



VITERBO
UNIVERSITY



Academic Program Assessment Report 2021-2022

Viterbo University

Assessment & Institutional Research

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Core Curriculum Assessment Summary 2021-2022

FOUNDATIONS: WRITTEN COMMUNICATION

The Core learning outcome of Written Communication was assessed in fall 2021 at the Foundations level in three sections of English 104, Reading, Writing, and the Elements of Argument II and in two sections of English 105, Accelerated Reading, Writing, and the Element of Argument. The criterion of an average of 1.7 was met for all components of the Written Communication rubric. Learning is confirmed.

Faculty confirmed learning after reviewing the results, noting that the required sequence of ENGL 103 and 104 brings students to a similar level of achievement as ENGL 105. Faculty concluded that the assessment results present an opportunity to communicate to faculty about the writing concepts taught in the composition sequence. This may be achieved through a Faculty Development workshop or panel presentation.

Written Communication					
	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
Overall	2.4	2.4	2.4	2.6	2.3
104	2.4	2.5	2.4	2.8	2.3
105	2.4	2.3	2.4	2.4	2.4

The 2021 results were a follow-up to an assessment round in 2019, in which the criterion was not met. The criterion of an average of 1.7 was not met for Content Development. The COVID-19 pandemic delayed follow-up assessment results.

Written Communication						Information Literacy				
	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Information Needed	Search Strategies	Relevance of Contexts	Use Information for Purpose	Use Info Correctly
Overall	1.7	1.6	1.7	1.7	1.8	1.9	1.9	1.9	1.9	1.9
104	1.6	1.4	1.5	1.6	1.6	1.8	1.8	1.8	1.8	1.8
105	2.2	2	2.2	2	2.3	2.4	2.2	2.2	2.3	2.1

Following the assessment results of 2019, English faculty examined the effectiveness of the current ENGL 104 research argument essay assignment, which sought to integrate literary text as evidence in a research argument. Faculty revised the common assignment to be a conventional researched argument essay.

WAY OF THINKING: HISTORICAL ANALYSIS

In fall 2021, faculty teaching Historical Analysis (HA) courses met in a norming session. The group applied the rubric to several student papers. The group discussed the challenge of achieving the stated outcomes and applying the rubric to the wide range of courses designated as Historical Analysis courses. One challenge is that 100-level survey courses along with 300-level topics courses all have the HA designation.

In spring 2022, five faculty teaching seven Historical Analysis courses applied the HA rubric to 81 student papers and sent scores to the Office of Assessment and Institutional Research.

Historical Analysis Spring 2022 Results			
Core Outcomes	HA Outcomes	Average	Criterion Met/Not Met
Critical Thinking	1,2,3	2.3	Met
Information Literacy	4	2.4	Met
Written Communication	5	2.4	Met
Intercultural Knowledge & Competence	2	2.3	Met

The criterion for Historical Analysis is an average of at least 2 on a scale of 1-4. The Core Curriculum Requirement is that students complete one HA course. The criterion was met for all four learning outcomes. Learning is confirmed.

Historical Analysis Courses, Spring 2022				
Prefix	Course #	Title	Faculty	Enrollment
ECAS	310	Applied Collaborative Problem Solving	Hamilton	10
HIST	101	Western Civilization to 1600	Knutson	12
HIST	112	United States since 1865	Knutson	29
HIST	304	The Holocaust	Weinberg	25
HIST	308	The Vietnam War	Knutson	17
MUSC	328	Music History II	Hauptert	18
SPML	220	History of Sport	Park	19

Based on the results and on the application of the rubric to student work, faculty decided to reduce the learning outcomes from five to three:

1. Understand the complexity of continuity and change in the chronology of human experiences.
2. Develop historical perspective by relating subject matter to the broader historical context in which it occurred.
3. Recognize the relationship between past and present by understanding history as provisional interpretations of the past by both the individual and society.

In fall 2022, faculty will revise the rubric to align with the revised learning outcomes.

WAY OF THINKING: SCIENTIFIC REASONING IN THE SOCIAL SCIENCES

Ten courses have been approved by the Core Curriculum Committee as meeting the learning outcomes of Scientific Reasoning in the Social Sciences (SRSS). In fall 2021, faculty began preparation for assessment of the learning outcomes for this Way of Thinking, which are mapped to the Core outcomes of Critical Thinking, Intercultural Knowledge and Action, and Information Fluency. Preparation included review of the course description, learning outcomes, and rubric. In 2010, the faculty working group created the description, learning outcomes, and rubric, and in 2015-2016, as part of the Core program review process, the group proposed a revision of the description and learning outcomes. It was discovered that the proposal had never been approved or implemented.

In spring 2022, faculty teaching the SRSS courses revised the course description, learning outcomes, and rubric to build upon the 2015-2016 work and to prepare for assessment of student learning in 2022-2023.

Scientific Reasoning in the Social Sciences Spring 2022					
Prefix	Course	Section	Title	Faculty Last	Faculty First
POSC	121	1	Intro to American Government	Knutson	Keith
PSYC	171	1	General Psychology	Bauer	David
PSYC	171	2	General Psychology	Bauer	David
PSYC	171	3	General Psychology	Parker	Michael
PSYC	171	4	General Psychology	Parker	Michael
PSYC	171	5	General Psychology		
PSYC	310	1	Child Adolescent Psychology	Ware	Liza
SOCL	125	1	Introduction to Sociology	Anderson	Ryan
SOCL	125	2	Introduction to Sociology	Flockhart	Tyler
SOCL	320	1	Race Ethnicity and Society	Flockhart	Tyler
SOCL	330	1	Cultural Anthropology	Moore	Cathy
SOWK	210	1	Introduction to Social Work	Miess	Erin

MISSION SEMINAR: FRANCISCAN VALUES AND TRADITIONS

The First-Year mission seminar, Franciscan Values and Traditions, is on the rotation for assessment of learning outcomes following several years of curriculum revision based on assessment results and program review. In 2021-2022, the 12 faculty regularly teaching the first-year mission seminar met for learning community activities as well as assessment preparation. In spring 2022, faculty revised the learning outcomes and developed a rubric to align with the revised outcomes. The seminar lead faculty and the Core Curriculum director also identified signature assessments (required assignments) which will be held in common across all sections of the seminar. This preparation lays the foundation for assessment of student learning in 2022-2023.

BACHELOR COMPLETION: GLOBAL CITIZENSHIP

In 2019, faculty approved a revised curriculum for the Bachelor Completion programs, which includes a unique structure for the Core Curriculum. Through years of assessment, two rounds of program review, dialogue, and discernment, the faculty identified the need to refine and differentiate the Core requirements for adult learners to better serve their needs while maintaining the Core's overarching mission, purposes, and learning outcomes framework. For students in bachelor completion programs, who are working professionals or students with prior college credits/degrees, and accumulated life experiences, the outcomes further develop prior knowledge and skills with an emphasis on application in the relevant field or profession. All undergraduate students gain learning in critical thinking, written communication, oral communication, information fluency, and quantitative literacy. While students in traditional programs achieve learning in the AAC&U's domains of personal and social responsibility and integrative learning through the Ways of Thinking and Mission Seminars (described below), adult learners in the bachelor completion programs achieve those learning domains by building on previous educational experiences and on life-long learning in their Global Citizenship courses.

In 2021-2022, faculty teaching Global Citizenship courses worked with the director of the Core and with the directors of assessment and institutional research to refine learning outcomes and to develop an assessment rubric. In spring 2022, the rubric was piloted by faculty teaching Global Citizenship courses. On a scale of 4, 22 students scored an average of 3.3, 3.0, and 2.7 on the three components of the rubric.

The rubric will be applied to all GLCZ courses offered in 2022-2023.

Program Assessment Summaries for Academic Year 2021-2022

COLLEGE OF BUSINESS, LEADERSHIP, EDUCATION AND ETHICS

Dahl School of Business			
Assessment Unit / Action Plan	Last Result Date	Last Action Date	Last Follow-Up Date
Accounting and Accounting Degree Completion	08/30/2022	12/20/2019	09/27/2019
Business Administration	09/01/2022	09/02/2022	09/02/2022
Business and Leadership (2020-)	09/01/2022	10/15/2018	10/15/2018
Finance (2016-)	08/31/2022	08/31/2022	08/31/2022
Health Care Management Degree Completion	08/30/2022	10/28/2020	09/13/2018
Management and Leadership (Teach Out 2022)	09/01/2022	09/01/2022	08/31/2022
Marketing	09/01/2022	10/12/2021	09/15/2017
Master of Arts in Servant Leadership	09/01/2022	09/01/2022	09/01/2022
Master of Business Administration	08/31/2022	08/31/2022	09/25/2019
MBA Health Care Leadership	08/31/2022	03/02/2022	
Organizational Management Online (Teach Out 2020)	10/18/2020	10/18/2020	10/18/2020
Sport Management & Leadership	09/01/2022	10/23/2020	10/12/2020
School of Education			
Assessment Unit / Action Plan	Last Result Date	Last Action Date	Last Follow-Up Date
Cross-Categorical Special Education License (WI 801)	09/07/2022	09/07/2022	08/23/2018
Director of Instruction License (WI 10)	09/01/2022	09/01/2022	
Director of Special Education & Pupil Services License (WI 80)	09/02/2022	09/02/2022	09/27/2019
Iowa Principal/Supervisor of Special Education (IA 189)	09/01/2022	09/01/2022	
Master of Arts in Education	09/21/2022	10/14/2021	09/26/2017
Post-Baccalaureate Content, Cross Cat, and Elementary	08/03/2022	10/11/2021	
Principal License (WI 51) / PSFEL 2019	09/01/2022	09/01/2022	
Reading Specialist License (WI 17)	09/01/2022	09/01/2022	
Reading Teacher License (WI 316)	08/31/2022	08/31/2022	09/15/2010
Superintendent License (WI 03)	09/02/2022	09/02/2022	11/09/2020
Teacher Leadership and Instructional Coaching	09/21/2022		
Undergraduate Education (Elem and Secondary)	08/03/2022	10/11/2021	

Programs above without a link do not have an assessment summary.

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Dahl School of Business

PROGRAM: Accounting and Accounting Degree Completion

ASSESSMENT COORDINATOR: Chad Frawley

1. Assessment Results from 2021-2022

Students met all thresholds in the categories assessed for the 2021 - 2022 academic year. In the 2020 - 2021 academic year, there were two criteria that were not met. This issue seems to have been resolved. Retention has held steady, according to the data we have. A number of students have joined the program by changing from another major. Furthermore, only 2 accounting students left the major (changed to Finance and Business Administration).

2. Plan for 2022-2023

Some assessment criteria will need to be changed going forward because of updates to course numbers and some courses being offered less frequently. This will also offer the opportunity to revisit some assessment criteria in order to improve measurement.



PROGRAM: Business Administration

ASSESSMENT COORDINATOR: Rochelle Brooks

1. Assessment Results from 2021-2022

This year we are providing data based on students in the Business Administration program only. In the past, we used the Business Administration major assessment to report results for all students in the class using the course assessment selected for assessment purposes. We had been instructed to report all results for the course when the assessment plans were developed; this is the first time that this information is being filtered by major.

Most student learning outcomes that were measured did appear to meet the goal. Main conclusions include the following:

- Professional Communication: After continuous devotion to the writing enhancement tools in MGMT 300, criteria were met for Professional Communication in regard to writing in all three sections of the course in the 2021-2022 academic year. A stronger direct measure for professional communication skills is needed for Direct Measure # 2. A different assignment was used, but lack of rubric usage provided assessment results that were inflated compared to the quality of writing. It should be noted that no oral communication assessment is being done in the Business Administration Program in our assessment plan.
- Team Collaboration: Results are light in this area. An assignment that was previously reported as a team assignment is not a team assignment. No rubric provided. A team assignment was assessed in MGMT 374 showing that every student in the Business Administration program earned an AB on the assessment; since the goal is a score of 80%, the goal was met.
- Business Functional Areas: In using the Peregrine standardized comprehensive business exam, we found that in Fall 2021, no student met the goal of scoring at the 25th percentile using our ACBSP comparison group. In fact, all students were below the 10th percentile. In Spring 2022, 1/5 students (20%) scored at or above the 25th percentile. One student in the course did not take the exam. 3 students scored in the 4th percentile or lower.
- Rubrics: Several faculty members are either not using rubrics for student feedback, not using well-developed rubrics, or not following the rubrics to allow for greater grade distinction. Concerns regarding grade inflation continue and faculty turnover has caused some inconsistency in usage of direct measures previously identified.

2. Plan for 2022-2023

The college’s strategic plan includes a goal of some redesign of assessment plans. With faculty and administration turnover (leading to heavy workloads for several faculty members and chairs) and with our school no longer having an Assistant Dean who manages assessment, this became a lower priority. The primary focus will be to make the business core courses the target areas for assessment measures. The intention was that new assessment plans would be developed. If workloads can be managed, we hope that progress can be made this year. Effective use of rubrics is needed. In some cases, rubrics will need to be designed or redesigned. They also need to be used with validation of that use provided. Assessment needs to focus on the Student Learning Outcome criteria and not the “grade” of an assignment that incorporates other grading criteria. Norming of scoring using rubrics would be helpful. More subjective measures are needed for student work. These needs would be consistent across all business programs---not just Business Administration. In all business programs, we hope to better prepare students for the final Peregrine comprehensive business exam.



PROGRAM: Finance
ASSESSMENT COORDINATOR: John Robinson

1. Assessment Results from 2021-2022

Finance missed a formal summary cycle last year, one of the communication measures came did not meet the criteria in either year. So, there would be action items to follow up on from that year had it occurred. Action items currently requiring follow up are the implementation of a writing focused project in FINA 331, teaching changes around the project in Managerial Finance and curriculum change in MGMT 101.

2. Plan for 2022-2023

Much of the assessment work in 2022-2023 will focus on the results-driven curriculum adjustments in Finance 331. This course serves many business majors and is a major source of practice ethics and writing application. Curriculum changes to the second project in the course as well as identifying key concepts for students relating to their capital budgeting project will hopefully lead to improvement in both communication and ethical reasoning outcomes for several programs. Assessing the efficacy of those changes before Fall 2023 curriculum in finalized will be valuable. Following up with curriculum changes in MGMT 101 towards improving retention is also a key task of 2022-2023. Both 311 and 300 are taught every semester so the program will add an extra collection point for those two outcomes measures this cycle to quickly assess those changes.



PROGRAM: Healthcare Management Degree Completion
ASSESSMENT COORDINATOR: Terresa Bubbers

1. Assessment Results from 2021-2022

All criteria are appropriate to capture the learning outcomes and are being met by the majority of students.

2. Plan for 2022-2023

Primary focus for assessment work is to increase number of students in the program, through targeted marketing and building relationships with local health care facilities.



PROGRAM: Management and Leadership (Teach Out 2020)

ASSESSMENT COORDINATOR: Rochelle Brooks

1. Assessment Results from 2021-2022

It is difficult to make valid conclusions based on the data. The Management and Leadership major has been closed and we are in a “teach-out” status. In the past, we have been instructed to provide data based on the selected assignment grade based on results for all students in the class. This year we are providing data based on students in the Management and Leadership program only. That means that in 200- and 300-level classes, we only had one or two students. In the 400-level classes we had three students who graduated in Spring 2022. The results reflect these smaller numbers. Based on the information provided by instructors, all goals are being met.

As a follow-up to previous concerns, it appears that several instructors are either not using rubrics in providing student feedback, not using well-developed rubrics, or not following the rubrics to allow for greater grade distinction. Concerns regarding grade inflation continue.

2. Plan for 2022-2023

It appears we will only have about three students left in the program for 2022-2023. With this small number of students, it would not be efficient to spend much time in redesign work but some assessment for this program matches assessment measures for the Business Administration program. Effective use of rubrics is needed. In some cases, rubrics will need to be designed or redesigned. Assessment needs to focus on the Student Learning Outcome criteria and not the “grade” of an assignment that incorporates other grading criteria. In all business programs, we hope to better prepare students for the final Peregrine comprehensive business exam.

The college’s strategic plan includes some redesign of assessment plans. With faculty and administration turnover and with our school no longer having an Assistant Dean who managed assessment, this became a lower priority. The primary focus will be to make the business core courses the target areas for assessment measures. New assessment plans will be developed.



PROGRAM: Marketing

ASSESSMENT COORDINATOR: John Neumann

1. Assessment Results from 2021-2022

After reviewing assessment assignments and criteria this year, though the results were positive, it showed that there is still a large need for reassigning and recreating assessment points.

Results were generally in line with expectations, but still coming from too many group-based projects that don’t address individual skill level and learnings. We worked to identify and create new assignments to use for assessment data (MKTG 362 + 354) and other upper-level marketing courses have been updated to reflect program outcomes.

2. Plan for 2022-2023

Last fall we started the process of revising our curriculum map. New areas of assessment and related criteria have been implemented. Relative faculty stability and a more unified vision regarding the relevancy and cohesiveness have allowed the department to begin to develop assessment that measures individual student competence in new areas. Unrelated legacy outcomes have been inactivated. Lower division courses have incorporated assignments and skills that will directly affect upper-level assignments. This way student growth can be measured across multiple assignments over several years, leading to a better understanding of the efficacy of these assignments and revised accordingly to meet outcomes. A more diverse sampling of assignments for outcomes should aid in a more accurate and wholistic assessment of the marketing program.



PROGRAM: Master of Arts in Servant Leadership

ASSESSMENT COORDINATOR: John Robinson

1. Assessment Results from 2021-2022

In the previous report, the program mentioned that both measures of the ethical reasoning outcome were below standard; one of those deficits persisted into the next cycle. This led to a targeted change in the student population for the course. Theological and Philosophical Foundations of Servant Leadership required an adjustment to SVLD 553 which took place. The enrollment goal for the program is behind current targets; the program is in the process of implementing a program specific marketing plan.

2. Plan for 2022-2023

The 2022 assessment program will focus on implement the new measures and tracking enrollment changes caused by the associated action plan. Existing measures will continue to be monitored at present levels. The population change to SVLD 504 cannot be implemented this cycle since the course naturally falls in the second year of the doctoral program and this year is the inaugural cohort, so for this cycle the program intends to monitor the measure again to set a baseline for the coming intervention.



PROGRAM: Master of Business Administration

ASSESSMENT COORDINATOR: John Robinson

1. Assessment Results from 2021-2022

The recently improved measure for sustainable strategy fell back out of compliance with criteria this cycle, so the program is implementing a different approach to closing that gap. The watch and see approach to the criteria for many measures indicates now, after another cycle of strong successes, that the criteria should be adjusted. This is an action item in 2022-2023 assessment planning.

2. Plan for 2022-2023

The program did not meet criteria for sustainable business strategy for one measure with a significant margin. Upon inspection it appears that there is a strong connection between attendance struggles and poor performance on the strategy assignment. Therefore, the MBA program will undertake an attendance initiative to empirically show the value of attendance to students. The MBA curriculum is currently beginning a refresh, so assessment data will be essential to that process, especially in regard to strategy. This year we will be revising criteria that have been met without difficulty for some time.



PROGRAM: MBA in Healthcare Leadership

ASSESSMENT COORDINATOR: John Robinson and Dale Krageschmidt

1. Assessment Results from 2021-2022

In 2021-2022, data were collected on all four student learning outcomes (SLO).

Two courses, MGMT 550 and HMG 685 were used to assess MBA-HCL SLO-1: Students can create innovative business strategies and processes on the basis of systems thinking and sustainability within a global business environment. Both courses met their assessment goals of 80% of the students scoring better than criteria on the measurement outcomes. The scores were 100% for both courses.

Two courses, HMGT 635 and MGMT 525 were used to assess MBA-HCL SLO-2: Students are capable of ethically leading change through individual, team, organization and systemic collaboration. The courses met their assessment goals of 80% of the students scoring better than criteria on the measurement outcomes, including the HMGT 635 Population Health Final Paper, with a score of 100%. The scores for MGMT 525 were 100% achieving the criteria.

The courses MGMT 550 & HMGT 640 were used to assess MBA-HCL SLO-3: Students apply a strategic level of understanding of management, marketing, economics, quality control, budgeting, and informatics within health care to critically evaluate organizational issues within health care. The courses met their assessment goal of 80% of the students scoring better than the criterion on the measurement outcomes, including the Final Strategic Plan Case Study for HMGT 550, with a score of 100%. The scores for HMGT 640 were 89% achieving standard.

Three courses MGMT 584 and HMGT 685 were used to assess MBA-HCL SLO-4: Students communicate effectively with a high level of professionalism. The courses met their assessment goal of 80% of the students scoring better than criteria on the measurement outcomes, including the Capstone Project/Paper and MGMT 584 Final Paper, with a score of 100%.

2. Plan for 2022-2023

In 2022-2023, we will again collect data on all four learning outcomes. We will be performing process improvement evaluation on the assessment process used by the MBA – Health Care Leadership Program in the past to see if it should be updated. Although we achieved our goals in 2021-2022, we will investigate the differences and similarities of the online, blended and face to face formats. This was a previous goal that was postponed because of pandemic disruption.



PROGRAM: SPORT MANAGEMENT AND LEADERSHIP ASSESSMENT COORDINATOR: KWANGHO PARK

1. Assessment Results from 2021-2022

The 100 and 200 level courses (i.e., SPML120 and 220) are usually taken by Freshmen and Sophomore students. Students in the earlier academic years tend to still be learning how to study diligently in a higher education setting. Due to this, student scores in 100 and 200 level courses were relatively lower than that of the 300 and 400 level courses taken primarily by Junior and Senior students. The criterion for the 100 and 200 level courses should decrease from 80% to 70%, while the 300 and 400 level courses (i.e., SPML350 and 455) do not require any changes since students are familiar with the content and have learned how to study efficiently in the higher education setting.

2. Plan for 2022-2023

Based on this, the 100 and 200 level courses should focus on the simple, yet important material to give a general understanding of the topics and not on the difficult academic research components. If not, the criterion for the 100 and 200 level courses should decrease from 80% to 70%.



School of Education

PROGRAM: Cross-Categorical Special Education License (WI 801)

ASSESSMENT COORDINATOR: Matt Johnson

1. Assessment Results from 2021-2022

The past several years have focused on the EDUC 630 practicum and the criterion has been met each year. We are changing the measurement to include quantifiable data that will give us better information. We will follow up with areas/suggestions where our candidates seeking special education licensing can improve. As we seek DPI approval for new grade levels, we will continue to use our signature assessments.

2. Plan for 2022-2023

The primary assessment work for all of our cross categorical programs will focus on preparing our students to successfully develop IEPs to enhance the general education classroom.



PROGRAM: Director of Instruction License (WI 10)

ASSESSMENT COORDINATOR: Scott Mihalovic

1. Assessment Results from 2021-2022

Once again it is noted our overall results for DI program are above average and superior. However, only one course, EDUL 704 Collaborative leadership for Learning is assessed annually because the Di license is two classes and the other is the Practicum course. It is important to note that we had the goal of rewriting the Curriculum and that was completed before the 2021 Cohort began in May of 2021. In addition to adjusting Curriculum and adding more assessments to get at all of the Standards in 2021, we are now changing the 2023 program to include the New 11 Wisconsin Administrator Standards for Dir of Instruction.

The Scoring for the 7 Standards and an average of both Cohorts was as follows: 2021 results for two Cohorts combined and 26 students were surveyed. All 7 Standards met the 90% above positive rating except for Standard 5 and which was 89%. St 1-90%, Str.2 95%, St. 3 92%, St. 4 96%, St. 5 89%, St. 6 95%, and St. 7 99%.

The Final Reflections scores are also high and have been for the past 3 years, a GOOD sign of improved writing skills in the administrator programs. The Final Evaluation of DI Program Survey was assessed as follows: St 1 90%, St. 2 95%, St. 3 92%, St. 4 96%, St. 5 89%, St. 6 95%, and St. 7 99%. These are responses on the skills and knowledge and understanding of the 7 Standards and how they relate to the work of the Director of Instruction in school administration.

The other progress made involves work by two of the teachers to include a "Performance Project" as an option to the Final Reflection paper which is completed near the end of the final Practicum course.

2. Plan for 2022-2023

In 2022, we will use the NEW 11 Wisconsin Administrator Standards to assess students, converting from the old 7 Standards assessed in this evaluative period (2021). We will also be incorporating a new Rubric for the Final Reflection Paper with a 10-point scale for more differentiation. Finally, with the new Standards we are also just now finalizing new Handbooks for the Practicum documentation and expectations which will be implemented with the Fall 2022 group just beginning. A good deal of work has been done improving the course and the Standards and assessments in the Director of Instruction administrator license program at Viterbo. The work yet to be accomplished will be done by the three instructors and the program chair of Ed Leadership using Zoom conferencing to be efficient and timely in our work.



PROGRAM: Director of Special Education & Pupil Services License (WI 80)

ASSESSMENT COORDINATOR: Scott Mihalovic

1. Assessment Results from 2021-2022

In drawing from the 2020-2021 Cohort data, we found that some scores went down marginally in the review of Standards assessments for the 7 WAS administrator Standards. However, if you look more closely at the numbers, the actual overall average scores for the individual students was "high ranging from 3.77 to 3.98" on the 7 Standards. It was the percentage of students in each Standard assessed not meeting the minimum 3.6 score which brought down the percentages. The scoring for Standards is as follows: St#1 89% above 3.6 and an average score of 3.82, St#2 66% and 3.7 average, St#3 89% and 3.98, St#4 100% and 3.83, St#5 77% and 3.83, St#6 100% and 3.91, St#7 89% and 3.86. This can be reflective of 2-3 people who score at 3.5 and miss the 3.6 benchmark by very little, and this can skew the final percentage of students who score 3.6 or higher on a four-point scale. Also, I consider the one, three, and seven Standards at 89% as meeting the benchmark with only 9 people evaluated.

Second evaluation is the Final Reflection Paper and the 9 people scored seven 4.0 and two at 3.0 for an average of 3.8. This exceeded our 3.3 benchmark for the third year. We are looking at revising the Rubric and scoring system.

Finally, the Program Review Survey which focuses on learning and knowledge of the 7 Standards were scored as follows: St#1 100%, St#2 90%, St#3 100%, St#4 78%, St#5 90%, St#6 78%, and St#7 90%. Two of the five Standards did not meet benchmark of 90%, #4 Management of Learning and #6 Ethics, Integrity and Fairness in Learning. We will be moving to a new set of 11 Standards approved by the DPI as WAS Standards in 2018. The 2022-23 Cohort will be evaluated with the new Standards which will provide for us the opportunity to review our 3 courses and the curriculum.

2. Plan for 2022-2023

In 2022-23 we will work with our new instructors and bring all four of them together to review each of the four Curriculums and Essential Questions (learning outcomes) and realign those to cross the eleven Standards. This will be done so that the June 2023 Course, EDUL 654, can begin a cycle with the new Standards. Secondly, we will have 3 years of recent data to use to guide our decision making and curriculum review. This should provide ample opportunity to address any concerns in the assessment evaluation while doing the hard work of realignment and review to upgrade our program for future Performance and Assessment Reviews. Education is changing fast and so too we must prepare a new generation of quality leaders for our students and teachers in preparing them for a different future.



PROGRAM: IOWA Principal/Supervisor of Special Education (IA 189)

ASSESSMENT COORDINATOR: Carol Page

1. Assessment Results from 2021-2022

The Iowa MAE-PRIN and PRIN programs transitioned to using the NELP standards in summer, 2020. The data for the most recent completers includes students who started the program in SU, 2020 and FA, 2020. Rubrics for each individual assessment are still in development. Overall, however, we have made great strides in collaborating to ensure a guaranteed and viable curriculum for students in various sites across Iowa.

30/32 (94%) of completers successfully earned 95% or above on all assessments in the program.

2. Plan for 2022-2023

Adjunct Faculty, facilitated by Carol Page, will work to incorporate specific rubrics for scoring each assessment.



PROGRAM: Master of Arts in Education (MAE)

ASSESSMENT COORDINATOR: Carol Page

1. Assessment Results from 2021-2022

The Assessment plan for the MAE is muddy at best. The plan includes indirect methods, as well as outdated outcomes. The only assessment result I included in this report is the Synthesis Writing from EDUC 604: Proseminar. 64% of students scored 90% or above on the Synthesis Assignment. There is significant cause for concern and action.

2. Plan for 2022-2023

Carol Page will collaborate with GPE regarding the outcomes for MAE and will design an assessment plan that articulates the outcomes with direct measures. A new assessment plan is expected to be completed by November 30, 2022. Institutional Research will create a new MAE Nuventive plan with new outcomes and assessments.



PROGRAM: Post-Baccalaureate Content, Cross-Cat and Elementary

ASSESSMENT COORDINATOR: Melinda Langeberg

1. Assessment Results from 2021-2022

Last year education students continued to struggle with Learner Development. The department identified EDUP 555, EDUP 531, and EDUC 627as places to build learner development understanding. We plan to include a new assignment: Context for Learning.

Students also struggled with Application of Content. To address this student difficulty, we will require students to complete a content reflection in their lesson plans. We will add a content reflection question to the Viterbo Lesson Plan template. Students will use the lesson plan in all methods courses.

2. Plan for 2022-2023

The primary focus for the 2022-23 school year will be to identify the edTPA replacement. We plan to use our newly accepted DPI required Appendix A to help us align the former assessment: edTPA to the new assessment plan.



PROGRAM: Principal License (WI 51) / PSFEL 2019

ASSESSMENT COORDINATOR: Scott Mihalovic

1. Assessment Results from 2021-2022

In the Educational Leadership programs, we are evaluating the 2019-21 Cohort Groups in a new Baseline year. Since this was a new Wisconsin Administrator Standards assessment system required by the state DPI, we had changed all seven of our core courses, the curriculum, and the Essential Questions used for assessment, which all helps to ensure consistency. There are 6 Essential Questions (course outcomes) for each of the 7 core courses (42 total) and they are all aligned with the Standards or multiple Standards. The results from the 2019-2021 Cohort groups were 2021-2022 Academic Program Assessment Report (APAR)

tallied both collectively and individually by Cohorts in Eau Claire, Green Bay, La Crosse, Middleton, and Tomahawk. The 2021 Baseline Summary information for ALL Cohorts on the New WAS 11 Standards are as follows: Standards 2, 3,4,5,6,7, and 9 all met Benchmark or very close. Standards 1,8, and 9 all scored well below the benchmark. One reason was results from the Tomahawk Cohort indicated we had most of our lowest scores by far which is not typical. In this cohort we had five new instructors, and 2-3 students in this cohort were not ready to be school administrators or in a Graduate program. Particularly, Standards 1 was a mystery because that deals with Vision, and Mission and previously, the similar Wisc Admin Standards number 2 on Vision was always the highest scoring Standard. Thus, in the process of revising Curriculum, we may have lost some of our focus on Vision and Mission which should be a big part of the first two foundational courses EDUL 634 Leadership Assessment and EDUL 635 Principal I. The other low scoring Standards #8 Meaningful Engagement of Families/Community and #10 School Improvement - Continuous Improvement and well-being. These are all so important in our educational leadership positions, that it is something we need to work on now with all of our instructors across the state, and not wait for the next set of results.

A second evaluation method is our Reflection Paper and Final Electronic Portfolios scoring. Once again this was done collectively and by Cohort. Final Reflection paper scoring on a 4-pt scale: Eau Claire 3.8, Green Bay 3.5, La Crosse 3.6, Middleton 3.32, and Tomahawk 3.4. Overall Summary Average 3.53 all meeting our benchmarks of 3.3 or above. Electronic Portfolio scores are completion of and logging of required 150 Practicum Hours of principal-like activities and leadership opportunities. Eau Claire 3.8, Green Bay, 3.3, La Crosse 3.6, Middleton 3.5, and Tomahawk 3.42...Composite average 3.52. What the five instructors found upon review of the scoring and the rubric, is that we need more points added on the rubric and score on a 10-point scale to allow for more differentiation.

Finally, the student summary of the Principal program results shows that even with the change from 7 Standards to 11 Standards there was very little change in the scoring. The 40 question Final Program Evaluation was consistent with previous year's evaluations and related specifically to preparation within the context of knowledge and dispositions around the 11 Standards. One area where we are proud to have grown from 3 previous years of assessment data is the infusing of more in the course curriculums regarding Budget, Scheduling, Safety, and other School Management. The Standard #9 is Operations and Management and 97% of (72) students scored this Standard highest throughout at 3.6 on 4-point scale. Changes made to 3 course curriculums of Principal I, Principal II and Human Resources are noted for this marked improvement. We are anxious to see how this Baseline data assessing the NEW Standards in Wisconsin will compare to the 2020-2022 Cohorts results.

2. Plan for 2022-2023

2021-23 and 2022-24 Assessment work will focus on the following Standards: #1- Vision, Mission, and Core Values-- #8 Meaningful engagement Families/Community-- #10 Continuous School Improvement and Student well-being.

- A) Instructors from classes that have Essential Questions from each of the three Standards will be brought together using a Zoom conference yet this fall to discuss the need to make changes now and not wait for the next set of results (mainly the 2022-24 group will be impacted by this work).
- B) Final Reflection and E-Portfolio. Practicum Instructors will meet to review the Rubrics for the Final Reflection paper and the Electronic Portfolio which are both evaluated in the final practicum course and revise to use a 10-point scale.
- C) Teacher Standard 11. The Teacher Standard was not evaluated in 2021 results recently reported, but we have plans to make this a part of the Essential Questions evaluative process starting with the 2023-25 Cohorts. Again, instructors will be brought together in small groups (at different times) across the state using Zoom conferencing to "identify and modify" the course Essential Questions to include Standard #11.



PROGRAM: Reading Specialist License (WI 17)

ASSESSMENT COORDINATOR: Kristy Holinka

1. Assessment Results from 2021-2022

Of the students in the data set from the 2021-2022 academic year, 100% of them met the predetermined criteria with proficiency. The assessments chosen for this course require proficiency being met in order to pass the course.

2. Plan for 2022-2023

Due to the specifications of these assessments, further examination should occur to determine appropriate future goals for the program. Assessment alignment to learner outcomes should be a priority in the discussions and work done throughout the 2022-2023 academic year.



PROGRAM: Reading Teacher License (WI 316)

ASSESSMENT COORDINATOR: Kristy Holinka

1. Assessment Results from 2021-2022

After the restructuring of the Reading Teacher Program, updates to how the assessments align with learner outcomes has not been consistent. The assessments chosen require students to complete them to proficiency in order to pass the course they are associated with. All students in the data set from the 2021-2022 academic year met the criteria.

2. Plan for 2022-2023

Further inquiry into using potentially different assessments, or different components of the assessments chosen, should be considered. These discussions and inquiry should occur throughout the 2022-2023 academic year to determine appropriate actions for the future of the reading program.



PROGRAM: Superintendent License (WI 03)

ASSESSMENT COORDINATOR: Scott Mihalovic

1. Assessment Results from 2021-2022

2021 Results for Superintendent Essential Questions and Portfolio Score Sheet as Follows:

St.#2 100% over 3.6 and 3.91 average, St#3 94% above 3.6 and 3.31 average, St #4 100% and 3.83, St#5 100% and 3.54, St#6 100% and 3.53, St#7 3.19 and 89%. All were above our benchmark except Standards 7 which was still at 89% of the 90% benchmark. Our overall improvements in scoring were up slightly from 2019 and 2020. Considering numbers are still small in the Superintendent program (9 people surveyed and completed the program in 2021) and 1-2 people can easily skew results downward, we feel the most recent Curriculum Revisions and consistency of instructors have helped overall improvement. Courses EDUL 704 Collaborative Leadership for Learning, Course EDUL 702 Superintendent Current Issues and the Law, and EDUL 700 Superintendent I were all upgraded in Summer 2020. The overall Satisfaction noted within the completers Program Evaluation was continued at a high level. Requiring the two Ethical Leadership courses in our Superintendent program is always noted as a specific strength and gives our program a design in Ethical and Servant Leadership. The instructors are also noted as a strength, most specifically the Business Office Services school finance course, EDUL 661. Finally, the Final Reflection paper done in the final Practicum course is a new and third source of evaluation for the program and 7 of the 9 scored a high of 4 and the other two people a 3 to average 3.8 exceeding the benchmark of 3.5.

2. Plan for 2022-2023

Continue with Course Curriculum Review and changes for courses EDUL 701 Superintendent II, EDUL 661 Business Office Management and School Finance. This is timely because of Viterbo's new EdD program which launched in Fall 2022 with a Superintendent Track. Additionally, we will create a new scoring Rubric for the Final Reflection and use a 10-point scale to allow for more differentiation. The biggest revision will be changing and aligning ALL Essential Questions (course learning outcomes) to the NEW Wisconsin Administrator Standards 1-11 which were adopted for all school administrator licenses in Wisconsin, formerly the Professional Standards for Educational Leaders. There is an average of 6 Essential Questions/Learning Outcomes for each of the 7 core Superintendent courses.



PROGRAM: Teacher Leadership and Instructional Coaching

ASSESSMENT COORDINATOR: Carol Page

1. Assessment Results from 2021-2022

Students in the TLIC program do very well, and I attribute this to the coordinated efforts of the three instructors. They have collaborated to understand what each course accomplishes and complement each other well.

2. Plan for 2022-2023

Our work with assessment will continue to focus on the signature assessments in the plan. The assessment plan is thoughtful and serves as evidence of the success to which students achieve the outcomes.



PROGRAM: Undergraduate Education

ASSESSMENT COORDINATOR: Melinda Langeberg

1. Assessment Results from 2021-2022

Last year education students continued to struggle with Learner Development. The department identified EDUC 255, EDUC 300, and EDUC 407 as places to build learner development understanding. We plan to include a new assignment: Context for Learning.

Students also struggled with Application of Content. To address this student difficulty, we will require students to complete a content reflection in their lesson plans. We will add a content reflection question to the Viterbo Lesson Plan template. Students will use the lesson plan in all methods courses.

2. Plan for 2022-2023

The primary focus for the 2022-23 school year will be to identify the edTPA replacement. We plan to use our newly accepted DPI required Appendix A to help us align the former assessment: edTPA to the new assessment plan.



COLLEGE OF ENGINEERING, LETTERS AND SCIENCES

Assessment Unit / Action Plan	Last Result Date	Last Action Date	Last Follow-Up Date
Applied Mathematics and Analytics	08/31/2022	09/01/2022	
Biochemistry	08/22/2022	08/30/2022	08/30/2022
Biology	05/17/2022	05/18/2022	05/18/2022
Criminal and Community Justice (2021-)	09/02/2022	09/02/2022	
Ed.D. in Counselor Education and Supervision	08/31/2022	08/29/2022	08/29/2022
Engineering (2018-)	10/11/2022	10/11/2022	10/15/2020
English	09/21/2022	09/18/2018	10/31/2019
Master of Science in Mental Health Counseling	09/27/2021	09/24/2021	09/25/2017
Neuroscience	09/01/2022		
Psychology	09/05/2022	09/05/2022	10/05/2021
Religious Studies	09/02/2022	08/19/2016	
Social Work (2015 EPAS)	09/02/2022	09/01/2022	10/06/2021
Spanish	09/22/2022	10/14/2013	

Programs above without a link do not have an assessment summary.

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PROGRAM: Applied Mathematics and Analytics

ASSESSMENT COORDINATORS: Michael A Wodzak, Sheldon H Lee

1. Assessment Results from 2021-2022

Applied Mathematics and Analytics Program Learner Outcomes

1. Written Proofs
2. Computer Programming
3. Oral Communication
4. Written Communication
5. Teamwork and Projects

SLO 1: Written Proofs

Our majors will be able to write proofs.

Assessment method: The average score is recorded on several assignments and exam questions, each of which targets the students' abilities to write proofs.

Students were given one week to consult with the instructor, and in the end all 3 students showed proficiency.

SLO 2: Computer Programming

Our majors will demonstrate the ability to write computer code and use programs to solve problems in a mathematical context.

Assessment method: The average score is recorded on several assignments and exam questions, each of which targets the students' ability to write computer code.

Student 1 scored 27% and Student 2 scored 100%. To summarize, one student scored as a beginner, and one scored as proficient. Both students were freshmen.

SLO 3: Oral Communication

Our majors will explain mathematics using accurate and appropriate language in oral presentations.

Assessment method: Students are assessed on their performance on giving oral presentations in class.

In MATH 365, students worked in groups of 3 on modeling projects, twice during the semester. For each project, students presented their work in groups but were assessed individually according to the rubric. The overall average (of both projects) is shown below.

- Student 1: 60% (novice)
- Student 2: 70% (novice)

SLO 5: Teamwork and Projects

Our majors will demonstrate the ability to work in groups towards producing creative projects.

Assessment method: The score is recorded for an individual or group project, which targets the students' abilities to work independently of the instructor.

Criterion: Students are given a score (on a 1 - 4 scale) scored based the rubric for this course outcome.

In MATH 365, students worked in groups of 3 on modeling projects, twice during the semester. For each project, students presented their work in groups. For assessment purposes, their teamwork score was calculated using the breakdown shown below:

- Lead writing score (20 pts, see MATH 365 syllabus for details)
- Students submit their completed work for peer review within the stated deadlines. (4 pts)
- Students review each other's paper and give formal feedback within the stated deadline. (4 pts)
- Drafts submitted to the instructor are completed on time. The majority of the work has been completed. (4 pts)
- Each group member will rate the other members in their group on a scale of 0 – 10. This rating should reflect how much the group member participated and whether they did their fair share of the work. (8 pts)

Results: Student 1 scored 33% (beginner) and Student 2 scored 35% (beginner).

Action: More time will be spent on guiding students through all stages of the modeling project in MATH 365.



PROGRAM: Biochemistry

ASSESSMENT COORDINATOR: Kyle Backstrand

1. Assessment Results from 2021-2022

In 2022, we collected data for all seven outcomes, and we analyzed the data for Outcomes A: Problem Solving & D: Data Analysis.

The following data was collected:

Outcome A: Problem Solving: ACS standardized test scores in CHEM 121 and CHEM 370 (CHEM 340 did not use the ACS exam due to low enrollment).

Outcome B: Communication: Final proposal papers and presentations in CHEM 397; final research papers and presentations in CHEM 499.

Outcome C: Techniques: Final LDH write up in BIOL/CHEM 370; LDH purification proposal in BIOL/CHEM 370.

Outcome D: Data Analysis: BIOL 250 Literature 1 paper. We collected this data as well as exit survey data in CHEM 499.

Outcome E: Ethics: This outcome has been discontinued – already being assessed at the core curriculum level.

Outcome F: Safety: Final paper in CHEM 397. Participation in mock emergency in CHEM 240 was cancelled due to COVID protocols.

Outcome G: Literature: Presentation grade in CHEM 475.

The following data was analyzed: (Department meeting on Aug 25, 2022)

Outcome A: Problem Solving - ACS Exam scores met the criterion for biochem majors. 67% scored above the 50th %-ile in CHEM 121 and 50% scored above the 50th %-ile in CHEM 370.

For select ACS questions in CHEM 370 we observed the following:

Q1: Determine pH given concentrations of HA and A, 75% (3/4) correct.

Q4: Which amino acid would be on the surface of a protein?, 75% (3/4) correct.

Q7: Order of elution off of a cation exchange column, 25% (1/4) correct.

Q15: Glycosidic bond nomenclature, 75% (3/4) correct.

Q19: FA tail nomenclature, 75% (3/4) correct.

Q21: FA oxidation products are processed where?, 75% (3/4) correct.

Q25: what enzyme is regulated given ΔG values, 50% (2/4) correct.

These results prompted a discussion that resulted in the following Action:

Two questions were at or below the 50% mark. Q25 covers biochemical pathway content and had half of the students getting it wrong. Given the small numbers of the course in F21 I will wait until the F22 numbers come in to decide if further work is needed in this area. However, given that only one student got Q7 correct, an intervention is appropriate. For this coming fall semester (F22) I will increase the time instruction on applying pI values of proteins and the implications of that information on protein elution approaches. Additionally, I will create a couple of questions like this that use graphic data to represent the elution of proteins for them to have practice applying information from graphical form.

We also went back to an Action item from 2020 and discussed the Follow-up below:

The topic of restriction enzymes was covered by an expanded before-lab lecture that had students practice using restriction enzyme maps to emphasize information fluency and problem solving. We decided to use this data point as the new ACS exam (2012) did not have an equivalent as Q33 on the 2007 exam. So, while there is no baseline data for the quiz question, 88% of students responding correctly certainly demonstrates understanding. Granted this quiz was done shortly after the instruction which is a different scenario than a question on the final exam for the

2. Plan for 2022-2023

The biology department has been discussing aligning our program with the AAAS Vision and Change in Undergraduate Biology Education. This year we are planning to make changes to the Program Learning Outcomes plan and discuss potential course offerings to meet these changes.



PROGRAM: Criminal and Community Justice
ASSESSMENT COORDINATOR: Tyler Flockhart

1. Assessment Results from 2021-2022

1. Knowledge: No data for 2021-2022. Repeat measure in 2022-2023.
2. Theory: No data for 2021-2022. Repeat measure in 2022-2023.
3. Research and Critical Thinking: Results were 84.4 percent of students received 80 percent or better on the final research paper assignment. Benchmark met.
4. Diversity: 91.5 percent of students achieved 80 percent or better on their final paper in SOCL 320.
5. Written Communication: 76.6 percent of students achieved a score of 80 percent or better on the final paper on CRMJ 410. Benchmark NOT met.
6. Oral Communication: 95 percent of students scored 80 percent or better on the final presentation in CRMJ 410. Benchmark met.
7. Ethics: 92 percent of students received 80 percent or better on the ethical dilemma test in CRMJ 470. Benchmark met.

2. Plan for 2022-2023

First, in 2022-2023 we will collect data on outcomes on Knowledge and Theory as we do not have data on these. Second, we will talk with the department about ways to improve written communication with our CRCJ students or consider evaluating the way the objective is measured. Third, on the horizon for 2023-2024 we will take a comprehensive look at program outcomes for CRCJ students to determine if current outcomes are valid and relevant. We need to wait until we have a full time CRCJ faculty (hopefully hire 2022-2023) before we can do this.



PROGRAM: Ed.D. in Counselor Education and Supervision
ASSESSMENT COORDINATOR: Brittany Massengale

1. Assessment Results from 2021-2022

The Educational Doctorate in Counselor Education and Supervision (CES) comprehensive assessment plan was reviewed and streamlined in Spring 2021. The following six learning objectives/outcomes are based specifically upon those required of the 2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) Core training standards: counseling, supervision, teaching, research, leadership/advocacy, and integrative behavioral health. They are the basis for measuring program quality and success.

2021-2022. For the 2021-2022 academic year, the focus was on 4 of the 12 KPIs; specifically related to teaching and research.

Teaching:

COUN 735: Best Practices in Counselor Education

Students consistently perform at competency or advanced competency on the corresponding KPIs; specifically, teaching philosophy statement. In Spring 2021, Faculty reviewed syllabi and rubrics to ensure students understood faculty expectations on assignments. Faculty are satisfied with assignment, course, and student results.

COUN 725: Instructional Design and Adult Learning

Students consistently perform at competency or advanced competency on the corresponding KPIs; specifically, syllabus development. Students continue to perform well and with no faculty comments or concerns for course assignment, course, or student success.

Research:

COUN 712: Research Methodology 1

Students are consistently performing at competency on associated KPIs. In Spring 2022, faculty discussed moving “introductory level” assignments from COUN 712 to COUN 710; consequently, allowing for more time in COUN 712 to engage in both qualitative and quantitative research projects/analyses. This will give students more research experience prior to entering their dissertation phase of their studies. Assignment change will take place Fall 2022. Loop is open and will continue to be monitored. Faculty identified student of concern that demonstrates consistent difficulties completing course work on time and submitting quality work.

COUN 714: Research Methodology II

In Summer 2022, criterion was not met for this course; consequently, loop is open at this time. One student was identified as having significant challenges on the assignment associated with the course KPI (dissertation proposal). Student submitted an outline as opposed to a fully developed dissertation proposal. Faculty will review syllabus and rubrics to ensure that expectations on the assignment are clearly stated. Student identified has consistently demonstrated course and assignment difficulties. Course will continue to be monitored.

2. Plan for 2022-2023

In 2022-2023, faculty and program focus will be centered on the 4 remaining KPIs for the following two objectives: Leadership/Advocacy and Integrative Behavioral Health. Additionally, faculty will focus on assessments for any KPIs that have open loops; specifically, COUN 712 and COUN 714.

Leadership/Advocacy

COUN 727: Diversity, Social Justice, and Professional Leadership

Faculty will continue to review assignments and student success on the cultural immersion assignment and the impact on student learning and respect for diversity within counselor education.

COUN 729: Consultation, Organizational Change, and Program Evaluation

Course has experienced changes in course assignment; (1) Spring 2020 faculty worked to make the KPI more accurately align with the student learning outcome; (2) assignment was modified to better mirror the leadership component of students’ portfolio/comprehensive examination. Review of these changes will take place in the upcoming 2022-2023 assessment review cycle.

Integrative Behavioral Health

COUB 750: Brain, Behavior, and Psychopharmacology

Faculty will continue to review assignments and student success. When course was offered in Spring 2020, assessment criterion was met; however, in Spring 2022, the criterion was not met by students in the course. Discussion regarding course content, teaching methods, course delivery, assignments, and student concerns will be reviewed by faculty during the upcoming 2022-2023 assessment review cycle.

COUN 775: Integrated Behavioral Health Care

This course had an assignment change in Fall 2019 to ensure the assignment was aligned and consist with professional development of students. In Fall 2021, students met criteria for KPI. Will continue to review and assess course this next review cycle.

Research

Faculty will continue to review assignments and course objectives for COUN 712 and COUN 714 to ensure students are learning the research course material as well as are able to apply their research knowledge to an array of experimental/research designs. Additionally, faculty will continue to evaluate students’ readiness and preparedness to begin their dissertation phase within their doctoral program of study.

Library Services

Library services will be incorporated into COUN 710: Professional Counseling Orientation, Trends, and Research. Topics to be covered include APA 7 formatting and professional writing, literature searches, citation managers and document organization, and services provided by the library. This will help prepare students for academic writing requirements within their doctoral programs. Additionally, the graduate writing specialist will be invited to speak in the same course to help students become aware of services provided to students as well as to enhance their professional writing prior to students entering the dissertation phase of their programs.



PROGRAM: Engineering

ASSESSMENT COORDINATOR: Kyle Backstrand

1. Assessment Results from 2021-2022

Engineering’s assessment program is based on their ABET accreditation plan. In 2022, we collected data and artifacts for all seven outcomes (stored in SharePoint) and we analyzed the data for Outcome 3: Communication and Outcome 5: Working within a Team. (Department meeting on Aug 25, 2022.)

The following data was analyzed:

Outcome 3: Communication - Rubric 3 is related (attached) to ALL assessment methods in Nuventive.

ENGR 130 (First Year Design) Group technical report for the Design Project

2022: 89% of ENGR majors will achieve Intermediate level on rubric 3 (6/6 on organization, 4/6 on content, 6/6 on mechanics).

2021: 100% of ENGR majors will achieve Intermediate level on rubric 3.

Loop closed – we are satisfied with the results.

ENGR 380 (Fluid Mechanics) Flowrate lab report

100% of ENGR majors achieved Intermediate level on all 3 categories: Organization, content & Mechanics on rubric 3.

Loop closed – we are satisfied with the results.

ENGR 498 (Design Capstone 1) Preliminary Design report

78% (7/9) of ENGR majors scored Advanced level on Rubric 3.

Action: Criterion too high, reconsidering criterion for next cycle - 75%.

Outcome 5: Working Within a Team: Rubric 5 is related (attached) to ALL assessment methods in Nuventive.

ENGR 130 (First Year Design) Comprehensive Assessment of Team-Member Effectiveness (CATME) survey

2021 – Overall, 81% achieved Intermediate level (5/7 for division of work, 5/7 for conflict and 7/7 for meeting objectives (two out of seven students did not complete the assignment)

Division of work: 1 (team of 3 students), 3 (team of 2 students), 3 (team of 2 students)

Conflict: 1 (team of 3 students), 3 (team of 2 students), 3 (team of 2 students)

Meeting objectives: 2 (team of 3 students), 3 (team of 2 students), 3 (team of 2 students)

Loop closed – we are satisfied with the results.

ENGR 320 (Thermodynamics) Comprehensive Assessment of Team-Member Effectiveness (CATME) survey

2022: 100% (4/4 teams) of ENGR majors achieved Intermediate level on rubric 5.

Loop closed – we are satisfied with the results.

ENGR 498 (Design Capstone 1) Preliminary Design report

2021: 100% (9/9) of ENGR majors achieved Advanced level on rubric 5.

Loop closed – we are satisfied with the results.

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PROGRAM: English

ASSESSMENT COORDINATOR: Apryl Denny

1. Assessment Results from 2021-2022

English Department TracDat Report (recorded 9-21-22) for courses from 2021-22:

All students in all English classes last year met or exceeded the expected criteria for success.

ENGL 481: 2 of 2 students scored “advanced” on SLOs 1, 2, and 3 (Argument and Literature)

ENGL 253 (343 substitute): 1 of 1 student scored “developing” on SLO 1 Literature

ENGL 307: 2 of 2 students scored “competent” or better on SLOs 1, 2, and 3 (Argument)

ENGL 336: 2 of 2 students scored “competent” or better on SLO 1 (Literature)

We attribute the strength of these results to our low staff to major ratio and to changes in our curriculum and assessment. We know our majors well and can cater directly to what they need in whatever classes they take, which helps students develop skills quickly. Also, in response to our most recent sustainability review, we reduced our expectations for majors and now score only three areas of achievement (reading, writing, and research) as they relate to literature and to argument. We have developed and instituted new rubrics to measure these SLOs and have renamed our levels of achievement from “basic, developing, and competent” to “developing, competent, and advanced.”

2. Plan for 2022-2023

One flaw in the new assessment design revealed this year is that ENGL 481 is not an appropriate site for assessing students’ reading or writing of literary analysis at the advanced level. Although we were lucky this year, students are

not obliged to write a capstone literary-analysis project in 481, so we need to move the location of that assessment to another site, probably ENGL 392.

In the past year we have successfully completed the curriculum map and rubrics for assessing all three SLOs as they relate to literary analysis and argument. Now that we have a creative writer on staff, we will work toward developing rubrics to assess all three SLOs in relation to creative writing and will work toward creating embedded assignments for all our new SLOs.



PROGRAM: Master of Science in Clinical Mental Health Counseling (CMHC)
ASSESSMENT COORDINATOR: Carol Smith

1. Assessment Results from 2021-2022

The current process for Assessment for the MS in CMHC program has all faculty and instructors prepare individual reports for the results of the designated assignments. These results were reviewed by the counselor education faculty in a faculty meeting and have been entered into Nuventive. We have found that this process facilitates attention to areas requiring attention and to assist with scaffolding.

For the 2021/2022 academic year, the focus was on the following three of the nine outcome areas: Ethics, Diversity, and Human Growth. There are 6 assignments designated as key performance indicators; Three of which measure demonstrated counseling skills and three of which measure essential knowledge. In all of the assignments assessed students have been meeting the criteria set of obtaining at least a score of 80% or above to achieve competency or above competency. In addition, to the assignments students have achieved at or above the national average on the Counselor Preparation Comprehensive Examination (CPCE) which indicates that Viterbo University students are excelling at learning the skills and knowledge within the curriculum provided.

At present, we have no pending actions in the areas of Ethics & Orientation, Diversity, and Human Growth. These courses represent the foundational knowledge of the MS in Clinical Mental Health Counseling (CMHC). While students have performed at or above 80% within all of the assignments, instructors have noted that some students have been struggling with the use of empirically supported documentation on assignments. Since these courses are taken at the beginning of the program it is believed that this is a growth area for students. The faculty has identified several courses in which Library Services will be invited to discuss the search process for articles. In addition, the faculty will emphasize the expectations of documented support versus reflection within the various assignments. The faculty will continue to actively monitor the assignments used to determine effectiveness in program evaluation and individual student assessment.

2. Plan for 2022-2023

The MS in CMHC program has recently completed the curriculum and assessment updates to align to the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The 2016 CACREP standards highlights the use of Key Performance Indicators (KPI) that measure Student Learning Objectives (SLO) or both counseling skills and knowledge in nine areas. Each area has two or more Key Performance Indicators designated to measure student progress in acquiring knowledge or skills. In order to ensure consistency and continuous improvement, the updated assessment process used many of the same measures. The program transitioned into using this updated system in the spring of 2022. The Core Faculty will continue to utilize faculty meetings to develop, implement and evaluate the updated assessment plan. The 2023-2024 assessment narrative will focus upon the areas of career development, counseling relationships and group counseling.



PROGRAM: Neuroscience

ASSESSMENT COORDINATOR: Charlie Lawrence

1. Assessment Results from 2021-2022

This year we focused on the research series (397/499) and the first NEUR course (261) to assess student understanding of fundamental concepts as well as analysis and graphical representation of data. Unfortunately, we had few majors in NEUR 261 so only able to assess one student on fundamental concepts. However, we had 3 graduating seniors complete the research series in the spring thus we were able to meet the criteria and close the loop.

2. Plan for 2022-2023

In this coming year we will work to improve the quality of the assessment. As a newer program we have not had the large number of students that would be needed to make significant conclusions about the program. Thus we will focus this coming year on assessments that include majors and minors particularly in NEUR 353 and NEUR 261 with focus on students' ability to read and analyze primary literature and communicate their understanding.



PROGRAM: Psychology

ASSESSMENT COORDINATOR: David Bauer

1. Assessment Results from 2021-2022

Knowledge of Psychology: Performance at the foundational level remains a challenge for this assessment item, as the criterion is never met. The department will take up this issue this year to discuss options to change the criterion and/or evaluation methods. Performance at the baccalaureate level is satisfactory but an appropriate criterion modification will occur next year.

Research Skills: The foundational criterion was met for the first time; however, extra attention in class to the relevant content/skills came at the expense of other material and it is not clear that the minor performance gain was worth the lost opportunities. We will continue to evaluate.

Ethical Principles and Standards: Performance on this assessment item remains strong at both the foundational and baccalaureate levels. Given a lengthy pattern of success we will plan to evaluate less frequently and probably use fewer specific measurements (currently 5).

Communication Skills: This assessment item has not received attention for several years, perhaps due to overlap with general education outcomes. The department will evaluate the need for this assessment item and, if retained, will capture data this year for evaluation.

Career Assessment: This assessment item is due for evaluation; the department will give it appropriate attention this year.

2. Plan for 2022-2023

Knowledge of Psychology: Discuss options to change the criterion and/or evaluation methods at the foundational level.

Research Skills: Continue to evaluate.

Ethical Principles and Standards: De-emphasize evaluation for the year but consider revising criteria for next year.

Communication Skills: Evaluate need for this assessment item; collect data as appropriate.

Career Assessment: Collect data for evaluation.



PROGRAM: Religious Studies

ASSESSMENT COORDINATOR: Emily Dykman

1. Assessment Results from 2021-2022

The Religious Studies and Theology Department did not assess RLST 433 and RLST 481 in the 2021-2022 academic year as had been planned. The student preparing to graduate at the conclusion of fall 2021 chose to withdraw before the conclusion of the semester thus we had no majors in either course to assess. Over the course of the academic year, we welcomed two majors who both completed their freshmen year. Both were enrolled in RLST 160 and successfully met the expected outcomes. We also concluded the year with six minors.

2. Plan for 2022-2023

As we continue to grow our major, we will be developing an effective scaffolding to build up to the capstone course. We are also continuing to review the assessment of RLST 160/305/342. Students continue to show evidence of learning in all three courses. Revisions to course structure are on-going as we discuss student evaluations and faculty experience.

In the 2022-2023 academic, the department intends to assess the following courses: RLST 331, RLST 343, RLST 425, and RLST 433 which coincides with the course rotation set up by the department. We also intend to host at least one Theology on (Root Beer) Tap each semester for the purpose of engaging our majors and minors in discussion around contemporary issues of faith. We continue to seek out opportunities to build a community of scholars through regularly discussions and learning opportunities.



PROGRAM: Social Work

ASSESSMENT COORDINATOR: Janet Holter

1. Assessment Results from 2021-2022

The program remains strong in meeting student outcomes as outlined by our assessment plan. The benchmark for the Field Learning contract states that 80% of all students score a 3 or better out of 5 in each competency, this benchmark was met.

In regard to course embedded measures, 80% of students should score a 3 or better as evaluated by competency rubrics for course embedded assignments as identified by our assessment plan. All benchmarks were met with the exception of the benchmark for Competency 1 relating to professional and ethical behavior. 73% of students scored a 3 or better rather than 80% on in relation to this competency, this fell from 93.3% the previous year.

2. Plan for 2022-2023

Assessment work in 2022-2023 will focus in two areas:

1. Evaluate the Course embedded ethics assignment designed to assess student development related for competency 1 to determine whether the assignment should be re-designed, or content delivered more frequently

throughout the remainder of the curriculum. Initial discussions on this indicate faculty feel that the assignment could be clearer, and that ethical decision making should be discussed even more intentionally in additional points in the professional phase curriculum.

2. Assessment work will also focus on curriculum changes needed as indicated by the release of the 2022 Educational and Practice Standards. While programs have a few years to adopt these standards, we have reviewed the standards, and will begin to adapt our curriculum and assessment plan as necessary.



COLLEGE OF NURSING AND HEALTH

Assessment Unit / Action Plan	Last Result Date	Last Action Date	Last Follow-Up Date
Dietetics CP / Nutrition Sciences	10/13/2021	10/01/2019	
Dietetics Internship (2017 standards)	10/06/2021	10/06/2021	
Nursing (BSN) (2014-)	09/07/2022	08/30/2022	10/21/2019
Nursing (BSN Completion) (2014-)	09/07/2022	09/29/2021	08/30/2018
Nursing Graduate Programs (2014-)	09/01/2022	09/01/2022	09/26/2017

Programs above without a link do not have an assessment summary.

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PROGRAM: Dietetics Internship Program
ASSESSMENT COORDINATOR: Maria Morgan-Bathke

1. Assessment Results from 2021-2022

All competencies were met for the 2021-2022 year.

2. Plan for 2022-2023

Assess each competency at the end of each semester utilizing course assessment and analysis forms.



PROGRAM: Nursing (BSN)
ASSESSMENT COORDINATOR: Megan Smith

1. Assessment Results from 2021-2022

Evidence Based Practice: Following years of criteria being met for N365 at the developmental level, during the past academic year-students did not meet criteria. It was determined that students did not offer strong rationale for recommendations made within the EBP portion of their group posters. Better explanation of why rationale is important and integrated into the full EPB piece necessary and will be offered with more lecture emphasis. Criteria continued to be met for N482 where students complete an independent poster presentation with a voice over component.

2. Plan for 2022-2023

Communication: Faculty will analyze results of a well child paper in N324 Family Health Nursing to assess whether students have incorporated effective communication and collaboration skills in their writing of experiences and decide on further changes if criteria is not met. Mastery of communication will occur in N432 Mental Health Nursing where a critical reflection paper is assigned. Any changes will be based on meeting criteria.

Health Care Policy-Faculty in N382 Adult Health Nursing will assess healthcare policy through a paper where policy is discussed with connection to the patient care experience. Based on results further changes may be necessary. While enrolled in N452 Public Health and N465 Nursing Leadership students obtain mastery of healthcare policy competency. Public Health will assess through an assignment where students write a political advocacy letter, while Nursing Leadership addresses reimbursement practices through a presentation where they discuss findings based on their research.



PROGRAM: Nursing Degree Completion (BSNC)

ASSESSMENT COORDINATOR: Jennifer Hedrick-Erickson

1. Assessment Results from 2021-2022

Last year the focus was on two of our six outcomes: 5). Incorporate an evidence-based practice approach to clinical decision making. 6). Integrate critical thinking processes in an increasingly complex healthcare environment.

While assessment data drawn from assignments meets current benchmarks (see attachments), the BSN student learning outcomes will be going through change which will impact assignments measuring development and achievement. The evidence-based practice assignment has been important to identify the three characteristics and will likely continue to be used. The ethical analysis assignment to measure critical thinking is also imperative to nursing practice, as well as the mission of Viterbo, so too will likely be used in some capacity to measure the development of this skill. The final product measuring “mastery” is the capstone portfolio. This assignment will be evaluated to determine best practices for mastery of student learning outcomes for adult students.

The new curricular outcomes need to be mapped for the curriculum which means new assignments to develop and master the outcomes. In addition, there are new Essentials for Nursing Curriculum published to which guides accreditation and will need to be gradually implemented.

2. Plan for 2022-2023

Focus will be working on curriculum development using the new BSN Student Learning Outcomes for all nursing courses. In addition, determining the impact of the 2021 Nursing Education Essentials for guiding curriculum development and achievement used for accreditation of nursing programs to assure quality. The new Essentials are competency-based and will require significant change to the prior assessment structure with the development of a new curriculum map, and determining assignments to meet, not only the student learning outcomes, but the competencies from the 2012 Essentials.



PROGRAM: Nursing Graduate Programs

ASSESSMENT COORDINATOR: Mary Ellen Stolder

1. Assessment Results from 2021-2022

Ethical leadership outcome: Updated to reflect the current AACN 2021 Essentials by adding professionalism in addition to ethical leadership and faithful service.

Education, BM Music Performance) need to be addressed this coming year: 1) the ability to sight sing, and 2) a more rigorous aural skills component.

Students in the Bachelor of Music in Music Education, Bachelor of Music in Performance, and Bachelor of Arts in Music currently are required to take five semesters of theory (Theory I-IV and Arranging). When the university demanded that programs be limited to 120 credits, the music unit dropped Form and Analysis (MUSC 353) and the two Sight Singing (MUSC 116 and 117) courses. Aural Skills are embedded into the Theory I-IV courses and reinforced in the choral ensembles. The NASM Self Study mentioned use of Sight Reading Factory for skill reinforcement; the Visitors misinterpreted the statement as a replacement of course content. Mary Ellen Hauptert explained to Mark Smith and Teresa Sumpter that students are required to take ten Aural Skills exams/course (Theory I-IV) that assess their identification and notation of major, minor, and modal scales, and ascending and descending intervals; the quiz includes melodic and rhythmic dictation and examples of written material covered that week.

The department also recognizes the value of a designated ear training/sight singing course and welcomes the opportunity (under the new leadership of Vice President for Academic Affairs Sara Cook and Executive Director Frank Ludwig) to build a credit or two into all three programs. Curriculum revision will be undertaken this year, with new outcomes, action items, and follow-up. Mary Ellen Hauptert will ask Naomi and her team for assistance as we move through this process.

2. Plan for 2022-2023

GOAL: The department will work to revise our music core curriculum, especially in the areas of applied music theory.

Curriculum Review Questions:

If we started from scratch and created a “perfect model,” what would stand out? What would be different? Which programs would it affect?

What are the obstacles we face? Which are the most formidable and why?

What would the “perfect model” achieve? Is it worth pursuing fully or partially?

What is a reasonable timeline?

Possible Action Items:

Write a list of curriculum revision goals.

Create a timeline for steps involved, with deadlines attached.

