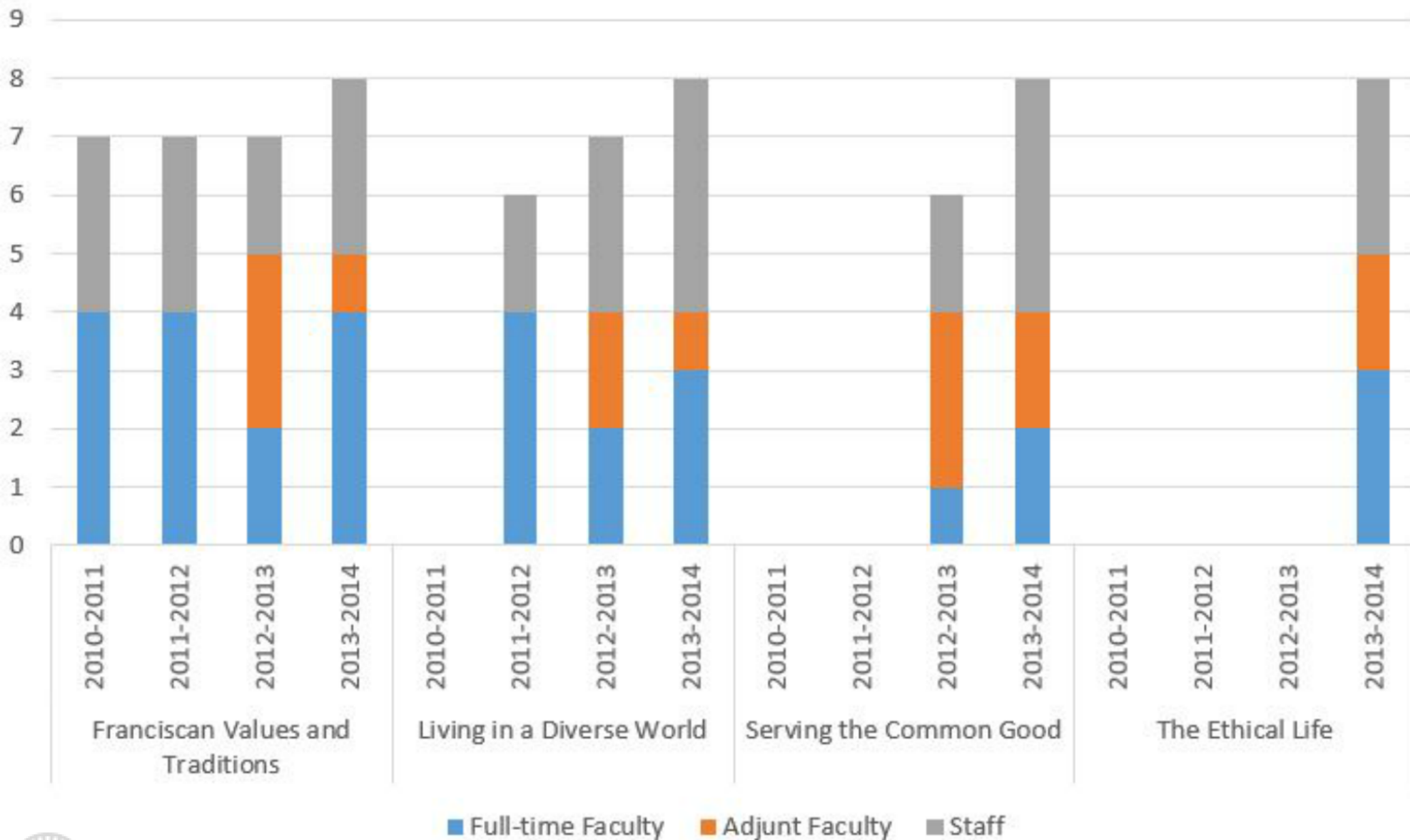
Assessment Teams



Assessment Teams



Mission Seminar Assessment Teams



Use Evidence to Improve Student Learning

Targeted Changes

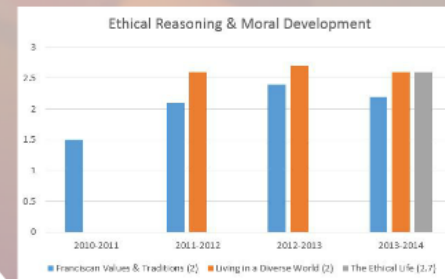
Curricular

- Changed Texts
- Refined Seminar Outcomes
- Revised Assignments
- Scaffolded Learning

Assessment

- Revised Rubric
- Streamlined Process
- Refined 3rd reader scoring

Confirmation of Student Learning



Ethical Reasoning & Moral Development	
10-11 Result	1.5
12-13 Result	2.6
13-14 Result	2.7

National Survey of Student Engagement	
2010-2011	1.5
2011-2012	2.6
2012-2013	2.7

My generation	
Question 134	1.5
Question 135	2.6
Question 136	2.7

Targeted Changes

Curricular

- Changed Texts
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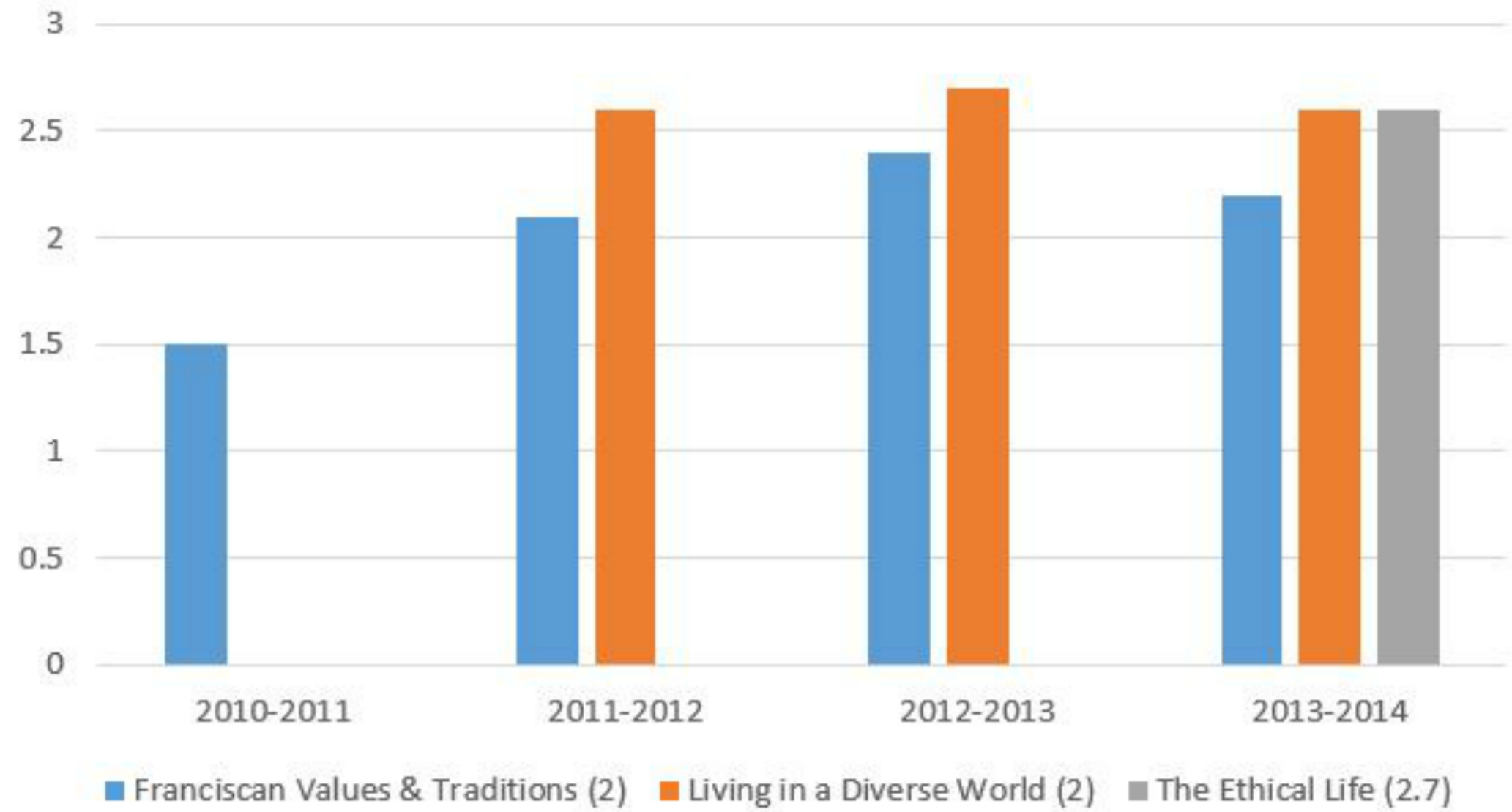
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Ethical Reasoning & Moral Development



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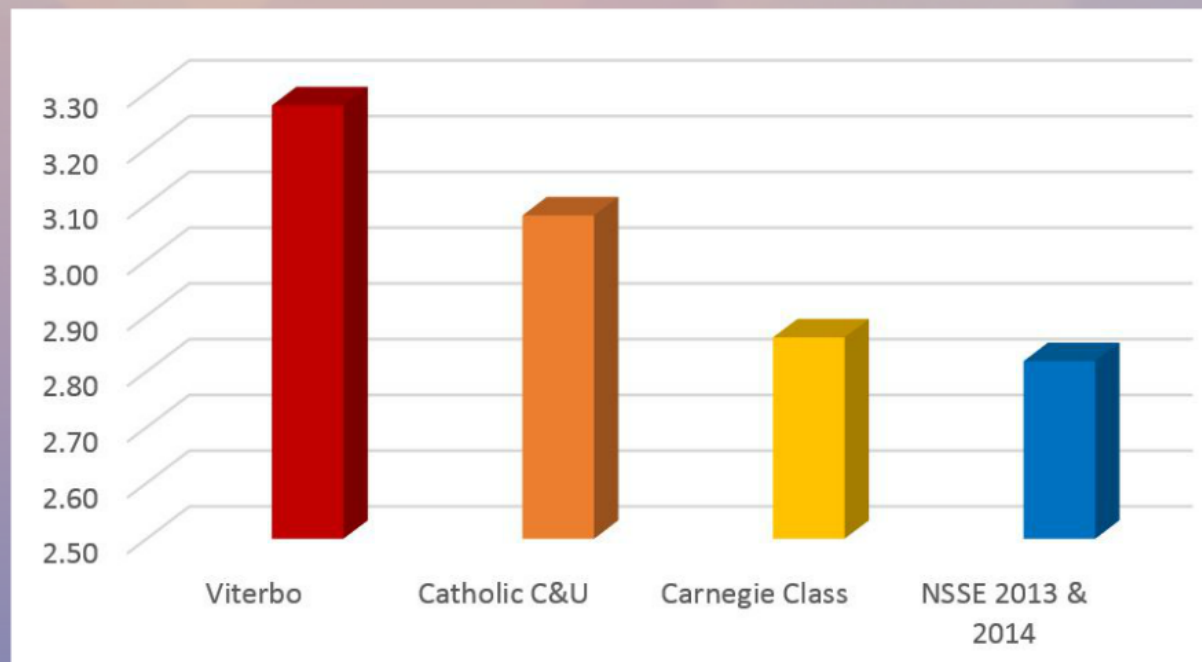
Ethical Reasoning data from Mission Seminars

Ethical Reasoning & Moral Development Outcome								
	10-11 Result		11-12 Result		12-13 Result		13-14 Result	
Franciscan Values and Traditions 1XX	1.5	Revised the assignment guidelines. Changed text.	2.1	Revised the final assignment rubric. Extensively revised the final assignment sheet.	2.4	Revised final assignment wording and length. Revised one course outcome. Aligned rubric and assignment.	2.2	Aligned rubric with slightly revised assignment. Selected exemplary papers to share with instructors. Revision of course outcomes. Refined 3rd reader process.
Living in a Diverse World 2XX			2.6	Clarified assignment and course outcomes. Aligned rubric and assignment. Considered text changes.	2.7	Revised course outcomes. Revised rubric. Increased assignment length.	2.6	
The Ethical Life 4XX							2.6	Revised assignment, rubric, course outcomes, and course guidelines.

National Survey of Student Engagement Data

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas: Developing or clarifying personal code of values and ethics?

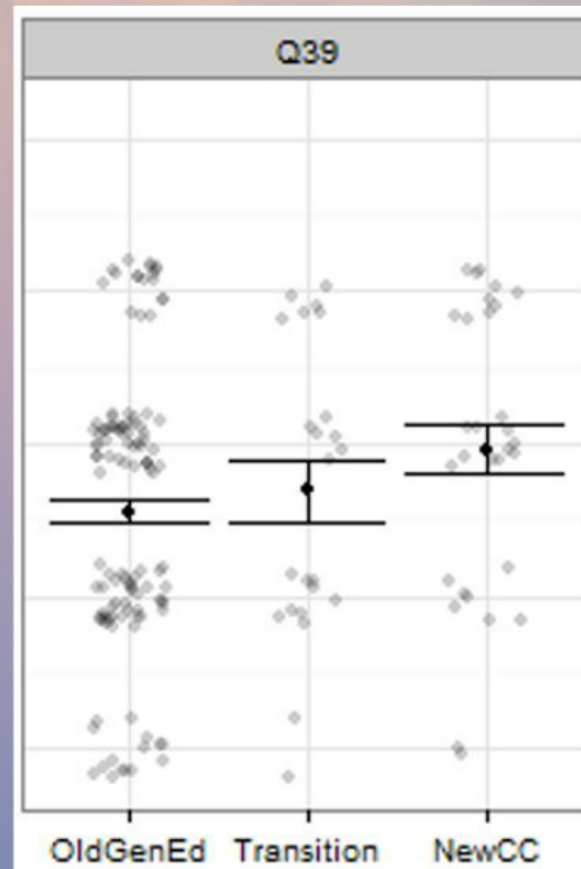
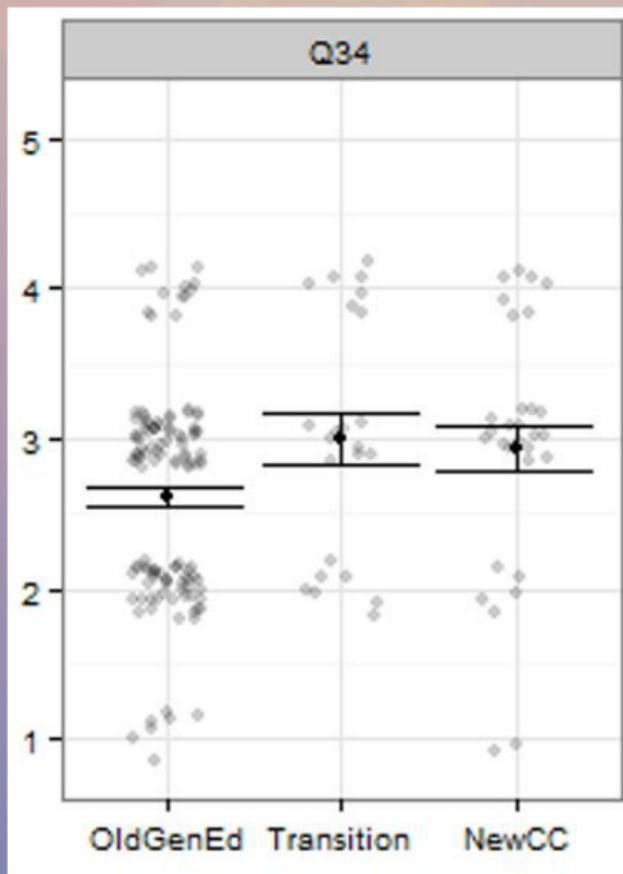
N		Mean			Standard error ^h			Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e			
Viterbo	Viterbo	Catholic C&U	Carnegie Class	NSSE 2013 & 2014	Viterbo	Catholic C&U	Carnegie Class	NSSE 2013 & 2014	Viterbo	Catholic C&U	Carnegie Class	NSSE 2013 & 2014	Comparisons with:			Comparisons with:			Comparisons with:		
													Catholic C&U	Carnegie Class	NSSE 2013 & 2014	Catholic C&U	Carnegie Class	NSSE 2013 & 2014	Catholic C&U	Carnegie Class	NSSE 2013 & 2014
151	3.28	3.08	2.86	2.82	.067	.008	.003	.002	.83	.93	1.01	1.02	13,731	151	151	.009	.000	.000	.21	.41	.45



General Education Senior Survey

My general education courses at Viterbo improved my ability to:

<u>Question</u>	<u>OldGenEd</u>	<u>NewCC</u>
Q34. make ethical decisions.	2.61	2.93
Q39. understand myself.	2.56	2.97



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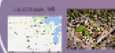
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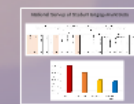
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