

**Report on the Assessment of Student Learning across the University
from AY2010/2011 through AY2012/2013**

**Submitted on behalf of the Assessment Committee to the Academic Council, the Office of
the Provost, and the Provost's Cabinet**

by

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Dominican University's Assessment Committee is a standing committee of the Academic Council and is responsible for facilitating the development, implementation, and evaluation of comprehensive University-wide processes for defining, measuring, documenting, and assuring student learning. The committee is comprised of 13 members: six elected, six ex officio, and the Director of Academic Assessment, Evaluation, and Achievement who serves as Chair. The six elected members include four faculty members from Rosary College of Arts and Sciences and two faculty members from the graduate/professional schools, all elected at large. The six ex officio members include: the Vice President for Mission & Ministry (or designate), the Dean of Students (or designate), the Director of Institutional Research, the Director of the Center for Teaching and Learning Excellence, the University Librarian, and the Vice President of the Student Government Association (or designate). The names of the committee members serving the academic years covered in this report are listed in Appendix A.

The Assessment Committee exercises its responsibilities by supporting faculty and staff at the programmatic, School, and University levels to establish and maintain annual assessment cycles; fostering a culture of assessment that balances the needs and expectations of the University as a whole with those of particular Schools and their respective accrediting bodies; promoting collaboration and communication about assessment across the University; and providing opportunities for professional development in assessment practices (a more detailed statement of duties can be found in Appendix B).

As per the bylaws of the Academic Council, every third year the Assessment Committee will submit a formal written report on the assessment of student learning across the University to the Academic Council, the Office of the Provost and the Provost's cabinet. This report chronicles the assessment of student learning over the time period beginning fall of 2010 and ending spring of 2013. Included in this report are the major activities of the Assessment Committee over this time period and the major assessment activities of the college and graduate and professional schools. In addition, this report highlights other assessment activities including the development of University-wide student Learning Goals, the formal assessment of students' critical thinking skills, Dominican's participation in the New Leadership Alliance, and our assessment of student learning project for the Higher Learning Commission's Assessment Academy – "GPS – The Globally Positioned Student."

Assessment Committee

Developing a Mature Culture of Assessment

Fall 2010 denotes the first academic term where the Chair of the Assessment Committee was held by the Director of Academic Assessment, Evaluation, and Achievement. One of the first tasks undertaken by the chair was to ensure that the committee members possessed a shared vision as to how the committee could best exercise its responsibilities. Through a series of conversations the committee developed the philosophy that ownership of assessing student learning needed to remain with the faculty and not become the responsibility of the Office of Academic Assessment, Evaluation, and Achievement (OAAEA). The role of the OAAEA and the Assessment Committee was to facilitate the implementation of best practices in assessing student learning so as to further Dominican's development of an already maturing culture of assessment.

In fall 2010, the Assessment Committee composed and distributed amongst the faculty two documents designed to help faculty better understand the seemingly interchangeable terms associated with assessment and the essentials of programmatic assessment: "Building the Foundation of Program Assessment of Student Learning" (see Appendix C) and "Conceptualizing Program Assessment of Student Learning" (see Appendix D).

The “foundation” document was designed to assist faculty with the construction of an assessment plan. Essentially, it led the reader through the processes of constructing an assessment plan: articulating student learning goals, developing corresponding learning outcomes, and aligning the outcomes to specific courses by constructing a program matrix through curricular mapping.

The “conceptualizing” document was created to provide the reader with a clearer understanding of program assessment, as it relates to student learning, in the hopes that future assessment activities would be regarded as fruitful endeavors leading to improved student learning. The document defined program assessment and explained how program assessment differed from other types of assessment such as general education assessment and course-level assessment.

Assessment Plan Template

The Assessment Committee also began in 2010 to develop a standard assessment plan template. This would allow committee members to more quickly and easily identify key information necessary for understanding how a program will assess student learning. The template asks programs to consider assessing student learning over a five-year time span and requests that they include the following information: the learning outcomes that will be assessed at the program level, the academic year and semester it will be assessed, the courses that will participate in the assessment, and the method used to collect the data (a sample of the Assessment Plan Template is included in Appendix E). The Assessment Committee endorsed the final version of the template in spring 2013 and has requested to the Program Review Committee that the template be included in the set of program review documents to accompany a program’s self study.

Rosary College of Arts and Sciences

Annual Assessment Reports

Each fall, departments in Rosary College of Arts and Sciences (RCAS) submit an annual assessment report to the college dean that addresses the assessment of student learning of the departments’ majors. The dean forwards the reports to the Assessment Committee Chair. The reports are distributed to the committee members, read and evaluated. In fall 2010, the practice was for members to share their comments at an Assessment Committee meeting, the Chair and

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other committee members would attend various meetings of the Committee on Shared Undergraduate Academic Experience (COSUAE) and there they would provide feedback to programs invited by COSUAE to attend the meeting for the purpose of addressing their assessment reports.

Both the chair and dean realized that this was not the most efficacious process for conveying feedback and agreed that the Assessment Committee would be responsible for reviewing RCAS annual assessment reports and conveying feedback directly to the department chairs and dean. The committee also realized that the review process needed more structure. Two significant changes included dividing the reports amongst sub-groups and using a standard rubric (see Appendix F) when conducting the evaluations.

Each sub-group submits its completed rubrics to the chair who then composes a letter summarizing the feedback on the rubric and recommending how the program should proceed with its assessment project for the upcoming year. These letters are electronically delivered to department chairs and the dean over winter break. In some cases, if recommended by the sub-group, the committee chair will request a face-to-face meeting with the department chair and dean to address issues more in-depth than can be conveyed through a letter.

Common Text Assignment Assessment

Each year, faculty teaching in the Liberal Arts & Sciences (LAS) seminars use a Common Text Assignment (CTA) to evaluate the extent to which students have achieved a specific learning outcome set by the LAS instructors for that academic year. Essays from students across all grade levels are collected and a subset from each class is selected and scored by the faculty using a rubric developed in-house.

The purpose of the CTA assessment is not to establish longitudinal trends in student learning, but rather to provide course instructors with student learning information pertaining to a specific learning outcome so that they might use this feedback to improve their teaching and student learning in the seminars. For example, in its 2012 report (see Appendix G), the Common Text Assessment Group concluded that common text assessment was being hindered by the current

set of student learning goals and outcomes which made it difficult to find strong correlations between the intentions of the common assignment and the learning outcomes. The group expects that revision of the learning goals and outcomes will lead to a more coherent and relevant assessment process.

Brennan School of Business

The Brennan School of Business (BSB) has a mature assessment process in place where student learning goals and outcomes are documented and assessed each semester. One of the important elements of the comprehensive assessment process is the Assurance of Learning (AOL) initiative. Each semester, BSB assesses student performance against a set of measurable learning outcomes. These outcomes are aligned with different courses at both the graduate and undergraduate levels. Scoring of each outcome is conducted using a rubric developed in-house by the BSB faculty and student performance is categorized as either “exemplary,” “acceptable,” “marginally acceptable,” or “not acceptable.” The course instructor is responsible for assessing the student learning outcome, compiling the results, and submitting the results electronically to the BSB Assurance of Learning Committee.

Each August Brennan’s Assurance of Learning Committee provides a report to the school’s faculty summarizing not only the AOL data submitted for the prior summer, fall, and spring semesters, but also results from the Brennan School's other assessment measures of student performance such as the undergraduate ETS Major Field Test in Business, internships, employer surveys, etc. The AOL report makes comparisons to the previous year’s results and uses the assessment data to make targeted adjustments in learning goals, course content or the curricula for the next academic year (a copy of the most recent report is available in Appendix H). For example, after review of the 2011-2012 results, the business faculty targeted student improvement with respect to developing a global perspective. Across the four undergraduate degree programs, the percentage of students performing at the “acceptable” level or above in 2012-2013 increased from an average of 46.3% (2011-2012) to 72.9%.

Graduate School of Library and Information Sciences

In spring 2012, the Graduate School of Library and Information Sciences (GSLIS) re-wrote the school's learning goals and objectives so as to make them clearer and more in-line with the faculty's vision of student learning within GSLIS. As part of this process, the school surveyed alumni and employers to ascertain their ideas regarding what should be priorities with respect to learning and preparation of GSLIS students. This work continued through the fall 2012 semester with the mapping of the new goals and objectives to specific GSLIS courses. Once the mapping project was completed in spring 2013, GSLIS faculty created a matrix displaying which courses were associated with the different learning goals and objectives. Through this process the faculty were able to identify gaps in their curriculum.

For the 2013-2014 academic year, the GSLIS faculty will be focusing on revising their portfolio rubric. They will also begin using the learning management system Canvas as the means of managing portfolio activities, including artifact submission and evaluation reporting. The school is also working with Pete Peterson in Information Technology (IT) to use technology to improve the way data is collected and organized so as to enhance program assessment. Finally, the school will be looking into ways that it can include learning outcomes associated with the Globally Positioned Student (GPS) assessment project (see page 20 of this document for a fuller description of the GPS project) as elements of the school's overall program assessment through the use of e-portfolios.

School of Education

The School of Education has a mature and highly regarded process for assessing student learning. The assessment system continues to evolve in an effort to not only keep pace with state and national accreditation and program-approval standards, but also to address the changing content and pedagogical needs of its teacher candidates. The SOE focuses its assessments on three distinct areas: 1.) content and pedagogical knowledge, 2.) proficiencies, and 3.) dispositions.

As a means of clearly articulating its assessment measures to a variety of stakeholders (e.g., students, faculty, accreditors, etc.) the school developed an Assessment System Logic Model that illustrates how information is gathered and the data is used systematically to improve student

learning (see Appendix I). The Logic Model identifies information sources (INPUTS) from which assessment data can be gathered, activities of both students and faculty that relate to student learning, outputs that emerge from the activities, and intended outcomes of the systematic assessment process.

As mentioned earlier, the School of Education continues to evolve with respect to assessing student learning. The school is shifting its assessment focus to more performance-based measures. In fall 2013, students involved in clinical practice will pilot the use of edTPA portfolios, a nationally available comprehensive assessment instrument. The edTPA portfolios are scored by trained external scorers and consist of artifacts developed by the student as she or he engages in student-teaching in an actual K-12 classroom. By coupling course-embedded assessments with a performance-based appraisal system, the SOE can more fully ensure that students possess the critical competencies necessary for being an effective teacher.

Other Professional and Graduate Schools

The School of Professional and Continuing Studies has been working with the Office of Academic Assessment, Evaluation, and Achievement to articulate a set of student learning goals and corresponding student learning outcomes. Similarly, the Graduate School of Social Work has also developed its own set of learning goals and outcomes and has been working with the Founding Director of the Borra Center for Teaching and Learning Excellence to redesign its entire curricula through Dee Fink's Model of Integrative Course Design.

Co-curricular Programs

Through the chair, the Assessment Committee has been reaching out to the University's co-curricular programs and offering assistance in the development of student learning assessment plans. Currently, three programs have met with the Assessment Committee chair and are working on the development of their own individual plans. Each of the following programs has developed a set of student learning goals and corresponding outcomes: Literacy and Learning Resources, Career Development, and the Office of Student Involvement.

University-wide Student Learning Goals

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The Assessment Committee is responsible for facilitating the development, implementation, and evaluation of comprehensive University-wide processes for defining, measuring, documenting, and assuring student learning. Part of this includes the development of university-wide student learning goals. The development of a set of university-wide goals was initiated in spring 2011. The committee was guided by the principles that the goals developed must be applicable to all Dominican students and, to the greatest extent possible, the goals need to be descriptive of the learning already taking place within the institution.

With these principles in mind, work began by procuring current goal statements from the college and the professional and graduate schools. Goals were obtained from Rosary College of Arts and Science and the Brennan School of Business. Statements of desired student dispositions were obtained from the School of Education. From these initial documents a draft set of university-wide student learning goals was compiled. The first draft (see Appendix J) contained 13 goal statements. Accompanying each goal statement was an operational definition of the statement's intended meaning. The goals addressed the following types of student learning:

- | | | |
|--|--------------------|--------------------------|
| Knowledge | Communication | Diversity |
| Critical Thinking | Literacy | Integrity |
| Ethics | Global Citizenship | Social Responsibility |
| Experiential Learning | Civic Engagement | Research and Scholarship |
| Integrative/Interdisciplinary Research | | |

Measurable outcomes of student learning were not included in the document. The justification for this was that a single set of outcomes would most likely not be representative of the various ways that the college and schools go about assessing student learning. Therefore, articulation of a specific set of corresponding outcomes would be left to the college/schools. This approach would also foster a sense of ownership of the college/schools for the student learning goals.

Committee members agreed that the list was rather long and could be shortened by consolidating similar learning goals. Committee members were also concerned that a Roman Catholic institution of higher learning did not have a learning goal that reflected the university's ethos.

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The reason this goal was not included was because although the goals could be associated with learning in Rosary College, there were no documents to support it as being a learning goal amongst the graduate and professional schools. Adhering to our principles that the goals should be descriptive not prescriptive and that the goals should be representative of all learning at Dominican it was decided that a Catholic-Dominican ethos goal would not be included. However, the committee did want to convey that the Catholic-Dominican ethos, like the mission, significantly influenced the development of the goals statements. This was symbolized by inserting the following preamble into the document directly after the Mission Statement:

The following goals were developed in the spirit of Dominican’s Mission Statement. Although not always explicitly incorporated into the goal statements of their corresponding definitions, the presumption is that achieving these goals will enable students to pursue truth, give compassionate service and participate in the creation of a more just and humane world. Also, it is the expectation that all students who graduate from Dominican University, regardless of school or college, will have achieved these goals. Individual schools or colleges may have additional goals for their specific student body.

Through extensive conversations the committee finally achieved agreement on the following nine goals:

Knowledge: Depth and Breadth	Critical Thinking
Communication	Global Citizenship
Diversity	Civic Engagement/Social Responsibility
Integrity Ethics	Integrative/Interdisciplinary Inquiry
Research and Scholarship	

To ensure that the proposed goals were descriptive of the learning taking place at Dominican an analysis was conducted to determine if the learning outcomes articulated by the college/schools corresponded to the university-wide learning goals. Analysis of the outcome statements from Rosary College, Brennan School of Business, and the Graduate School of Library and Information Sciences showed 100%, 89%, and 100% correspondence respectively. That is,

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RCAS and GSLIS both had at least one student learning outcome that directly aligned with each of the nine goals. For BSB, 8 of the 9 goals could be directly aligned with at least one student learning outcome.

With the document near completion, the committee agreed that the goals should be presented to the Provost's Cabinet for feedback. In the same time frame concern was expressed by committee members that a goal relating to Catholic-Dominican ethos would be absent. Conversations ensued that addressed if including a Catholic-Dominican ethos goal would be prescriptive (the type of learning we would like to see) rather than descriptive (the type of learning that is actually taking place). Claire Noonan (Assessment Committee member and Vice President of Mission and Ministry) volunteered to investigate the extent to which student learning associated with the Catholic-Dominican ethos was taking place in the graduate and professional schools. While the investigation was underway, the goals were presented to the Provost's Cabinet.

The cabinet recommended that the number of goals be reduced by subsuming Diversity under Global Citizenship, Integrity/Ethics under Civic Engagement/Social Responsibility and Knowledge: Depth Breadth, Critical Thinking, and Communication under Research and Scholarship. In spring 2013, the recommendations of the cabinet were presented to the Assessment Committee. The committee agreed that Diversity could be incorporated into Global Citizenship and Integrity/Ethics could be incorporated into Civic Engagement/Social Responsibility. The committee, however, believed that Knowledge: Depth and Breadth, Critical Thinking, and Communication should remain independent university-wide student learning goals.

At the same committee meeting, Claire reported to the committee the findings of her inquiry into how the graduate and professional schools addressed the Catholic-Dominican ethos as part of their respective curricula. Claire reported that all of the schools believed it to already be a part of the curriculum and believed that such a goal would be descriptive of student learning. The committee voted unanimously to include Catholic-Dominican ethos as a university-wide student learning goal.

As it stands, the following is the current set of university-wide student learning goals (the actual goal statements including operationalized definitions of the goals are available in Appendix K):

1. Knowledge: Depth and Breadth
2. Critical Thinking
3. Communication
4. Global Citizenship (including Diversity)
5. Civic Engagement/Social Responsibility (including Integrity/Ethics)
6. Integrative/Interdisciplinary Inquiry
7. Research and Scholarship
8. Catholic-Dominican ethos

New Leadership Alliance

The New Leadership Alliance is an advocacy-focused organization that supports voluntary and cooperative efforts to move higher education towards high-quality assessments that involve gathering, reporting on, and using evidence to improve student learning in American undergraduate education. The Alliance believes that a self-directed, professional higher education community with a commitment to accountability will produce college graduates who are better prepared for work, life, and responsible citizenship.

An initiative of the New Leadership Alliance is the Presidents' Alliance for Excellence in Student Learning and Accountability which promotes the systematic and comprehensive assessment of student learning outcomes in order to provide an accurate, clear representation of what students know and are able to do and to identify where improvements to student learning can be made. Institutions involved in this initiative are expected to explicitly articulate student learning outcomes, collect and use data to improve student learning, and share results.

In March 2012, Dominican University became a member of the Presidents' Alliance for Excellence in Student Learning and Accountability. As part of the membership agreement, Dominican articulated an Action Plan consisting of 7 goals for improvement over a 12-month period and the steps planned to achieve these goals. The Director of Academic Assessment,

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Evaluation, and Achievement was designated as the liaison between the University and the Alliance and oversight of the Action Plan was given to the Assessment Committee.

The goals are as follows:

- A. Establish a set of university-wide learning goals and corresponding student learning outcomes
- B. Improve accessibility of student learning outcome statements to both internal and external stakeholders
- C. Have a standard assessment plan for every program that asks them to describe when, how, and how frequently each student learning outcome is assessed
- D. Develop a curriculum and co-curriculum matrix that identifies where specific student learning outcomes are assessed
- E. Make reports on student learning outcomes from throughout the university (curricular and co-curricular) accessible for both internal and external stakeholders through a single web-based repository
- F. Have at least one collaborative discussion each semester to discuss using evidence to improve student learning
- G. Ensure that faculty and administrators participate in more events designed to initiate or improve assessment practices

These goals were intended to be achieved by March 2013; however, only goals F and G had been fully achieved by the end of March. Due to unforeseen circumstances the other goals are either partially achieved (A, C, & E) or have been put “on hold” (B & D). The Assessment Committee continues to oversee the Action Plan and is working towards the achievement of all 7 goals.

Assessing Critical Thinking

Beginning in 2008, Dominican has been taking a systematic approach to assessing the critical thinking skills of its undergraduates. From fall 2008 through spring 2012, the University had been using the Collegiate Learning Assessment (CLA) as the assessment instrument. From fall 2012 through spring 2013, formal critical thinking assessment was put on hold while other measures were investigated. In fall 2013, formal assessment of critical thinking of Dominican undergraduates will commence again with the piloting of a different instrument – the Critical thinking Assessment Test (CAT).

Collegiate Learning Assessment (CLA)

In fall 2008, Dominican joined a consortium of 47 Council of Independent Colleges (CIC) institutions to use the CLA to assess the cognitive growth of its undergraduates. The CLA is an instrument designed to measure changes not in individual students, but rather at the institutional level. It is an online essay test designed to be completed in 90 minutes. The CLA provides “value added” measures that assess the impact of the institution’s contribution to gains in students’ analytical reasoning, critical thinking, and writing skills. From fall 2008 through spring 2012, Dominican administered the CLA to a representative sample of its freshman (fall semester) and seniors (spring semester). Overall, 457 freshmen and 239 seniors participated.

In the fall of 2010, Dominican along with 28 other CIC institutions began another CIC/CLA project entitled *Creating Pathways to Educational and Economic Opportunity in Urban Colleges and Universities*. This project had two phases. The first phase, 2010-2011, involved in-depth sampling of a subset of Dominican students identified as “at-risk” so as to create a rich data set containing student demographic data, local survey responses, registrar data, and CLA results. These students were either first-generation students, from low-income families, or both.

The second phase consisted of examining the impact on student success of two Dominican programs that serve many low-income and first generation students: the Transitions program and Summer Academic Success Workshops. Students in the Transitions program received 20 weeks of instruction in one or more of three core courses (English, math, and a study skills course which leads into a freshman seminar course), beginning classes in July and participating in group team-building activities with classmates and student mentors. Students in the summer workshops were invited to participate in a two-week intervention just prior to the start of the fall 2011 semester that emphasized improving students’ study habits, reading ability, and writing skills.

Success of the interventions was established using a set of outcomes (see Appendix L) to compare each “treatment” group to a comparison group of demographically similar students who experienced neither the Transitions program nor the Workshops.

Results

Dominican seniors outscored their freshmen counterparts by an average of 8.5% with respect to total CLA score. They also tended to outscore them on all sub-score measures: Performance Task, Analytic Writing Task, Make-an-Argument, and Critique-an-Argument. The only

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exception to this is the 2011/2012 comparison where seniors showed a -2.4% gain for the Performance Task.

Percent gains between seniors and freshmen – unadjusted scores.

<u>2008/2009</u>	<u>% gain</u>	<u>2009/2010</u>	<u>% gain</u>	<u>2010/2011</u>	<u>% gain</u>	<u>2011/2012</u>	<u>% gain</u>
Total CLA Score	8.6	Total CLA Score	9	Total CLA Score	12	Total CLA Score	4.5
Performance Task	9.7	Performance Task	7.1	Performance Task	8.9	Performance Task	-2.4
Analytic Writing Task	7.5	Analytic Writing Task	10.4	Analytic Writing Task	14.7	Analytic Writing Task	12.5
Make-an-Argument	7.2	Make-an-Argument	10.6	Make-an-Argument	13.1	Make-an-Argument	14
Critique-an-Argument	7.6	Critique-an-Argument	10.0	Critique-an-Argument	16.5	Critique-an-Argument	8.5

Comparisons can also be made with other CLA participating institutions. Examining percentile ranks after adjusting for the Entering Academic Ability of the students, Dominican, over the four-year span had an average percentile rank of 48 (s.d. = 12) with the highest percentile ranking of 70 occurring in the fall of 2008 and the lowest ranking of 29 which occurred in spring 2012. Broken down by class, the freshman had an average percentile rank of 51 (s.d. = 14) and the seniors had an average percentile rank of 44 (s.d. = 11). From this, it can be concluded that although Dominican seniors experienced “gains” in critical thinking relative to their freshmen counterparts, these gains were lower than what one would expect given the performance of the freshmen class relative to freshmen at other institutions.

Percentile rankings of both freshmen (Fall) and seniors (Spring)

<u>Percentiles</u>	<u>Unadjusted</u>	<u>Adjusted for Entering Academic Ability</u>
Fall 2008	48	70
Fall 2009	61	50
Fall 2010	39	50
Fall 2011	52	35
Spring 2009	37	49
Spring 2010	61	45
Spring 2011	44	53

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Regarding the “Creative Pathways” project, students in the Transitions group performed as well or better than the Comparison group on 4 of the 7 outcomes (see Appendix M). Most notably, the Transitions students were the only group to earn, on average, more credit hours than expected and not a single student was placed on academic probation. The Workshops group, on the other hand, did not fare as well: they were consistently out-performed by the Comparison group on virtually every measure.

What we have learned: Over the course of the four years during which the CLA was administered a group of faculty and administrators met intermittently to discuss CLA results and how these results could be used to improve student learning. Through these discussions, the group realized some things about the CLA and assessing critical thinking in general:

- Critical thinking is something strongly valued at Dominican
- The CLA is a powerful means of assessing critical thinking
- It is difficult to translate the CLA results into classroom actions so as to improve critical thinking
- It is important that the assessment results be used to improve student learning
- Greater participation amongst faculty and students is needed

Critical thinking Assessment Test

A significant limitation of the CLA was that it did not easily inform practice. That is, it was difficult to translate the CLA results into classroom actions so as to improve critical thinking. For this reason, it was decided to switch from the CLA to the Critical-thinking Assessment Test (CAT).

The CAT was developed over the past decade by a group of faculty at Tennessee Technological University through support from the National Science Foundation. The instrument is a short answer critical-thinking test designed to be completed in about an hour. The CAT assesses individual student performance on the following cognitive skills:

- **Evaluating Information**
 - Separate factual information from inferences.
 - Interpret numerical relationships in graphs.
 - Understand the limitations of correlational data.
 - Evaluate evidence and identify inappropriate conclusions.
- **Creative Thinking**
 - Identify alternative interpretations for data or observations.
 - Identify new information that might support or contradict a hypothesis.
 - Explain how new information can change a problem.
- **Learning and Problem Solving**
 - Separate relevant from irrelevant information.
 - Integrate information to solve problems.
 - Learn and apply new information.
 - Use mathematical skills to solve real-world problems.
- **Communication**
 - Communicate ideas effectively.

The key advantage of the CAT is that it is scored in-house by faculty members. This provides the opportunity for a course instructor to see actual responses written by his or her students on the test prompts. This is a powerful change agent with respect to teaching critical thinking. After instructors become familiar with the CAT, they can develop discipline specific analog activities that can be used with their students to promote the development of targeted critical thinking skills.

A pilot test of the CAT took place during September of the 2013-2014 academic year with 69 freshman and 88 upperclassmen participating. Approximately one third of each cohort were from the following majors: humanities, social sciences, and natural sciences. The tests were scored by 24 Dominican faculty over the course of a two-day “scoring workshop” held on December 19th and 20th.

GPS – The Globally Positioned Student

In fall 2010, Dominican University became a pioneer institution in the Higher Learning Commission's Open Pathway Initiative. This new highly streamlined, individually-designed, and forward-looking alternative to the more familiar comprehensive accreditation self study and subsequent site visit consists of a two-part process: construction of an assurance argument centered on five criteria specific to the new accreditation format and a long-term quality improvement project of Dominican's own choosing. Dominican was invited to participate in this new method of re-accreditation because of its strong track record with the Higher Learning Commission.

The university chose as its improvement project to assess student learning outcomes associated with global citizenship. Global citizenship was chosen as the learning focus because it is one of our academic priorities and because it is already a curricular emphasis in many places. This Pathways Quality Initiative has two equally important goals: to learn how to teach ideas, information, and skills related to global citizenship and to learn how to assess student learning of what we teach; and to learn, from this process, the most effective ways to assess student learning across the university.

Entitled "GPS: the Globally Positioned Student at Dominican," the project consists of teams from Rosary College and the four graduate schools (Business, Education, Library and Information Sciences, and Social Work). Each academic unit is responsible for carrying out over a three-year period a least one demonstration project in which student global citizenship learning goals and outcomes are articulated, assessment measures are developed to measure the outcomes, instructional and assessment activities are developed and implemented to measure student learning, and the information collected is used to revise curricular content and teaching practices.

The first year of the project (May 2011 – April 2012) had the Assessment Academy Team working together to operationalize the meaning of global citizenship in a manner that most would find as a suitable framework for developing learning and assessment activities. The team developed the following definition along the dimensions of Knowledge, Skills, Attitudes, and

Actions:

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Knowledge: A global citizen has knowledge about the interconnectedness of global geography, resources, history, religions, economics, politics, and cultures.

Skills: A global citizen has the skills and competencies to ask critical questions and engage in informed dialogue about how specific natural events, economic trends, political situations, and cultural phenomena might impact human and non-human life locally and globally.

Attitudes: A global citizen has the curiosity, sense of belonging, and sense of responsibility necessary to ask how his or her own actions might affect other human and non-human life around the world.

Actions: Finally, a global citizen draws on this knowledge, skill, and sense of belonging to act in ways that help create a more just, humane, and sustainable world.

During the second year of the project (May 2012 – April 2013), teams from each academic unit implemented their projects, collected assessment data and used this data to revise assessment instruments and learning and assessment activities. The revised curricula will be implemented in the final year of the project (May 2013 – April 2014) and additional assessment data will be collected and analyzed.

The following provides a more detailed description of the global citizenship assessment projects for each college and graduate school:

Rosary College of Arts and Sciences carried out a large-scale, multi-disciplinary assessment project and a smaller, single-department project. The larger project involved 20 instructors and 21 courses in the assessment of global citizenship learning outcomes. Assessments included a pre- and post-survey that was a shorter version of the original GPS survey and a written assignment that was scored with a common rubric. Information from the assessments and feedback from the participating instructors were then used to create a more focused assessment project for 2013-2014. Pre- and post-survey results showed that students demonstrated gains in

their knowledge of other cultures, their ability to discuss global issues, and their ability to take into account different cultural perspectives. Assessment of the written assignment showed that some students demonstrated "accomplished" levels of learning related to global citizenship (as defined by the rubric), but most students demonstrated lower levels of learning (beginning/emerging), though this might be accounted for by the fact that the majority of participating students were underclassmen. Perhaps most interesting was the finding that students are relatively proficient in describing the impact of situations on people, but they are much less able to describe how people affect or might affect situations. The RCAS group has decided to focus on this aspect of global citizenship in the 2013-2014 college-wide assessment project, which will involve fewer courses and will focus on how to develop assignments that will help students think in more concrete and complex ways about how people can take specific actions to change the world.

The smaller RCAS project involved assessing students' cultural knowledge and language proficiency at the end of the second-semester Modern Foreign Languages (Spanish, Italian, French, and German) courses. Assessments included spoken and written components on the final exams in all courses, which were scored with a common rubric. The assessment showed that Dominican students, after completing the foreign language foundation requirement, could, to varying degrees, collaborate in a foreign culture by way of its language. This smaller-scale project will be repeated in 2013-14 with a focus on greater consistency in instruction and assessment across Modern Foreign Language courses, with a particular emphasis on methods for encouraging students to generate original language in conversations with peers about cultural topics.

The **School of Education** achieved similar progress. Their project involved using a self-report inventory to assess the degree to which students perceive themselves to be aligned with the University's definition of the knowledge, skills, attitudes and actions of global citizenship. Summary findings indicate that students in the School of Education identify substantially more with GPS attitudes than with knowledge, skills, or actions. Another key finding is that pre-service teachers do not necessarily know how to incorporate global citizenship into K-12 instruction. As a result, the School of Education incorporated several curricular revisions across

its various degree programs throughout the 2012-13 academic year. These assignments are designed to not only strengthen students' development with respect to GPS knowledge, skills, and actions, but also help them learn how to address global citizenship in their own classrooms. Initial data from the new key assignments is positive, indicating student growth in their understanding of the culturally competent classroom.

The **Graduate School of Social Work** was also able to implement learning activities regarding global citizenship and collect data through written assignments and self-perception surveys. One key finding from this school was that advanced standing students had higher mean scores on the global citizenship scales and rate themselves higher on global competencies. The Graduate School of Social Work is using this information to revise the foundation courses in their curriculum to address developing global citizenship to a greater extent.

The **Brennan School of Business** was able to implement their "Breadth of an Industry, Depth of a Company" project in the fall 2012 semester. However, not all of the participatory courses were offered during the fall semester. Therefore, the school decided to wait until all of the participatory courses were offered over the 2012-2013 academic year to collect data. The additional data was collected via an electronic survey that was sent to faculty in August 2013. The survey asked each course instructor to report the extent to which her/his students achieved a specific global citizenship learning outcome based on a shared rubric: Not Acceptable, Marginally Acceptable, Acceptable, and Exemplary. The Brennan faculty met in August to discuss curricular revisions that might be implemented to improve student learning with respect to global citizenship.

The **Graduate School of Library and Information Sciences** recently drafted a whole new set of student learning goals, one of which explicitly addresses global citizenship: "GSLIS students will navigate, curate, and create information across the spectrum of human records from local to global contexts." The school's assessment project focuses on learning outcomes targeting awareness of and responses to international library and information service efforts. Data collection occurred during both Fall 2012 and Spring 2013 semesters with participation by 60% and 100% of the course instructors respectively. Data sets included instructor feedback addressing the implementation of course-embedded measures to assess students' awareness of

global efforts in library and information science and to assess the quantity of student e-portfolio elements related to global citizenship. The school found that about 55% of the e-portfolios contained artifacts related to global citizenship. Key revisions for Fall 2013 implementation include developing a system for assuring that course-embedded measures are included in every section of participating courses and revising the e-portfolio rubric in order to better assess qualitative aspects of the e-portfolio elements associated with global awareness.

In July, members of the **Interfaith Cooperation Committee** met to assess two learning outcomes relevant both to interfaith cooperation in particular and global learning more generally. These outcomes concerned the students' ability to "demonstrate willingness to respond to questions regarding one's own religious, spiritual, or value-based worldview" and the students' ability to analyze the role of religious, spiritual, or value-based worldviews in significant cultural and historical events. The assessment involved analyzing student work from three courses: one in history and two in theology. The committee members read the work and placed them in four categories (see Appendix N for the scoring rubric associated with each learning outcome): the paper does not demonstrate ability, the paper demonstrates low to moderate ability, moderate to significant ability and significant achievement. Then, they described the papers in each of the categories and used those descriptions to create a rubric for future assessments. The committee also met with a faculty member from the Graduate School of Social Work (GSSW) to learn about the interfaith learning happening in his graduate courses. Among the observations shared at the meeting was the sense that at least some students felt they were not always able to resolve conflicts between their own faith tradition and the ethical standards of social work practice and expressed an interest in addressing this perceived limitation in the practice curriculum.

Recommendations

The Assessment Committee recommends as a whole that the University strive to implement sound assessment procedures and to develop a mature culture of assessment.

In implementing Sound Assessment Procedures, programs will work toward establishing:

- Formalized systematic assessment of university-wide student learning goals, and
- Formalized integration of the university-wide student learning goals with existing courses and assessment procedures already in place.

In developing a Mature Culture of Assessment, the University may consider:

- Making available to faculty and staff more workshops on using outcome-based assessment of student learning,
- Offering workshops on outcomes/curriculum mapping (perhaps tying it to the Canvas “outcomes” feature),
- Supporting greater participation of co-curricular programs with respect to assessment of student learning,
- Encouraging greater communication regarding assessment and assessment projects amongst curricular and co-curricular programs,
- Building deeper collaboration between curricular and/or co-curricular programs with respect to assessing student learning, and
- Developing a culture of continuous improvement where both curricular and co-curricular programs clearly articulate assessment plans, develop specific measurable student learning outcomes or identify those already in place, and develop the necessary tools to collect the intended assessment data or identify those that are already in place. In addition, programs should have in place a structure that will allow for the examination and discussion of assessment data amongst members of the program so as to make evidence-based decisions that will lead to improved student learning.

Appendix A

Assessment Committee Members

2010-2011

Daniela Andrei	Jennifer Dunn	Timothy Lazicki (student)
Molly Burke	Trudi Goggin	Marilyn Ludolph
Tracy Caldwell	Margaret Heller	Michael O'Donnell
Jodi Cressman	Sr. Diane Kennedy (OP)	
Daniel Domin	Scott Kreher	

2011-2012

Molly Burke	Therese Hogan	Aliza Steurer
Jodi Cressman	Felice Maciejewski	Nicholas Winter
Daniel Domin	Claire Noonan	Ning Zou
Jennifer Dunn	Jessica Parran (student)	
Trudi Goggin	Elizabeth Silk	

2012-2013

Molly Burke	Therese Hogan	Aliza Steurer
Jodi Cressman	Felice Maciejewski	Nicholas Winter
Daniel Domin	Claire Noonan	Ning Zou
Jennifer Dunn	Jessica Parran (student)	
Trudi Goggin	Elizabeth Silk	

Appendix B

Assessment Committee Duties

The Assessment Committee is responsible for facilitating the development, implementation, and evaluation of comprehensive University-wide processes for defining, measuring, documenting, and assuring student learning.

The Assessment Committee exercises its responsibility by:

- a. Supporting faculty and staff at the programmatic, School, and University level to establish and maintain an annual assessment cycle that:
 - i. Defines measurable objectives and outcomes for student learning and achievement;
 - ii. Encourages best practices in curriculum development and pedagogies designed to help students achieve the defined learning outcomes;
 - iii. Gathers patterns of evidence to document student learning and achievement;
 - iv. Interprets the evidence to evaluate the extent to which learning outcomes are being achieved;
 - v. Uses the interpretation of evidence to improve the quality of teaching and learning.
- b. Fostering a culture of assessment that balances the needs and expectations of the University as a whole with those of particular Schools and their accrediting bodies;
- c. Promoting collaboration and communication about assessment across the University by helping the Director for Academic Assessment, Evaluation, and Achievement maintain a current website, representing each year's assessment activities; and by submitting a formal written report on the assessment of student learning across the University to the Academic Council, the Office of the Provost, and the Provost's Cabinet every third year, beginning in 2010;
- d. Providing opportunities for professional development in assessment practices for faculty and staff, including its own membership.

Appendix C

BUILDING THE FOUNDATION OF PROGRAM ASSESSMENT OF STUDENT LEARNING

An Assessment Committee document prepared for the faculty of Dominican University

In order to ensure continuous improvement of student learning, it is important that each program undergoes formal, systematized, and continual assessment of student learning. While, for the most part, continual assessment is already happening in virtually every program, the lack of a systematized and formal assessment process, limits the extent to which faculty can reflect on and discuss ways to improve student learning. Essentially, this means that what is needed for each program is an assessment plan that possesses a set of articulated goals from which are derived program outcomes. By aligning specific program outcomes with specific courses within a program, a more holistic perspective of the assessment process emerges.

Overview of Goals and Outcomes of Student Learning

Program Goal	A general statement of what a program intends to accomplish with respect to student learning.
Program Outcome	A measurable statement of student learning that is derived from and an indicator of a specific program goal.

Once program outcomes are formally aligned with specific courses in a program, members of the program can use this information to develop an actual program assessment plan. In the plan, members of the program will systematize when and in what courses specific program outcomes will be assessed. Generally, you do not want to assess every outcome every semester. Rather, it is preferable to assess only one or two program outcomes each semester and to use only those courses that will provide a representative sample of the student population in the program. The outcomes you decide to assess each semester are up to you and the members of your program. However, it is usually the case that within a 3-5 year time period all program outcomes will have been formally assessed. This will all be articulated in a program assessment plan.

However, we are getting ahead of ourselves. At this point, we are merely concerned with building the foundation of a program assessment plan. This includes a set of goals, program outcomes, and a matrix in which program outcomes are aligned with specific courses within the program.

Where to Begin:

Everyone who teaches has a reason for teaching. This reason for teaching relates to the person's mission and/or philosophy behind teaching. Just as every person has a reason for teaching, every instructional program has a reason and basis for existing. That is, whether articulated or not, there are program philosophies, visions, and/or missions.

Approved by Assessment Committee: 1/16/14

Rev. DSD: 1/21/14

Assessment Committee approved recommendations appended 2/23/15

Once we know why a program exists, we can begin to think about the things that we want our students to achieve after having taken courses in or completing the program. These are what we refer to as program goals. Once our program goals are articulated, we can then begin to discuss what we would construe as evidence that the students are achieving the goals; in other words, we can develop program outcomes.

Let's examine program goals and outcomes in more detail.

Program Goals:

A program goal is a general statement of what a program intends to accomplish. It answers the question *"what impact do I want this program of study to have on students, that is valued, and will still be there years after the program has been completed?"*

What Attributes do Program Goals Possess?

Broad -- program goals are broad in scope and often use somewhat vague language (but not so vague that one cannot understand what it is you're striving for). This allows people to interpret differently how the same goal may be achieved.

Long-range -- the focus of the goal is after the program is completed. The student may develop the knowledge or skill while in the program, but it is something that will stay with them for years.

Demonstrable -- you may not be able to measure (assess) if a student is achieving the goal, but the goal in some manner is capable of being demonstrated.

For example, you may want to instill in your students an appreciation for opera. That is not something easily measured. However, if you notice that after they've completed the program you are encountering more of your students at opera performances more frequently than you did before they completed the program, then you can infer that they have developed a greater appreciation for opera.

Realistic -- the goal should be something that is realistically achievable through your program.

What is the Structure of a Goal Statement?

A formal goal statement has the following structure:

"Having completed or taken courses in [program], (object) will (verb) (modifier)."

Consider the following example from a Classics program:

Having completed or taken courses in the Classics program, students will be able to read and analyze historical documents within their social contexts and evaluate the role of the individual in ancient cultures.

However, if you have more than one goal statement, this structure quickly becomes tedious. There really is no reason to repeat the first phrase of the goal statement. Oftentimes, the first phrase which includes the program and object is written once. The different verbs with their respective modifiers are then listed separately. This is illustrated by the following example from the Political Science Department at the University of Southern Indiana (<http://www.usi.edu/libarts/polsci/goals.asp>):

Having completed or taken courses in Political Science, students will . . .

1. be knowledgeable of the normative political theories that are the basis of the American political system.
2. be knowledgeable of the most significant empirical theories in each of the major areas of political science.
3. be able to articulate the strengths and weaknesses of contemporary political systems.

How to Write a Goal Statement

There is no set algorithm for generating goal statements. Basically, what you want to do is answer the question presented at the beginning of this section (what impact . . . ?). This, however, is much easier said than done. Here are a few suggestions that might make the goal writing process go more smoothly:

- Examine the college's mission/vision/philosophy statements.
- Examine your program's mission/vision/philosophy statements.
- Reflect on what you would consider to be the "perfect" student who has completed your program. What abilities will this student have developed as a direct result of your program?
- Reflect on your beliefs about your program. What is its role at your college? What is its role in the community?
- Talk with someone outside of your program. Try to explain to them just exactly what it is you are trying to accomplish with respect to student learning. Chances are that after listening to you, they will be able to articulate back to you your three most important goals.

If you are truly stuck, here are a set of generic goals that can be modified to suit almost any program (Fink, L. D. (2003). *Creating significant learning experiences*. San Francisco: Jossey-Bass):

Having completed or taken courses in this program, students will . . .

1. understand and remember key concepts.
2. know how to use learned content.

3. be able to relate topics in this program to other programs.
4. understand the personal and social implication of learning through this program.
5. care about the subject material in this program.
6. know how to keep on learning about the subjects in this program.

What to do after the Program Goals are Written

Now that your program goals are written, you will want to review them. For each goal statement, you should be able to answer 'yes' to the following questions:

- Are your program goals consistent with your program mission/vision/philosophy?
- Do your program goals describe the desired performance?
- Are the program goals realistically achievable through your program?
- Can your goal statements be understood by someone outside your program?

Some Words of Advice

The goals you write will serve as the basis of your future program assessments. Therefore, you want to keep things manageable. For this reason, it is best to focus on 2 - 5 things that you feel are most important. If you are uncomfortable with this whole assessment process, you may want to articulate only 2 goals; more can be written later when you have become more familiar with the assessment process. If you already have experience with program assessments, you might be more comfortable with 4 or 5 (or possibly more) goals. Again, the bottom line is **keep things manageable**.

An Example

The following are a set of program goals developed for a fictitious chemistry program. Although many goals could have been articulated, the members of this program felt that 4 was a manageable number on which to base their future program assessments. These 4 are what the members of this chemistry program felt to be the most important to them. A different chemistry program might articulate a completely different set of program goals; they may also come up with a different number of goals as well.

Chemistry Goals:

Having completed or taken courses in Chemistry, students will . . .

1. have developed an understanding of the fundamental concepts of chemistry in order to be prepared for higher-level courses and/or employment in a chemistry career.
2. have developed problem-solving and critical-thinking skills.
3. be knowledgeable of and capable of using laboratory instruments, equipment, and techniques.
4. value chemistry as a means of improving the human condition.

Program Outcomes

By far, the most confusing aspect of program assessment is program outcomes. Before discussing them in detail, it is probably beneficial to discuss outcomes in general and compare and contrast program outcomes with other outcomes such as course outcomes and general education outcomes.

What is an Outcome?

DISCLAIMER: To keep things simple, I am going to assume that outcomes and objectives are synonymous and only use the term ‘outcome.’ Other people will treat objectives as different from outcomes, but the difference is not very significant and for our purposes can be ignored.

An outcome is essentially evidence that the student has achieved a particular goal. For example, if one of your goals is that students will leave your program being capable of playing basketball, then what would you consider as evidence that the student is capable of playing basketball?

One thing that immediately pops into mind is to put the student in a basketball game and see if he/she can play. Although this situation would demonstrate achieving the goal, it does not satisfy within assessment circles what is generally regarded as evidence.

To be regarded as evidence of achieving a goal and thus to be considered an outcome, the student’s behavior must be measurable (assessable). It is difficult to measure someone playing basketball and consequently actually playing basketball would not be considered an outcome.

What then would be considered evidence that a student is capable of playing basketball? To answer this, one must take a step back and ask “*what are measurable behaviors that can be regarded as evidence that someone is capable of playing basketball?*”

Here is a list of possibilities:

1. The student can list all five positions on a basketball team.
2. The student can describe the function of all five positions on a basketball team.
3. The student can state the ten most common rule violations.
4. The student can demonstrate the ten most common rule violations.
5. The student can diagram a basketball court.
6. The student can dribble a basketball.
7. The student can demonstrate the following shots: lay-up, free throw, & 3-pointer.
8. The student can explain particular basketball plays: pick-and-roll, full-court press, & fast-break.
9. The student can evaluate if a particular play is suitable for a given situation.

Although individually each outcome may not convince you that the student is capable of playing basketball, collectively they seem convincing. In other words, if a student successfully completed all 9 outcomes, I would be confident that he/she is capable of playing basketball (of course, the possibility does exist that a single outcome is capable of providing ample evidence that a goal is being achieved).

Notice, just one goal generated 9 outcomes (and I'm sure much more than 9 could have been generated). We are very quickly losing the manageability issue. If you had nine outcomes for every goal that is articulated and you articulate 3 goals, that's 27 outcomes that you would be using to assess the quality of your program with respect to student learning.

It would be better if only 2-5 outcomes were selected for each goal, ones that are good indicators that the goal is being achieved. Then, overall, anywhere from 6-15 outcomes need to be addressed instead of 27. A situation that is certainly more manageable (again, if you are uncomfortable with this process, start with just two outcomes per goal, you can always add more later). In the above example, outcomes 2, 4, 7, & 8 are probably a suitable set. If a student can describe the functions of all five positions, demonstrate common rule violations, demonstrate the most common shots, and explain the most common basketball plays, then I would be confident that he/she can play basketball.

What about the other outcomes, don't they matter? Yes and no. The other outcomes are important and they should be assessed. However, **they will not be used in the formal assessment of the program as indicators of students learning.** At the program level, I am making the assumption that if the outcomes that I am assessing are successfully performed by the students, then, as a group, the students are probably capable of performing the non-assessed outcomes as well and they are achieving the desired goals. [That said, it should be understood that any outcome that is assessed, whether it is part of the formal program assessment or not, should be documented. The documentation should include when the assessment occurred, the target of the assessment, and the assessment technique used.]

For example, if a student can describe the function of all five positions on a basketball team, it is reasonable to assume that they can also list the names of the positions as well. Therefore, at the program level, assessing only one of these two is adequate. Of course, it is better to select the one associated with a more sophisticated performance (describing is more sophisticated than listing) unless you have a specific reason for desiring to assess the less sophisticated outcome (maybe it is an outcome dictated by an external agent).

Comparing and Contrasting Program Outcomes with Course and General Education Outcomes

In the assessment literature there seems to be a number of different types of outcomes. Again, in the spirit of keeping things simple, we will only distinguish between three: program, course, and general education.

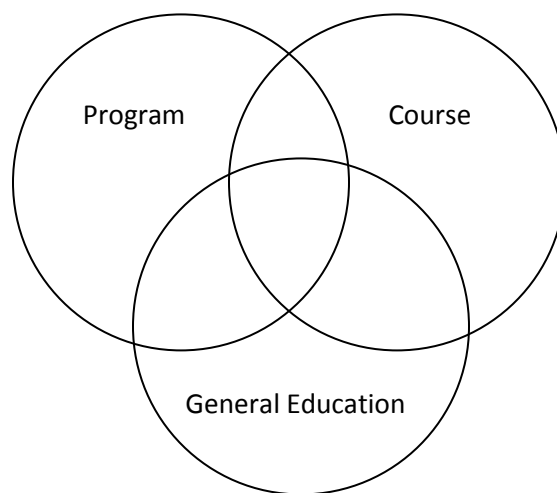
Other people may define these differently, but I think the following operational definitions will allow us to use and communicate about these outcomes most effectively.

Program Outcomes: measurable student performances that serve as evidence that a particular program goal is being achieved. Program outcomes are the assessment vehicle through which information is gathered to improve student learning in a particular program. It is through assessment of program outcomes that the strength and weaknesses of student learning in a program as a whole are documented.

Course Outcomes: measurable student performances associated with a particular course. Course outcomes are the assessment vehicle through which information is gathered to improve student learning in a particular course.

General Education Outcomes: measurable student performances associated with what a particular institution has decided will be incumbent upon all students.

It is important to understand that there really is no definitive relationship between these different types of outcomes. In other words, it is entirely possible that an outcome is simultaneously a program outcome, a course outcome, and a general education outcome. It is also possible that an outcome can be a program outcome, but not a course nor a general education outcome. The possible relationships between the three outcomes are illustrated in the figure below.



For example, if one of your program goals is to have your students think critically, then you may have the following program outcome: *“students will be able to synthesize justifications for both sides of an argument.”* It may turn out that Dominican University has decided that all students, regardless of their program, should be able to do this. This outcome is both a program outcome and a general education outcome. If this outcome is assessed in a particular course within the program, then it is a course outcome as well.

Let’s go back to the basketball example. When we articulated different pieces of evidence that would show that the students knew how to play basketball, we selected only four to serve as the program outcomes. These are the ones that we will use to formally assess the basketball program. If all of these are assessed within courses, then they are both program outcomes and course outcomes (it is possible that some of your program outcomes will also be course outcomes, but others won’t). It is highly unlikely that these basketball outcomes are something we would want all students at Dominican to be able to do. They would not be considered general education outcomes.

There were some basketball outcomes we articulated that were not selected to be program outcomes; however, we might still want to assess them in the basketball courses. If this is the case, then these would not be considered program outcomes, but they would certainly be considered course outcomes.

Writing Outcome Statements

When writing outcomes it is important to focus on student performance because that is what will eventually be assessed. In this respect, it is also important to think about the outcome as a product -- what the student has learned, not as a process -- what instruction was conducted. In order to keep things simple and manageable, strive for one performance behavior per objective. Sometimes it will seem logical to combine certain behaviors (list and describe, for example), but this will only cause problems later on during the assessment (what if the student can list the items, but cannot describe their function?).

Essential Attributes

When writing an outcome statement, there are a couple of characteristics that must be included. One of these is the performance behavior. That is, the competency of the student must be described in measurable performance terms. The second is the criterion. This is the acceptable level of performance. Oftentimes, full mastery or 100% achievement is implicit within the performance statement, when this is not the case, then the acceptable level of performance must clearly be stated.

Other Attributes

Although not essential, it is beneficial to indicate the target of the outcome. However, the audience is usually well understood (if the outcome is a program outcome for a philosophy program, then the audience is most likely philosophy students). I would recommend only including the audience if it makes the outcome easier to understand. Another useful bit of information to include in the outcome statement, but is not essential, is the condition under which the audience will be expected to perform

during the assessment. However, this is oftentimes difficult to articulate in a concise written format and may best be ignored unless one feels that it is a critical component of the outcome statement (sometimes it will be, oftentimes it won't).

Delineating the Level of Competency

Most outcomes that we write are associated with the cognitive domain. These cognitive outcomes can be written to express varying levels of competency. For example, if I want my students to be knowledgeable of the U.S. Civil War, what exactly is it that I want them to do?

Recall the secessionist states	Knowledge
Explain the Southern States rationale for secession	Comprehension
Illustrate the secessionist rationale using contemporary issues	Application
Compare the U.S. Civil War to another country's civil war	Analysis
Propose a plan that would have prevented the U.S. Civil War	Synthesis
Evaluate Lincoln's Emancipation Proclamation	Evaluation

In the list above, the items on the left are outcomes and the items on the right are the corresponding levels of Bloom's Taxonomy for that particular outcome. Every cognitive outcome that you write should correspond to a particular level of Bloom's Taxonomy. You do not always need to strive for the highest levels. Rather, the level you select should be based on what it is that you want your students to do. If simply being able to recall something is what you want them to do, then write the outcome at the Knowledge level of Bloom's Taxonomy.

Common Mistakes

When writing outcome statements, people typically make four mistakes: 1.) the outcome is too broad; 2.) more than one behavior is stated in a single outcome; 3.) the outcome describes instruction, not performance; or 4.) no measurable performance is stated.

The following are examples of each type of mistake and how the outcome should be written:

1.) Too broad

Bad:

The physical education student will list the rules for playing cricket.

Good:

The physical education student will list 5 rules for playing cricket.

2.) More than one behavior

Bad:

The kinesiology student will describe the advantages of increased muscular flexibility and explain how stretching a muscle before exercise can protect it from injury.

Good:

(a) The kinesiology student will describe the advantages of increased muscle flexibility.

(b) The kinesiology student will explain how stretching a muscle before exercise can protect it from injury.

3.) Describes instruction, not performance

Bad:

Provide students with knowledge of how to use the library.

Good:

After completing the Library Orientation course, students will be able to demonstrate the use of the library by finding 10 resources encompassing 3 different media formats that address a topic of their choice.

4.) No measurable performance stated

Bad:

Students will know how molecular polarity is related to molecular structure.

Good:

Students will be able to categorize a molecular representation as either polar or non-polar.

Steps for Writing Program Outcomes

The following is a 5-step model that you may find useful for deriving program outcomes from program goals. When using this model, it is important that as many members of the program as possible participate in the outcome writing process.

Step 1: State the program goal. Or, at least have it available so that everyone can read it.

Step 2: Establish a consensus as to what the goal statement actually means.

Step 3: Brainstorm different student performances that would be construed as evidence

that the goal is being achieved.

How could a student, in a measurable way, demonstrate that the goal is being achieved?

Step 4: Decide as to which performances would best serve as *useful indicators* that a particular goal is being achieved (it is possible that all of them will be selected, or only one, or some number in between).

For some programs, satisfying external constraints is extremely important.

Step 5: Write the selected performances as outcome statements.

An Example

The following are a set of program outcomes derived from the set of program goals presented earlier for a fictitious chemistry program. After each outcome statement is a reference to the particular goal from which the outcome was derived. It is important to remember that these outcome statements were generated by members of this particular chemistry program and although a number of different outcomes could have been articulated for each goal, the members of this chemistry program felt that these 10 outcomes would serve as useful indicators as to whether or not the articulated goals are being achieved. In other words, the members of this chemistry program have consciously decided that these 10 outcomes would serve as the evidence from which to gauge the improvement of student learning in their program (Refer to Appendix A, page 13, to see the direct alignment between each program outcome and its corresponding goal).

Chemistry Program Outcomes:

1. Eighty percent of all students enrolled in a particular chemistry course will score above the 60th percentile on the ACS standardized final exam appropriate for that course. Goal 1
2. All students seeking a chemistry degree will pass a program administered end-of-program test that assesses knowledge and understanding of fundamental chemistry concepts. Goal 1
3. On a quiz or exam, students will be able to solve the majority of word problems given to them. Goal 2
4. Students will be able to draw a valid conclusion about a particular topic from the provided experimental data. Goal 2
5. Students will be able to correctly identify common laboratory equipment. Goal 3

6. Student will be able to state the names of different laboratory instruments. Goal 3
7. Student will be able to demonstrate the proper use of different scientific instruments. Goal 3
8. Students will be able to execute a laboratory activity of their own design to address a novel problem. Goal 3
9. Students will write an essay in which they examine a specific positive impact that chemistry has had on the human condition. Goal 4
10. Students will be able to state at least 5 chemistry advancements that have proved significant in improving the human condition. Goal 4

CREATING A PROGRAM OUTCOME MATRIX

Once the set of program outcomes have been articulated, the next step is to map the program outcomes to particular courses in the program. Although this can be done a number of ways, I find a matrix to be both simple and useful (see Appendix B, page 14).

To create a program outcome/course matrix, simply make a grid with the program courses along one dimension and the articulated program outcomes in the other dimension. Once the grid is constructed, simply determine whether or not each program outcome is assessed in that particular course (i.e., does that program outcome also function as a course outcome for a particular course?). This could be done by simply placing an 'X' in the box that corresponds to a particular course and outcome. Some people may find that it is more useful to know the degree to which an outcome is associated with a particular course. Is it not covered at all; covered, but not really emphasized; or is it something that is a key component of the course? The matrix below demonstrates a more sophisticated analysis.

Notice in the matrix below that one of the program outcomes (# 2) is not assessed in any of the courses. This outcome is a program outcome, but not a course outcome. If it is to be used as a means of evaluating the quality of student learning in the program, it needs to be assessed in some manner. Someone in the program, the chair perhaps, could take responsibility for administering the exam outside of any course or the members of the program might decide to incorporate it into one of the courses.

One question that might come to mind is *“are these the only outcomes that are assessed in these courses?”* The answer is no. **Remember, the outcomes listed in the matrix are program outcomes. These are the indicators that will be used to assess the program with respect to improving student learning.** There might be other outcomes that members of the program feel are important, but were not selected to be program outcomes. For example, the instructors for course CHM 200 feel that it is

important for their students to be able to properly name organic compounds. This is not a program outcome (*it will NOT be used to make generalizations about student learning in the program*), but it is important and will be assessed -- it is a course outcome for CHM 200.

All of the courses in the matrix below will have associated with them course outcomes. Some of these will also be program outcomes, most of them will not.

CONCLUSION

The articulated program goals, the derived program outcomes, and the program outcome/course matrix together serve as the foundation of a program assessment plan. The program assessment plan allows each program to decide when a particular outcome will be assessed and where it will be assessed (the particular course if it is also a course outcome). An important point to consider is that not all courses associated with a particular program outcome need to participate in the assessment of that outcome. All that is needed is large enough samples from which valid generalizations about the quality of student learning in the program can be made. Therefore, it is better to include more than one course when collecting program assessment data, but including all courses associated with the outcome might not improve the quality of the assessment. In fact, it might even hinder future program assessments.

One thing that we have not addressed is a proper timeline for program assessments. This will be addressed separately once all the programs have reached the level of program outcomes/course matrices.

APPENDIX

A. Chemistry Program Outcomes Aligned with their Corresponding Program Goals

Having completed or taken courses in Chemistry, students will . . .

1. have developed an understanding of the fundamental concepts of chemistry in order to be prepared for higher-level courses and/or employment in a chemistry career.
 - Eighty percent of all students enrolled in a particular chemistry course will score above the 60th percentile on the ACS standardized final exam appropriate for that course.
 - All students seeking a chemistry degree will pass a program administered end-of-program test that assesses knowledge and understanding of fundamental chemistry concepts.
2. have developed problem-solving and critical-thinking skills.

- On a quiz or exam, students will be able to solve the majority of word problems given to them.
 - Students will be able to draw valid conclusion about a particular topic from the provided experimental data.
3. be knowledgeable of and capable of using laboratory instruments, equipment, and techniques.
- Students will be able to correctly identify common laboratory equipment.
 - Student will be able to state the names of different laboratory instruments.
 - Student will be able to demonstrate the proper use of different scientific instruments.
 - Students will be able to execute a laboratory activity of their own design to address a novel problem.
4. value chemistry as a means of improving the human condition.
- Students will write an essay in which they examine a specific positive impact that chemistry has had on the human condition.
 - Student will be able to state at least 5 chemistry advancements that have proved significant in improving the human condition.

B. Program Outcome/Course Matrix

Chemistry

Course	CHM 100	CHM 120	CHM 200	CHM 220	CHM 300	CHM 320	CHM 400
Program Outcome							
1 Eighty percent of all students enrolled in a particular chemistry course will score above the 60 th percentile on the ACS standardized final exam appropriate for that course. Goal 1	0	0	0	2	2	2	2
2 All students seeking a chemistry degree will pass a program administered end-of-program test that assesses knowledge and understanding of fundamental chemistry concepts. Goal 1	0	0	0	0	0	0	0

3 On a quiz or exam, students will be able to solve the majority of word problems given to them. Goal 2	0	1	1	2	2	2	2
4 Students will be able to draw valid conclusions about a particular topic from the provided experimental data. Goal 2	1	2	2	2	2	2	2
5 Students will be able to correctly identify common laboratory equipment. Goal 3	0	0	1	2	2	2	2
6 Student will be able to state the names of different laboratory instruments. Goal 3	0	0	1	2	2	2	2
7 Student will be able to demonstrate the proper use of different scientific instruments. Goal 3	0	0	0	2	2	2	2
8 Students will be able to execute a laboratory activity of their own design to address a novel problem. Goal 3	0	0	0	2	2	2	2
9 Students will write an essay in which they examine a specific positive impact that chemistry has had on the human condition. Goal 4	2	0	0	1	1	1	1
10 Student will be able to state at least 5 chemistry advancements that have proved significant in improving the human condition. Goal 4	2	1	1	2	2	2	2

0 - outcome is not assessed.

1 - minor emphasis; outcome may be assessed, but significant course time and/or attention is not devoted to it.

2 - major emphasis; significant course time and/or attention is devoted to this outcome.

Appendix D

Conceptualizing Program Assessment of Student Learning

An Assessment Committee document prepared for the faculty of Dominican University

Introduction

Assessment seems to be one of those words that generates considerable angst. This isn't surprising given that many conversations about assessment leave people either more confused than they were before or with the perception that they are about to be burdened with a less than worthwhile task.

The purpose here is to provide the reader with a clearer understanding of program assessment, as it relates to student learning, in the hopes that this will lead to not busy-work, but rather fruitful endeavors that will improve student learning. Before we address program assessment of student learning specifically, it will be beneficial to offer a generic definition of assessment.

Defining Assessment

The confusion so often associated with assessment in large part has to do with the fact that it can be defined a number of different ways and the fact that it is often used synonymously with evaluation.

Consider the following definitions:

“Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education” (Thomas Angelo, *AAHE Bulletin*, November 1995, p. 7).

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"I shall consider assessment to include the gathering of information concerning the functioning of students, staff, and institutions of higher education. The information may or may not be in numerical form, but the basic motive for gathering it is to improve the functioning of the institution and its people. I used functioning to refer to the broad social purposes of a college or university: to facilitate student learning and development, to advance the frontiers of knowledge, and to contribute to the community, and the society" (Alexander Astin, *Assessment for Excellence*, Oryx Press, 1993, p. 2).

“Rather than defining assessment as testing what students know now, my colleagues define it as a process of evaluating and improving current programs, encouraging innovations, and then evaluating each innovation’s effectiveness. The key step is systematic gathering of information for sustained improvement. And always with an eye toward helping faculty or students work more effectively” (Richard J. Light, *Making the Most of College: Students Speak Their Minds*, Harvard University Press, Cambridge, MA, 2001, pp. 223-224).

Collectively, these definitions shed some light on assessment: it’s about collecting information so as to make an improvement. However, the broad scope of these definitions does not allow us to conceptualize program assessment in a straightforward workable form. In order for program assessment to be manageable and for us to be able talk about it at an inter-program level, we need a succinct working definition.

Operationally Defining Program Assessment of Student Learning

Program assessment of student learning is the formal process of collecting information from a representative sample of students so as to make generalizations about the impact the program is having on specific student learning outcomes that correspond to articulated program goals.

In addition to the above definition, it is important that the following be agreed upon attributes of program assessment:

- Program assessment is about student learning; it is not about the program.
- A program assessment is conducted in order to ascertain if the program is achieving its goals with respect to student learning.
- The information collected during a program assessment is an *indicator* of student learning. In other words, not everything that can be measured during a program assessment should be measured.
- A focus on program-level assessment requires faculty members to discuss and agree upon what students will be able to do when they finish the program, discuss where in the curriculum the agreed upon skills and knowledge are to be attained, and in which courses in the program will these skills and knowledge be assessed.

Program assessment is a student-centered endeavor. The focus and aim is towards improving student learning. Thus the context of the conversation regarding program assessment must be about improving student learning. For example, many programs strive to maximize job placement for students who have graduated from their program. This is laudable, but what does it have to do with student learning? Student job placement is NOT the type of information that one would want to collect when wishing to make a decision with respect to student learning. It is important information for program review, but not program assessment (Program review is a specific duty of a program conducted every five years which includes a self-study and an external review. Assessment of student learning is just one part of this multi-faceted endeavor which includes, but is not limited to, addressing teaching excellence, curriculum development, and adaptations to or expansion of the program. A more detailed description of Program Review can be found in the Faculty Handbook.)

Program assessment is goal oriented. Every program has a set of goals (whether they are articulated or not is another story) that its faculty wants their students to achieve by the time they have completed the program. These goals pertain directly to student learning and serve as the foundation of program assessment. The idea being that if your students are achieving the goals that you have set for them, then you should be confident that the desired learning is taking place.

Program assessment is an indicator of student learning. Even with such a narrow definition of program assessment that is offered above, we cannot possibly assess everything associated with student learning while conducting a program assessment. It would simply be unmanageable and if we were able to conduct it, the data analysis would be too imposing to conduct. Just as a small set of corporations are used by the Dow as an indicator of economic strength (only about 30), program assessment requires only a small set of outcomes to serve as indicators of student learning. Program assessment needs to be strategic. Specific outcomes that we consider to be good indicators of student learning are what should be measured.

In order to conduct an effective program assessment, you need a plan. There is much more to conducting a formal program assessment than just collecting data. In order, for the assessment to be worthwhile, it is important to decide ahead of time the following:

1. What will be measured during the assessment?
2. When the data will be collected?
3. Where will the data be collected?
4. How will the data be collected?

Finally, program assessments needs inspired minds. At the 2010 Fall Faculty Workshop, our Associate Provost, David Krause, reminded us of a critical component of inspired minds – YOU NEED TO TELL ABOUT IT! Whether it is the submission of an assessment report, an agenda item in a department meeting, or a topic of conversation during lunch, we must be willing to engage in discussions about program assessment. It is through these conversations that new ideas for improving student learning will emerge.

Ok, so am I saying that program assessment is the only type of assessment that we need to think about? Of course not. There are many types of assessments and these can be done at a number of different levels (e.g., classroom, course, program, and institution). In fact, what can make

assessment so confusing is that there are so many definitions for assessment and it can be conducted at so many levels.

Examples of Different Types of Assessments

Consider the following three scenarios. All of them describe assessments that one would expect to take place in a college or university, but only one would be considered a program assessment.

Scenario 1: A mathematics professor collects data in her course to determine if a newly implemented teaching technique improved student learning.

Scenario 2: The chair of the Art department tracks enrollment data for all courses in the Art program over a 5-year period.

Scenario 3: The English department collects data to determine if the students who have taken courses in the English program are improving their critical thinking skills.

All three of these are worthwhile assessment tasks that are appropriate for the college or university setting and should be highly encouraged and supported on campus. However, only one of these is a program assessment of student learning. Remember, from our definition above, a program assessment must possess two essential qualities: 1.) the results must be generalizable to the program as a whole and 2.) the assessment must be a measure of a specific student-learning outcome. Based on these two criteria, only Scenario 3 is a program assessment.

In Scenario 3, the English department is looking at improvements in critical thinking skills for their students – certainly a commendable student-learning outcome. They are collecting data from more than one course which implies that the information derived from the assessment can be generalized to the program as a whole (Please bear in mind that this is an oversimplification – much more would have to go into the preparation to make certain that the results can be generalized).

What about Scenario 1? Why is this not a program assessment? Although Scenario 1 corresponds directly to student learning, it is not considered a program assessment because the findings cannot be generalized to the program as a whole and the implementation of a new teaching technique is not a student-learning outcome.

So, if Scenario 1 is not a program assessment, then what type of assessment is it? Scenario 1 falls into the category of “Scholarship of Teaching and Learning” (SoTL). SoTL is a type of assessment that can also be considered a form of research. A SoTL assessment often generates information that people from other colleges and universities find useful and, thus, SoTL assessments have the potential to be published in peer-reviewed journals. In fact, Dominican University values its faculty performing SoTL assessments to such a high degree that SoTL projects published in peer reviewed journals are favorably considered during tenure/promotion review.

This leaves us with Scenario 2 – why is it not a program assessment? Although this assessment provides information at the program level, it does not measure a particular student-learning

outcome and by our definition cannot be considered a program assessment of student learning. This type of assessment is best considered a part of a program review.

So, there you have it; program assessment is just one of a number of worthwhile types of assessments that can be performed. Its value lies in the fact that the information obtained from a program assessment is a good indicator of how well the program is achieving its intended goals pertaining to student learning. If your program assessment of student learning tells you that you are doing a good job of achieving your goals, great! Tell us about it, so that we can celebrate with you. If, on the other hand, student learning in your program leaves something to be desired, let us know about that too. Remember, being engaged in the conversation about student learning is an important aspect of improving student learning.

Appendix E

Assessment Plan Template

To be included as part of a Program’s Self Study

5-Year student Learning Assessment Plan

Program: _____

Date: _____

<u>Student Learning Outcomes</u>	<u>Academic Year Assessed</u>	<u>Semester (Fall, Spring, Summer)</u>	<u>Courses</u>	<u>Assessment Methods</u>

Student Learning Outcomes: Please list each program-level student learning outcome associated with your program.

Academic Year Assessed: Indicate the academic year your program plans to formally assess the outcome.

Semester: Indicate the semester(s) during which you plan to assess the outcome (F = fall, Sp = spring, Su = summer).

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Courses: Identify the courses that will participate in the assessment.

Assessment Methods: Please indicate how you plan to collect the data. If possible, include a sample measure.

Examples:

Class Discussion	Clinical Practice	Exam/quiz	Internship
Lab Report	Paper	Performance	Portfolio
Practicum	Presentation	Problem Set	Service Learning

Appendix F

Assessment Report Rubric

Program:

Date:

1. Does the Assessment Summary follow the prescribed format? Yes No

Comments:

2. Goals – to what extent do the goals emphasize student learning?
- Not at all
 - The majority of goals do not address student learning
 - Equal distribution between student learning and non-student learning goals
 - Majority of goals relate directly to student learning
 - All goals relate directly to student learning

Comments:

3. Outcomes
- Outcomes not stated
 - Outcomes stated, but not measurable
 - Outcomes are stated in measurable terms
 - Outcomes stated in measurable terms and only one behavior is stated per outcome

Comments:

4. Measures I

- Not included in Summary
- Included
- Included and sample provided

Comments:

5. Measures II

- Do not measure stated outcomes
- Measure stated outcomes
- Cannot be determined

Comments:

6. Conclusions

- No conclusions drawn
- Conclusions drawn, but do not relate back to goals and/or outcomes
- Conclusions drawn and relate back to goals and/or outcomes
- Cannot be determined

Comments:

7. Changes to be Made

- No changes proposed
- Proposed changes do not logically follow from conclusions drawn
- Proposed changes logically follow from conclusions drawn
- Cannot be determined

Comments:

8. Future Assessment Plans

- No future assessment activities proposed

- Future assessment do not relate to student learning
- Future assessment plans relate to student learning
- Cannot be determined

Comments:

9. What course of action do you recommend?
- A letter from the Committee to the Program will suffice
 - A letter and a face-to-face meeting is in order
10. What suggestions, if any, would you make to this program so that their program assessment will help them improve student learning?

Appendix G

Report of the 2012 Common Text Assignment Assessment Group

- I. Goal of CTA Assessment**
- II. Summary**
- III. Definitions**
- IV. Observations (general and level-specific)**
- V. Conclusions**
- VI. Recommendations (instructions for next year and rubric)**
- VII. Quantitative data**

I. Goal of CTA Assessment

The CTA is one piece of a larger assessment of learning goals and outcomes conducted for the LAS Seminars. This assessment should be used in conjunction with unique course assignments, grades, student evaluations (alumni and present), faculty communication at meetings and workshops, and other tools to continually evaluate student learning and faculty approaches to the same. The unique value of the CTA in this assessment package is its common use of the central text at each level. This allows the CTA to specifically evaluate the following elements of the Seminars:

1. Faculty use of and student response to the Common Text (within and across levels);
2. Learning outcomes faculty identify as most evident in the CTA (within and across levels);
3. Learning outcomes best accomplished utilizing the CTA (within and across levels); and
4. Areas of improvement in student learning, either in expectations or achievement, as it relates to the CTA (within and across levels)

The primary goal of the CTA assessment conducted each May is to evaluate the degree to which we have fulfilled at least one of the learning outcomes we have set. The assessment considers student learning of these outcomes, but in doing so, it provides the opportunity to give feedback to instructors to help them improve their teaching in the seminars as well.

II. Summary:

Dates: May 14-16, 2012

Attending: Sheila Bauer-Gatsos (chair), David Dolence, Jane Hseu, Douglas Keberlein-Gutierrez, Paul Lipowski, Ellen McManus, K.R. Vishwanath

Process:

The assessment group met for three days to review common text assignments from the seminars. Our goal, as identified in the 2011 CTA Assessment Report, was to compare intended learning goals and outcomes with the resulting papers across the levels. In order to assess the papers, then, we needed the papers and the form that indicated the selected learning goal. We reviewed all sets of papers that included the form where an instructor indicated which learning goal the assignment was designed to engage: 19 sets of freshman essays (86.4%), 13 sets of sophomore essays (68.4%), 11 sets of junior essays (55%), and 11 sets of senior essays (55%).

Because of the limited number of reviewers, we decided to read approximately 1/3 of the essays from each set. We randomly selected 6 essays from each seminar, and each essay was read twice. We used a five point scale (excellent, good, satisfactory, less than satisfactory, and poor) to determine the degree to which the student essays showed evidence of achieving the learning outcome the instructor had selected. When there was more than a two-point discrepancy between readers, we reviewed that paper again. For the purpose of comparison with the 2011 assessment, we then converted our five-point scale to the four-point ranking used last year. The quantitative results are available at the end of this report.

We found many fine papers across the seminars, and reading the papers from freshman to senior level revealed clear growth and progress in students' academic abilities, including analysis, synthesis, critical thinking, and writing. We noted significant problems, though, with the learning goals themselves, which made it difficult to find a strong correlation between intentions and outcomes. We believe that the new learning goals and outcomes adopted in May 2012 will help us avoid this problem in the future.

III. A Few Definitions:

We have found that there is some confusion regarding the terms goals, objectives, and outcomes. In an effort to clarify our meanings for this report, we offer the following definitions:

Goal – An overarching desired student learning result, which is ultimately broken down into measurable outcomes

Objective – An instructor-centered statement that conveys what the instructor will do to help students achieve the goal

Outcome – A statement of measurable student behavior or attitudes

IV. Observations (general and level-specific)

General Observations:

1. It seems important to note that we did not assess whether students' papers did what faculty asked them to do in the prompt; instead, we were looking for a clear correlation between the selected learning goal and the resulting paper.

2. Faculty MUST review the learning goals and outcomes BEFORE crafting the assignment. We should bear these in mind as we develop our assignments.
3. We would like to encourage greater participation by faculty at seminar meetings and in the summer CTA assessments so that more faculty members know the purpose of the CTA assessment and can craft more effective assignments.
4. We need to do a better job of getting a correct, consistent message out to faculty about what we would like to assess and the accompanying documents we need. This can help reduce confusion in terms of what the faculty submit and possibly increase participation.
5. If an instructor chooses to give multiple options for the CTA, the options should all relate to the same learning goal.
6. Some classes have strong and interesting papers, but they don't achieve the learning goals and outcomes that the instructor has selected. This disconnect between the learning goals and outcomes and the resulting papers is something that we can correct with more attention to the goals.
7. It is difficult to assess a paper that fits the learning goal and outcome but does not use the common text. Some papers do a very good job of achieving the outcomes, but they do not use the common text. The common text clearly has to appear in the CTA assignment, but that becomes another requirement for the paper in addition to the learning objectives. This means that the assignment has many demands, which contributes to the challenge of creating the assignment and of assessing the essay.
8. The group spent some time discussing what it means to ask students to use evidence. Do we expect that students will use specific quotes and references to the text, or is it enough to discuss the text in more general terms?
9. We need to figure out ways to encourage true integration—moving beyond simply using examples from multiple texts. We might think about asking a question that is independent of the texts but that requires students to use ideas and information from the texts, in an integrated way, in order to answer it.
10. We should clarify what we mean by the terms used in learning goals and outcomes. For example, what is our definition of synthesis? We would like to return to a discussion of Bloom's taxonomy to better clarify our learning goals.

Freshman Seminar:

1. Identify and explain different ways in which a self is formed;
 2. Compare various concepts of identity;
 3. Connect multiple understandings of the self and its development with personal experience, experiences of others, and academic studies; and
 4. Drawing on course materials, trace influences on the formation of the individual student's sense of self and identity.
- Students seem engaged with and interested in the text; most papers engage the common text fairly well, even when there is not clear evidence of higher-level thinking.
 - Many classes have produced good papers that show evidence of good student learning.

- Papers at the freshman level seemed to do better with learning goals 1 and 2; learning goals 3 and 4 called for a lot of synthesis. LG 3 in particular calls for too many pieces to occur together.
- Papers often still are not thesis driven; there is often too much summary of texts.
- Students see the text simplistically and sometimes build their papers on significant misunderstandings of the text.
- This common text works better when we examine the text in terms of the concepts that Hanh uses rather than in terms of his discussions of Buddhism and Christianity; we should relate the text to the guiding questions rather than theological questions; for example, examining the concept of self vs. non-self led to better papers than those that attempted comparative discussions of religion.
- We need to clarify terms for instructors and students at the freshman level, as it seems that many instructors are conflating the terms identity and self. We don't need to agree on exact definitions, but students need to conceptualize or contextualize the terms clearly. The students need to know what they mean by the terms, and they also need to be able to distinguish whether a question asks about the concept of, for example, self or identity or about the way a self or identity is formed.

Sophomore Seminar:

1. Describe different types of communities and cultures;
 2. Recognize interrelationships among community, culture, and diversity;
 3. Analyze ways that diversity enriches or poses challenges for communities and cultures; and
 4. Apply knowledge of community, culture, and diversity to contemporary issues.
- There is no option at the sophomore level for addressing a single issue; all the learning goals/outcomes have an “and” in them, which makes assessment challenging.
 - Students conflate the concepts of communities and cultures, and diversity is assumed to be a part of that rather than a separate entity.
 - It is harder to find discussions of the common text in the essays in the sophomore group. Every freshman essay has LB,LC; in at least some (many?) of the sophomore essays, there is little to no discussion of Eck.
 - There is some clear improvement in sentence-level writing compared to the freshman level.
 - Citations are much better than in the freshman level papers.

Junior Seminar:

1. Identify definitions of technology, work, and leisure and their underlying assumptions;
 2. Recognize interrelationships among technology, work, and leisure;
 3. Analyze and compare points of view regarding technology, work, and leisure from a variety of sources; and
 4. Formulate arguments on the place of technology, work, and leisure in the life of the individual in society.
- There is an underlying assumption that technology, work, and leisure are interrelated, but we had to consider the junior goals/objectives in terms of “work, leisure, **and/or** technology” since it is very difficult

to consider all three in one assignment at equivalent levels (the same might be said of the sophomore seminar, but those terms at least seem more closely connected).

- The LGs seem designed for the course overall rather than linked to one assignment. We should be careful in developing recommendations for next year to make the LG reasonable and achievable.
- Many instructors seem to still be using the Encyclical but few take advantage of the opportunity to have students compare and contrast the two texts in terms of their stance on work.
- LG 3 calls for a variety of sources but some assignments do not show evidence of that.
- Differences between the LGs at the junior level are very subtle; the outcomes seem very similar so that they appear to be different levels of success of the same outcome. The four LGs/outcomes should theoretically be a progression, as it clearly they are at the other seminar levels, but the progression doesn't really work very well.
- There is a very clear sense that students are getting better at thinking and writing. They are dealing with difficult topics, concepts, and questions at a higher level.

Senior Seminar:

1. Identify and compare theories of virtues and values;
 2. Synthesize perspectives about virtues and values drawn from multiple sources;
 3. Evaluate the implications of individual decision-making for society; and
 4. Articulate and defend a personal stance on an ethical issue informed by understandings of virtues and values.
- Instructors seem to confuse goals 2 and 4.
 - Several faculty members selected multiple goals, which made assessment challenging. Recognizing multiple goals in a single assignment is certainly acceptable for individual instructors, but for third party assessment purposes it is better to identify the primary objective.
 - There is a wider range of difficulty in between the learning goals and outcomes at the senior level than at the other levels.
 - We didn't see as many essays as in past years that were simply a summary of Aristotle; instead, there was a clear move to application or synthesis.
 - The prompts at the senior level did not ask students to merely agree or disagree with Aristotle. The move away from that reductive question seems a positive step.
 - The papers revealed some inconsistency in writing skills, particularly in terms of problems with editing/proofreading (this seemed more prevalent in the spring semester sections).

V. Conclusions:

The CTA Assessment for 2012 – 2013 will be simplified somewhat because we have revised our learning goals and outcomes for the seminars. Furthermore, the assessment might be made more coherent and relevant if we chose one outcome to assess. We need, though, to decide whether this still needs to be a “Common Text” assignment or whether it can be any assignment. The CTA Assessment Team has some ambivalence about this question. On one hand, we believe that the questions are the most important component and are what connects us to the seminar themes. On the other hand, we fear that if we eliminate the common text from the assignment, we might lose faculty commitment to teaching the common texts. The common text provides a shared experience for students and in that way seems a valuable component to keep.

Our commitment to the common texts and common experience, however, raises other questions, such as:

- Is the undergraduate experience a common experience? Should it be?
- Are the themes and guiding questions the common experience?
- How does the shared experience of the common text manifest itself?
- Should we consider creating programming on the common texts similar to “One Book, One Chicago” to increase the sense of a common experience?

These questions were not resolved by our group but might be taken up in the future.

VI. Recommendations:

For next year, we strongly recommend that we maintain the common text assignment and examine two outcomes from the first point on the newly adopted LAS learning goals:

- As they engage texts from diverse fields of study, students will be able to:
 - Identify and explain the main idea or ideas within the text(s); and
 - Make judgments about the text(s) in relation to a guiding question for the seminar level.

Rubrics were not developed ahead of time for this year’s assessment, so the assessment principles were somewhat informal and ad hoc, which was a weakness in the process. Therefore, we have developed rubrics that will allow us to assess the papers more clearly in May 2013. The rubric is provided below so that instructors can become familiar with it before they assign the CTA. The rubric should also be provided to students with the assignment.

In crafting 2012/13 seminar Common Text Assignments, faculty should be very conscious of this selected learning goal. Again, all assignments may measure multiple learning outcomes, but we believe these outcomes selected from our new goals are well suited to the CTA as currently constructed. If all faculty include this element in their CTA, we can gather a stronger assessment of the overall seminar development within and between levels. The provided rubric will also create a level of consistency that we hope will be beneficial for assessment over time (and assignment types – if that is changed in the future for the CTA).

For 2013-14, we might consider assessing the same learning outcome without requiring that instructors submit a *common text* assignment for the assessment. Instead, they might choose any assignment that shows evidence of students’ learning towards that outcome. Alternatively, we might maintain the common text assignment but consider another learning goal.

Common Rubric for 2012 – 2013 CTA

Student is...	Accomplished	Mastering	Emerging	Beginning
Outcome 1: Identify and explain main idea(s) within the text(s)	Accurate, highly detailed (including relevant references to the text), and contextualized	Accurate and somewhat detailed (including relevant references to the text), and contextualized	For the most part accurate but lacking detail and/or relevant references to the text, and with limited contextualization	Inaccurate, very little detail or no references to text, and lacks context
Outcome 2: Make judgments about the text(s) in relation to a guiding question in the seminar level	Clear, informed, and insightful evaluation of the text(s) in relation to a guiding question	Mostly clear and informed, with elements of insightful evaluation of the text(s) in relation to a guiding question	Somewhat clear and informed but not necessarily insightful evaluation of the text(s) in relation to a guiding question	Unclear or uninformed evaluation of the text(s) or is not related to a guiding question

VII. Quantitative Data

OUTCOME ACHIEVEMENT RANK							
Fresh	I	II	III	IV		I+II	III+IV
2011	7%	59%	30%	4%		66%	34%
2012	5%	37%	47%	11%		42%	58%
Soph	I	II	III	IV		I+II	III+IV
2011	17%	44%	33%	6%		61%	39%
2012	0%	54%	31%	15%		54%	46%
Junior	I	II	III	IV		I+II	III+IV
2011	33%	27%	40%	0%		60%	40%
2012	0%	46%	36%	18%		46%	54%
Senior	I	II	III	IV		I+II	III+IV
2011	13%	52%	22%	13%		65%	35%
2012	0%	55%	45%	0%		55%	45%

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OUTCOME SELECTED									
Fresh	1	2	3	4					
2011	26%	6%	21%	47%					
2012	21%	26%	37%	16%					
Soph	1	2	3	4					
2011	21%	21%	24%	34%					
2012	0%	23%	46%	31%					
Junior	1	2	3	4					
2011	13%	18%	33%	36%					
2012	0%	27%	55%	18%					
Senior	1	2	3	4					
2011	22%	31%	13%	34%					
2012	18%	64%	9%	9%					

Appendix H

Brennan Assurance of Learning Committee Report (2012-2013)

MEMORANDUM

To: **BSB Participating Faculty**

Date: **19 August 2013**

From: **BSB Assurance of Learning Committee**
(Robert Irons, Kathleen Odell, Ray Pollastrini, Al Rosenbloom)

CC: **Molly Burke**
Dave Aron
Matt Quilty

Re: **2012-13 Assurance of Learning Report**

1.0 Introduction and Results Summary

Section 1 of this report summarizes the results of Brennan's course embedded Assurance of Learning Process for the 2012-2013 academic year. The summary includes AOL data submitted by the faculty for Summer 2012, Fall 2012, and Summer 2013.

After the 2011-2012 AOL results were compiled, the faculty identified a number of targets for improvement – as outlined in the 2011-2012 Assurance of Learning Report. The following were identified as last year’s “problem” goals for each degree program:

Areas Targeted for Improvement during 2012-2013 AOL Cycle:

- **Undergraduate Programs:**
 - Accounting: Global, Quantitative, Technology
 - Business Administration: Ethics, Global, Technology
 - Economics: Ethics, Global, Written
 - International Business: Ethics, Global, Technology

- **Graduate Programs:**
 - US MBA: Global, Quantitative, Written
 - US MSA: Ethics, Global, Verbal

The 2012-2013 results can now be compared against last year’s results to assess the effectiveness of the steps taken in response to last year’s report. Overall, we made excellent progress in the 2012-2013 cycle. At the undergraduate level, improvements were made on all targeted learning goals. At the graduate level, performance on targeted goals improved with two exceptions: MBA students performed worse on quantitative measures, and in the MSA program, although verbal communication was a targeted goal, no measures of student performance were taken. Comparisons of the 2012-2013 results to the 2011-2012 results for undergraduate students (by major, aggregated across AOL goal) and graduate students (by program, aggregated across AOL goal) are provided on pages 3 and 4.

Section 2 of this report contains a broad overview of the various components of BSB’s Assurance of Learning Program, which includes not only our course-embedded measures but a variety of other tools and strategies for monitoring student learning.

Section 3 presents more complete results for 2012-2013 by undergraduate major and graduate degree Program.

Section 4 compares student learning in our online courses to learning in the traditional classroom, and **Section 5** presents results from courses in the Czech Republic.

For reference, the tables below show our overall progress on each of the six goals since we started collecting data in the 2009-2010 academic year.

Brennan School of Business Assurance of Learning Results by Degree Program

Undergraduate Programs

Percent of Exemplary plus Acceptable Results

	BS - Accounting			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding	47.5	65.1	71.0	81.5
Global Perspective	34.1	46.9	46.5	72.9
Quantitative and Analytical	50.3	69.3	70.3	76.8
Technology	63.8	69.1	60.6	70.7
Verbal Communication	80.2	74.3	84.0	74.3
Written Communication	66.5	70.0	70.4	67.9

	BA - Economics			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding	75.0	24.1	38.5	64.8
Global Perspective	32.0	49.6	40.7	75.3
Quantitative and Analytical	45.8	69.9	71.2	76.8
Technology	66.7	86.6	79.5	80
Verbal Communication	62.5	96.6	92.3	93.3
Written Communication	50.0	69.0	65.4	96.7

	BA/BS - Business Administration			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding	56.4	67.1	69.7	79
Global Perspective	45.3	58.8	47.8	71.6
Quantitative and Analytical	50.1	68.9	69.8	76.4
Technology	68.0	67.4	56.8	69.4
Verbal Communication	80.2	74.3	84.0	74.3
Written Communication	75.8	71.7	70.5	70.0

	BA - International Business			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding	70.7	75.2	66.7	70.9
Global Perspective	46.3	60.8	50.2	71.6
Quantitative and Analytical	47.8	68.5	70.7	76.5
Technology	68.6	71.8	64.3	72.6
Verbal Communication	82.4	79.9	87.3	79.5
Written Communication	77.9	72.5	69.0	76.1

Indicates a goal selected for targeted corrective action in the given year

Brennan School of Business Assurance of Learning Results by Degree Program

Graduate Degree Programs

Percent of Exemplary plus Acceptable Results

	MBA - US Locations			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding	71.4	94.5	89.6	92.1
Global Perspective	82.3	79.2	76.7	79.6
Quantitative and Analytical	82.1	83.8	84.7	78.6
Technology	73.6	87.3	88.0	90.5
Verbal Communication	72.6	81.5	90.0	94.2
Written Communication	86.9	91.0	85.8	95.7

	MBA - Czech Republic			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding		100.0	96.4	90.0
Global Perspective		81.6	94.1	94.0
Quantitative and Analytical		83.8	84.9	89.1
Technology			96.4	100.0
Verbal Communication		100.0	88.2	93.8
Written Communication		72.0	79.0	61.3

	MBA - Online Only			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding		93.5		91.7
Global Perspective		69.6	80.0	86.1
Quantitative and Analytical		78.2	88.1	84.2
Technology		85.7	84.0	80.7
Verbal Communication		80.0	75.0	92.5
Written Communication		97.5	100	98.5

	MS in Accounting			
	2009-10	2010-11	2011-12	2012-13
Ethical Understanding	82.6	80.0	78.1	84.0
Global Perspective	71.4	84.9	77.8	88.9
Quantitative and Analytical	64.8	79.6	82.6	78.0
Technology	77.8	85.0	88.5	93.1
Verbal Communication	73.3	72.3	86.1	NA
Written Communication	100.0		100.0	NA

Indicates a goal selected for targeted corrective action in the given year

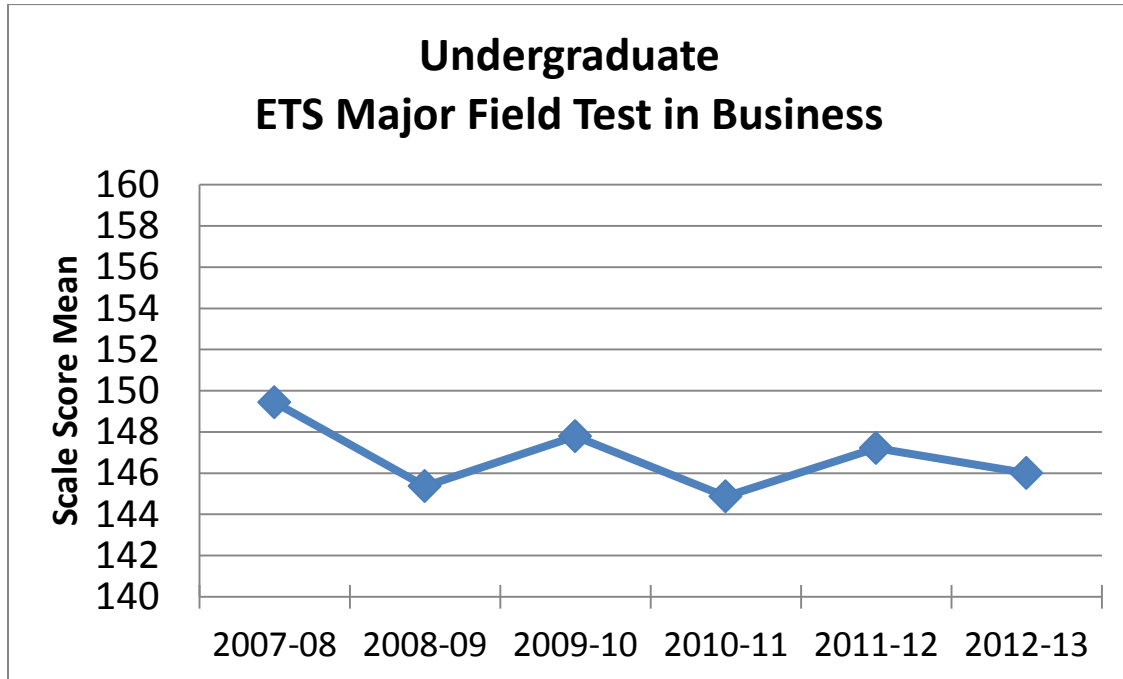
Brennan School of Business - Assurance of Learning (2012-2013)

Undergraduate Degree Programs

ACCOUNTING	<i>Exemplary + Acceptable</i>	<i>Exemplary + Acceptable</i>	<i>Difference</i>		BUSINESS ADMINISTRATION	<i>Exemplary + Acceptable</i>	<i>Exemplary + Acceptable</i>	<i>Difference</i>	
	<i>Year 2011-2012</i>	<i>Year 2012-2013</i>				<i>Year 2011-2012</i>	<i>Year 2012-2013</i>		
<i>Ethical Understanding</i>	69.3%	81.5%	12.2%	BETTER	<i>Ethical Understanding</i>	69.7%	79.0%	9.3%	BETTER
<i>Global Perspective</i>	46.5%	72.9%	26.4%	BETTER	<i>Global Perspective</i>	47.8%	71.6%	23.8%	BETTER
<i>Quantitative and Analytical</i>	70.3%	76.8%	6.5%	BETTER	<i>Quantitative and Analytical</i>	69.8%	76.4%	6.6%	BETTER
<i>Technology</i>	60.6%	70.7%	10.1%	BETTER	<i>Technology</i>	56.8%	69.4%	12.6%	BETTER
<i>Verbal Communication</i>	84.0%	74.3%	-9.7%	WORSE	<i>Verbal Communication</i>	84.0%	74.3%	-9.7%	WORSE
<i>Written Communication</i>	70.4%	67.9%	-2.5%	WORSE	<i>Written Communication</i>	70.5%	70.0%	-0.5%	WORSE
ECONOMICS					INTERNATIONAL BUSINESS				
	<i>Exemplary + Acceptable</i>	<i>Exemplary + Acceptable</i>	<i>Difference</i>			<i>Exemplary + Acceptable</i>	<i>Exemplary + Acceptable</i>	<i>Difference</i>	
	<i>Year 2011-2012</i>	<i>Year 2012-2013</i>				<i>Year 2011-2012</i>	<i>Year 2012-2013</i>		
<i>Ethical Understanding</i>	38.5%	64.8%	26.3%	BETTER	<i>Ethical Understanding</i>	66.7%	70.9%	4.2%	BETTER
<i>Global Perspective</i>	40.7%	75.3%	34.6%	BETTER	<i>Global Perspective</i>	50.2%	71.6%	21.4%	BETTER
<i>Quantitative and Analytical</i>	71.2%	76.8%	5.6%	BETTER	<i>Quantitative and Analytical</i>	70.7%	76.5%	5.8%	BETTER
<i>Technology</i>	79.5%	80.0%	0.5%	BETTER	<i>Technology</i>	64.3%	72.6%	8.3%	BETTER
<i>Verbal Communication</i>	92.3%	93.3%	1.0%	BETTER	<i>Verbal Communication</i>	87.3%	79.5%	-7.8%	WORSE
<i>Written Communication</i>	65.4%	96.7%	31.3%	BETTER	<i>Written Communication</i>	69.0%	76.1%	7.1%	BETTER

Measure Targeted for Improvement in 2012-2013

In addition to the course embedded AOL measures, Brennan’s assessment program includes a number of additional components (summarized in Section 2), including the ETS Major Field Test, which our undergraduate Business Administration and Accounting majors take in their capstone course, BAD 490. Historical performance on the MFT from 2007 to 2013 is shown below:



This chart shows that our students’ overall scores have fluctuated in the 145-150 range over this period. For reference, the national mean score on this test is 150.1, and the median is 151. Our 2012-2013 institutional average of 146 places our students in the 24th percentile in terms of performance on this test. The score range is 120-200, with 99 percent of institutions showing an average score of 167 or less.

Additional data broken out by subject and covering additional historical years is available – ask the AOL Chair or another member of the Committee if you would like to see this.

Analysis and Commentary

Based on the evidence of progress in nearly all of our targeted learning goals in 2012-2013, the AOL Committee proposes to use the 2013-2014 AOL cycle as an opportunity for reflection and refinement of the process. We therefore propose no additional corrective actions or curriculum changes, but rather encourage BSB faculty to take time to do the following.

- 1) Familiarize or re-familiarize yourself with the assessment process. An overview of our entire assessment program is included in Section 2 of this document. Any questions about the assessment process and your role in it can be directed to the AOL Chair or other members of the AOL committee.
- 2) Continue to collect and submit data for internal measures in your courses. As you do so, reflect upon the following and keep notes about your thoughts:
 - a. Do the existing AOL rubrics meet your needs?
 - b. Do the measures as you are using them give you SPECIFIC, ACTIONABLE information about students' strengths and weaknesses? If not, can you think of improvements that would lead to better information?

We will use faculty meeting time in the Spring Semester to collect and discuss your feedback on the AOL process and its contribution to student learning.

- 3) Thanks to your participation, we now have many examples of student work and AOL measures from different faculty and courses, but the records are still incomplete. For Fall 2013 and Spring 2014, please collect and submit the following for each of your AOL measures (note that this may mean submitting several examples per course if you have multiple measures). Submit paper copies to the BSB office, with student names removed. Make sure everything is clearly labeled with the semester, course, and measure. (ie: Fall 2013, Econ 191, Global Measure). We are asking for paper copies so that we can compile a binder for the AACSB team visit in March.
 - a. Your "measure" – that is, what question, project or assignment are you using to collect your AOL data. This may be an exam question, paper or presentation assignment, etc.
 - b. The rubric that you used to mark the measure for AOL, if applicable and if different from the standard AOL rubrics. If you used the standard rubric include a note to that effect.
 - c. At least one example of student work from each of the four categories: Exemplary, Acceptable, Marginally Acceptable, and Not Acceptable. (Mark clearly.) Include a marked up rubric for each.
- 4) Participate in continued discussion of our students' performance on the Major Field Test. Is this test important to us? What steps can we take to improve student performance on this external measure of student learning? The AOL committee has collected the following suggestions for improving student performance on this exam.
 - a. In BAD 490 where exam is administered, include short review lectures on key topics. The review sessions would be given by faculty who specialize in the topic.
 - b. Across the curriculum, form faculty partnerships to reinforce key concepts. For example, faculty who teach marketing and statistics might pair up to design an assignment for a marketing course that would reinforce a basic statistics concept such as regression analysis.

- c. Offer optional (or required) review sessions for the MFT. Competent students could test out of these, but students who need the review would be encouraged or required to attend.
 - d. Create and distribute web-based review material for the MFT.
 - e. Offer multiple-choice testing across the curriculum to familiarize students with this format.
 - f. Provide students with sample questions or a sample MFT (as available).
 - g. Increase the incentives for students to take the test seriously, possibly by increasing the weight of the test in their BAD 490 grade.
- 5) In addition to these broader issues, there is one concern that should be addressed soon, ideally in time for data to be collected in Fall 2013. Curriculum changes in 2012-2013 removed GSB 626 as a required course for the MSA program. However, GSB 626 was contributing the verbal measure in the MSA curriculum. Therefore, the AOL committee will work with the Accounting faculty to ensure that at least one verbal measure is included in a required MSA course.

2.0 BSB Assessment Overview

The tables on pages 8 and 9 outline the components of BSB's overall assessment process, including not only our course embedded AOL measures but also a number of additional assessment tools. These include, at the undergraduate level, the ETS Major Field Test in Business, student exit surveys, internship employer surveys, and BSB specific questions on course evaluations. At the graduate level, our assessment strategy includes not only the AOL system, but the Business Strategy Game in GSB 791, a Board of Directors style assessment by members of the Advisory Council in GSB 791, student exit surveys, CPA exam results, and BSB specific questions on course evaluations.

The overall goal of the assessment program is to track student learning and, to some extent, to gain information about how our students compare to their peers at other institutions. At both the undergraduate and the graduate levels, we use a variety of tools to achieve this goal.

As noted in the tables, the heart of our assessment system is the set of course embedded AOL measures that we employ across the curriculum each semester. These measures are designed to provide faculty members and the faculty as a whole with specific, actionable information that can be used to improve student learning in the future.

Reminders:

- 1) The success of the AOL system is dependent upon faculty participation in various ways including reporting data, maintaining records, participating in process design and improvement, and most importantly, using the data to improve teaching and learning.
- 2) AOL information is never used to evaluate the performance of a specific faculty member.
- 3) AOL measures are different from course or assignment grades, because AOL measures look at specific aspects of student learning. A student may get a B- on a paper, but why? Is there a problem with the content? Was the paper poorly written? Does the student have problems with spelling and grammar, or with structuring an argument? Was the paper late, indicating time management challenges? The AOL system will ideally provide us with this type of information so that we can take specific actions to improve student performance.

**Brennan School of Business
Undergraduate Assessment Process
June, 2013**

What?	Where?	When?	How is it done?	How are results communicated?	What's the point?	Details
Course Embedded Measures ("AOL")	Across the curriculum	Every semester	1) Faculty assess the course embedded measures, SEPARATELY FROM GRADING, generally using AOL rubrics 2) Faculty submit their assessment results via online survey in myDU each semester	1) The AOL committee compiles the results and prepares the annual AOL report. 2) The full faculty reviews the report at the August faculty meeting.	This process is designed to produce actionable information that we can use to improve student learning through changes in instructional practices & curriculum. This is the heart of our assessment process.	DIRECT measures INTERNAL measures
The ETS Major Field Test (MFT) in Business	BAD 490 – BAD and ACCT majors only	Every semester	Students take the ETS as part of their BAD 490 coursework	Results are included in the annual AOL supplement , distributed & discussed at the August faculty meeting.	Provides information about our graduating students' knowledge relative to national norms and over time.	EXTERNAL measure SUMMATIVE assessment
Student Exit Surveys	Capstone and final courses (BAD 490, BAD 499, ECON 376)	Whenever courses are offered.	Surveys are administered in class late in the semester	Results are included in the annual AOL supplement , distributed & discussed at the August faculty meeting.	Provides insight into student perspective on their learning relative to our goals.	INDIRECT, SELF REPORTED
Internship Employer Surveys	Given to internship hosts	Whenever possible	Employer completes survey about the internship experience & returns it to the BSB office	Results are included in the annual AOL supplement , distributed & discussed at the August faculty meeting.	Provides an employer's perspective on the quality of our students.	EXTERNAL measure INDIRECT measure
BSB Questions on Course Evaluations	Offered to students at the end of every course	Every semester	Several BSB specific questions are included at the end of student course evaluations for BSB courses	Currently these are not reported back to faculty.	Provides student perspective on whether they have been exposed to and learned various things.	INTERNAL, SELF-REPORTED

**Brennan School of Business
Graduate Assessment Process
June, 2013**

What?	Where?	When?	How is it done?	How are results communicated?	What's the point?	Details
Course Embedded Measures ("AOL")	Across the curriculum	Every semester	3) Faculty assess the course embedded measures, SEPARATELY FROM GRADING, generally using AOL rubrics 4) Faculty submit their assessment results via online survey in myDU each semester	3) The AOL committee compiles the results and prepares the annual AOL report. 4) The full faculty reviews the report at the August faculty meeting.	This process is designed to produce actionable information that we can use to improve student learning through changes in instructional practices & curriculum. This is the heart of our assessment process.	DIRECT measures INTERNAL measures
Business Strategy Game "Learning Assurance Report"	GSB 791, Strategic Management (MBAs)	Whenever course is offered	Students participate in the BSG as part of the course curriculum.	Results are included in the annual AOL supplement , distributed & discussed at the August faculty meeting.	Provides information about our graduating students' knowledge relative to national norms and over time.	EXTERNAL measure SUMMATIVE assessment
Advisory Council "Board of Directors"	GSB 791, Strategic Management (MBAs)	Whenever course is offered	Members of the Advisory Council evaluate students' final business plan presentations	Results are included in the annual AOL supplement.	Provides additional perspective into the preparation of MBA students.	SEMI-EXTERNAL (not externally normed) SUMMATIVE
Student Exit Surveys	Capstone courses	Whenever courses are offered.	Surveys are administered in class late in the semester	Results are included in the annual AOL supplement.	Provides insight into student perspective on their learning relative to our goals.	INDIRECT, SELF REPORTED
CPA Exam	External, by election for qualified students (MSAs)	Annually	Students take four sections over the course of a year.	Results aggregated at school level published on http://www.ilboa.org . Results are included in the annual AOL supplement.	Provides information about the preparation of our accounting students relative to other IL institutions.	EXTERNAL
BSB Questions on Course Evaluations	Offered to students at the end of every course	Every semester	Several BSB specific questions are included at the end of student course evaluations for BSB courses	Currently these are not reported back to faculty.	Provides student perspective on whether they have been exposed to and learned various things.	INTERNAL, SELF-REPORTED

3.0 Results by Undergraduate Major and Graduate Degree Program

Brennan School of Business - Assurance of Learning (2012-2013)										
Undergraduate Degree Programs										
ACCOUNTING										
	Exemplary	Acceptable	Marginally Acceptable	Not Acceptable		Exemplary	Acceptable	Marginally Acceptable	Not Acceptable	Exemplary + Acceptable
Ethics	95	81	34	6	Ethics	44.0%	37.5%	15.7%	2.8%	81.5%
Global	39	82	23	22	Global	23.5%	49.4%	13.9%	13.3%	72.9%
Quant	420	518	147	137	Quant	34.4%	42.4%	12.0%	11.2%	76.8%
Tech	104	82	23	54	Tech	39.5%	31.2%	8.7%	20.5%	70.7%
Verbal	31	53	21	8	Verbal	27.4%	46.9%	18.6%	7.1%	74.3%
Written	31	45	28	8	Written	27.7%	40.2%	25.0%	7.1%	67.9%
BUSINESS ADMINISTRATION										
	Exemplary	Acceptable	Marginally Acceptable	Not Acceptable		Exemplary	Acceptable	Marginally Acceptable	Not Acceptable	Exemplary + Acceptable
Ethics	70	69	31	6	Ethics	39.8%	39.2%	17.6%	3.4%	79.0%
Global	64	110	42	27	Global	26.3%	45.3%	17.3%	11.1%	71.6%
Quant	405	512	146	137	Quant	33.8%	42.7%	12.2%	11.4%	76.4%
Tech	89	65	17	51	Tech	40.1%	29.3%	7.7%	23.0%	69.4%
Verbal	31	53	21	8	Verbal	27.4%	46.9%	18.6%	7.1%	74.3%
Written	30	40	22	8	Written	30.0%	40.0%	22.0%	8.0%	70.0%
ECONOMICS										
	Exemplary	Acceptable	Marginally Acceptable	Not Acceptable		Exemplary	Acceptable	Marginally Acceptable	Not Acceptable	Exemplary + Acceptable
Ethics	38	32	26	12	Ethics	35.2%	29.6%	24.1%	11.1%	64.8%
Global	40	88	22	20	Global	23.5%	51.8%	12.9%	11.8%	75.3%
Quant	388	461	128	129	Quant	35.1%	41.7%	11.6%	11.7%	76.8%
Tech	42	58	11	14	Tech	33.6%	46.4%	8.8%	11.2%	80.0%
Verbal	11	17	2	0	Verbal	36.7%	56.7%	6.7%	0.0%	93.3%
Written	3	26	1	0	Written	10.0%	86.7%	3.3%	0.0%	96.7%
INTERNATIONAL BUSINESS										
	Exemplary	Acceptable	Marginally Acceptable	Not Acceptable		Exemplary	Acceptable	Marginally Acceptable	Not Acceptable	Exemplary + Acceptable
Ethics	70	76	46	14	Ethics	34.0%	36.9%	22.3%	6.8%	70.9%
Global	72	130	48	32	Global	25.5%	46.1%	17.0%	11.3%	71.6%
Quant	385	485	133	134	Quant	33.9%	42.7%	11.7%	11.8%	76.5%
Tech	94	102	22	52	Tech	34.8%	37.8%	8.1%	19.3%	72.6%
Verbal	46	74	23	8	Verbal	30.5%	49.0%	15.2%	5.3%	79.5%
Written	35	70	24	9	Written	25.4%	50.7%	17.4%	6.5%	76.1%
				Less than 70% Exemplary + Acceptable						
				Less than 75% Exemplary + Acceptable (but greater than 70%)						

percentage points this year versus 20.7 percentage points last year). Despite the improvements, we continue to recommend that instructors in online sections of GSB 626 work with students to improve verbal skills. While recognizing the challenge inherent in collecting a verbal measure in an online course, we also suggest that all online faculty consider the addition of verbal presentations, phone interviews, or other activities that will strengthen online students' verbal communication skills.

5.0 International Programs

Nine courses with embedded AOL measures were offered in the Czech Republic MBA program in 2012-2013. These were GSB 611, 612, 613, 623, 625, 626, 701, 723 and 791.

Goal	CZECH REPUBLIC 2011-2012					CZECH REPUBLIC 2012-2013					Difference	2012-2013 Performance
	Exemplary	Acceptable	Marginally Acceptable	Not Acceptable	E + A	Exemplary	Acceptable	Marginally Acceptable	Not Acceptable	E + A		
Ethics	54.6%	41.8%	3.6%	0.0%	96.4%	33.3%	56.7%	10.0%	0.0%	90.0%	-6.40%	WORSE
Global	64.7%	29.4%	5.9%	0.0%	94.1%	42.0%	52.0%	6.0%	0.0%	94.0%	-0.10%	~
Quant	46.9%	40.9%	15.2%	0.0%	87.8%	41.3%	47.8%	10.9%	0.0%	89.1%	1.33%	BETTER
Tech	25.0%	71.4%	3.6%	0.0%	96.4%	57.1%	42.9%	0.0%	0.0%	100.0%	3.60%	BETTER
Verbal	52.9%	35.3%	11.8%	0.0%	88.2%	46.9%	46.9%	6.3%	0.0%	93.8%	5.55%	BETTER
Written	22.6%	56.4%	21.0%	0.0%	79.0%	35.5%	25.8%	19.4%	19.4%	61.3%	-17.71%	WORSE

The Quantitative and Written goals were selected for corrective actions after the 2012-2013 cycle. Small improvements were seen in the quantitative goal, though performance on the written goal declined sharply. After 2012-2013, the Written goal continues to demonstrate the lowest level of Exemplary + Acceptable results. The AOL committee strongly recommends that instructors in the Czech program focus on students' written communication skills in the upcoming year. Instructors should include written assignments in their courses wherever possible, and mark these with the AOL writing rubric. Extensive use of the rubric will show where students are struggling with their writing, and should offer directions for improvement in future cycles.

Courses were not offered in Poland in 2012-2013.

Appendix I

School of Education Report

Summary of the Assessment Practices Across the School of Education: 2013

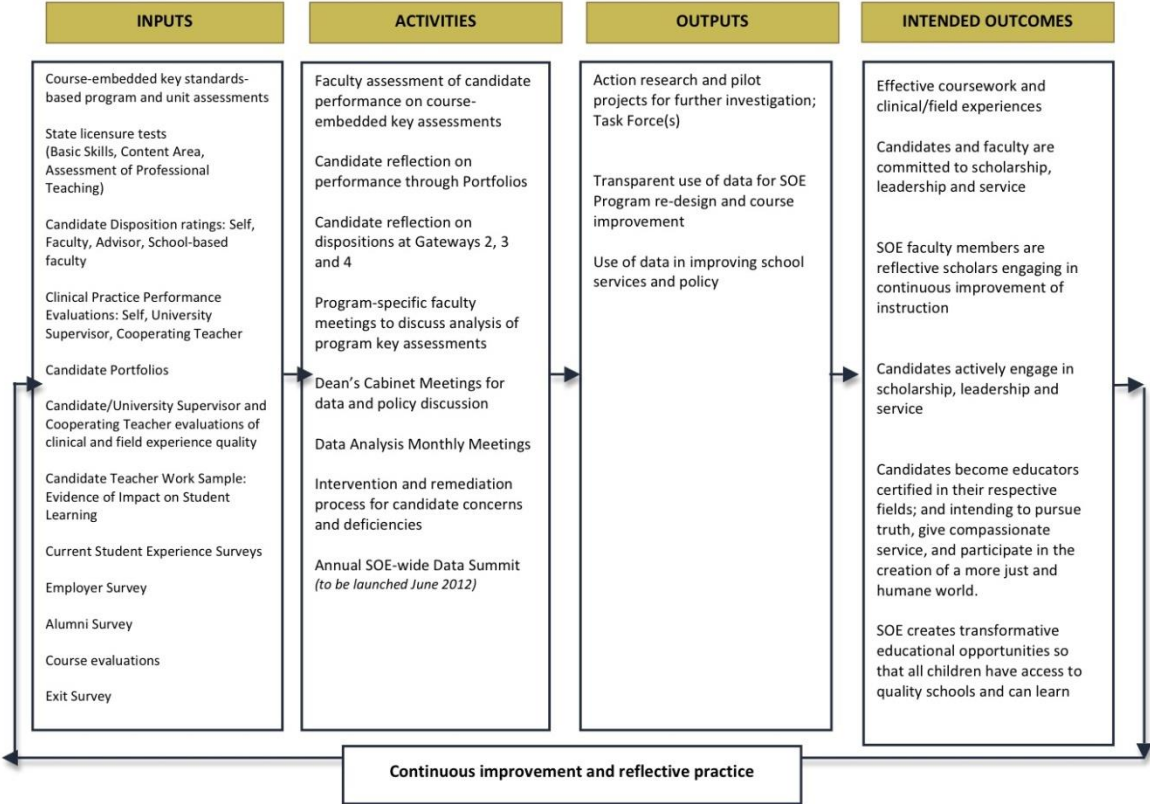
The assessment system in the School of Education continues to evolve not only to keep pace with state and national accreditation and program approval standards but also to meet the changing content and pedagogical needs of our teacher candidates. Our assessment system is built on the philosophy that ***assessment for learning*** is essential to the development of effective educators.

Assessment practice in the SOE involves the measurement of:

1. **Content and pedagogical knowledge** (e.g. the stated learning outcomes in each course, as measured by key course-embedded assessments such as the development of a unit plan, a case study analysis, a comprehensive presentation, a research paper). In each SOE program, faculty have identified 6 – 8 key assessments.
2. **Proficiencies** (e.g. performance-based assessment in field and clinical experiences; employer follow-up surveys measuring alumni proficiencies)
3. **Dispositions** (e.g. self and faculty assessment of students' values, commitments and professional ethics as a potential educator)

To clearly articulate these SOE assessment measures to all stakeholders (students, faculty, accreditors), we recently created an Assessment System Logic Model that illustrates how we gather and use data systematically:

**Dominican University School of Education
Assessment System Logic Model**



Appendix J

First Draft of University-wide Student Learning Goals

Mission Statement

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

Goal Statements

1. Knowledge

Students will develop a significant level of mastery within a major field of study.

Operational definition: “significant level of mastery” is defined as possessing a requisite set of content knowledge, an understanding of the key concepts and principles, and the requisite skill set (e.g., psycho-motor, intellectual, etc.) commonly associated with the discipline.

2. Communication

Students will be able to communicate effectively.

Operational definition: “communicate effectively” is defined as the ability to convey meaning (either verbally or in writing) to a particular audience.

3. Diversity

Students will develop the cultural competencies necessary for engaging the multiplicity of human perspectives and differences with authentic empathy.

Operational definition: “cultural competencies” is defined as possessing the willingness to understand with empathy the beliefs, values, and ethics of others and to demonstrate the skill set necessary for working with and serving a diverse contemporary America and the world.

4. Critical Thinking

Students will develop the necessary skills to think critically.

Operational definition: “to think critically” is defined as the intellectual process of analyzing, applying, synthesizing and/or evaluating information collected and/or generated through observation, experience, reflection, reasoning, or communication so as to reach an answer, make a prediction, or draw a conclusion.

5. Literacy

Students will be literate.

Operational definition: “literate” is defined as having basic knowledge and skills so as to be familiar with a particular discipline (e.g., scientific literacy) or a specific topic (e.g., computer literacy).

6. Integrity

Students will demonstrate integrity.

Operational definition: “integrity” is defined as adherence to the moral and ethical principles associated with the Sinsinawa Dominican tradition (i.e., pursue truth, give compassionate service, and participate in the creation of a just and more humane world).

7. Ethics

Students will know and demonstrate the ethical dispositions and behaviors associated with the Sinsinawa Dominican tradition.

Operational definition: “ethical dispositions and behaviors” are defined as the beliefs, values, commitments, and actions that are consistent with pursuing truth, giving compassionate service, and creating a more just and humane world.

8. Global Citizenship

Students will demonstrate global citizenship.

Operational definition: “global citizenship” is defined as responsible active participation in events that are global in scope (i.e., beyond the borders of the United States), whether they be business-, environmentally-, or socially-related, so as to promote the general welfare of humanity.

9. Social Responsibility

Students will engage in socially responsible behavior.

Operational definition: “social responsibility” is defined as the obligation to act in a manner that is beneficial to society at large.

10. Experiential Learning

Students will have participated in experiential learning activities.

Operational definition: “experiential learning” is defined as the process of making meaning through direct experience, where the direct experience involves episodes of observation, interaction, and reflection.

11. Civic Engagement

Students will have participated in civic engagement.

Operational definition: “civic engagement” is defined as individual and collective participation in events that address issues of public concern.

12. Integrative/Interdisciplinary Research

Students will have the knowledge of and the ability to conduct integrative/interdisciplinary research.

Operational definition: “integrative/interdisciplinary research” is defined as the process of combining information, data, techniques, tools, perspectives, concepts, and/or theories from multiple areas of specialization to further the pursuit of truth, the offering of compassionate service, and the creation of a more just and humane world.

13. Research and Scholarship

Student will have the knowledge base and skill set necessary for conducting research and/or scholarship in a particular area of study.

Operational definition: “research and/or scholarship” is defined as the systematic implementation of intellectual inquiry to advance the knowledge base of a particular field of study and the dissemination of this knowledge through either publications or presentations.

Appendix K

Dominican University

University-wide Student Learning Goals

Preface

Assessing student learning is the process of collecting information in order to ascertain the extent to which students are achieving the learning goals set forth by the institution. Assessment takes place at different levels throughout the institution: the course, the program, the college or school, and the university as a whole. Each level of assessment tells the corresponding academic unit whether the educational experiences it provides to its students are producing the desired result and ideally informs the academic unit as to how student learning can be improved.

This document provides a set of learning goals at the university level. These goals are meant to convey a shared vision as to what should be expected of all students who successfully complete a Dominican education.

These eight goals were developed by establishing commonalities among existing student learning goals from across the college and the professional and graduate schools. They were developed with the University's mission in mind so that courses, programs, and schools that align their curricula with these goals will effectively also align their curricula with the University's mission. An additional benefit of having university-wide student learning goals is that it fosters communication and collaboration amongst different academic bodies regarding student learning.

The following learning goals are not intended to place limits on what is taught nor should it be expected that every program will address each goal equally.

The Assessment Committee expects that these goals will be systematically and formally assessed across the university. Every three years the Assessment Committee reports on assessment activities across the university. As part of this report, the Assessment Committee will solicit from the college and the professional and graduate schools reports of assessment of these student learning goals.

UNIVERSITY-WIDE STUDENT LEARNING GOALS

Approved by the Assessment Committee – 9/12/13
Provost Cabinet feedback provided – 9/18/13
Revised – 9/18/13
Revision approved by Assessment Committee – 9/23/13

Mission Statement

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

Goal Statements

14. Knowledge: Depth and Breadth

Students will develop a significant level of mastery within a major field of study and develop an appropriate degree of literacy in other disciplines.

Operational definition: “significant level of mastery” is defined as possessing a requisite set of content knowledge, an understanding of the key concepts and principles, and the requisite skill set (e.g., psycho-motor, intellectual, etc.) commonly associated with the discipline. “Literacy” is defined as having some basic knowledge and skills so as to be functional within a particular area (e.g., scientific literacy, computer literacy, information literacy, etc.).

15. Critical Thinking

Students will develop the necessary skills to think critically.

Operational definition: “to think critically” is defined as the intellectual process of analyzing, applying, synthesizing and/or evaluating information collected and/or generated through observation, experience, reflection, reasoning, or communication so as to reach an answer, make a prediction, or draw a conclusion.

16. Communication

Students will be able to communicate effectively.

Operational definition: “communicate effectively” is defined as the ability to convey meaning (either verbally or in writing) to a particular audience.

17. Global Citizenship*

Students will develop as global citizens.

Operational definition: “develop as global citizens” means that students will demonstrate the knowledge, skills, attitudes, and actions associated with being a Globally Positioned Student. This includes, but is not limited to, the development of the cultural competencies necessary for engaging the multiplicity of human perspectives and differences with authentic empathy.

See Appendix A for fuller descriptions of the terms: knowledge, skills, attitudes, and actions.

18. Civic Engagement/Social Responsibility*

Students will demonstrate socially responsible behavior and civic engagement.

Operational definition: “social responsibility” and “civic engagement” together reflect acting and/or participating in events that address issues of public concern, so as to benefit society at large. A necessary aspect of acting in a socially responsible manner and/or participating in civic engagement involves demonstrating and adhering to moral and ethical principles, especially those associated with the Sinsinawa Dominican tradition.

19. Integrative/Interdisciplinary Inquiry*

Students will have the knowledge of and the ability to conduct integrative/interdisciplinary inquiry.

Operational definition: “integrative/interdisciplinary inquiry” is defined as the process of combining information, experiences, data, techniques, tools, perspectives, concepts, and/or theories from across different contexts.

20. Research and Scholarship*

Student will have the knowledge base and skill set necessary for conducting research and/or scholarship in a particular area of study.

Operational definition: “research and/or scholarship” is defined as the systematic implementation of intellectual inquiry to advance the knowledge base of a particular field of study and the dissemination of this knowledge through either publications or presentations.

21. Catholic-Dominican *ethos*

Students will have an understanding of the Catholic-Dominican *ethos*.

Operational definition: “understanding of the Catholic-Dominican *ethos*” refers to regarding the Catholic intellectual tradition as a conversation that affirms the compatibility of faith and reason, possessing the skills necessary for engaging in the Dominican tradition’s ongoing pursuit of truth, and having the capabilities for transformation of the world into a greater realization of the common good.

Sample measurable student learning outcomes for this goal are available in Appendix B.

Appendix A: Knowledge, Skills, Attitudes, and Actions of a Global Citizen

- Knowledge:** A global citizen has knowledge about the interconnectedness of global geography, resources, history, religions, economics, politics, and cultures.
- Skills:** A global citizen has the skills¹ and competencies² to ask critical questions and engage in informed dialogue about how specific natural events, economic trends, political situations, and cultural phenomena might impact human and non-human life locally and globally.
- Attitudes:** A global citizen also has the curiosity, sense of belonging, and sense of responsibility necessary to ask how his or her own actions might affect other human and non-human life around the world.
- Actions:** A global citizen draws on this knowledge, skill, and sense of belonging to act in ways that help create a more just, humane, and sustainable world.

1. for example, analytic, evaluative, integrative, and quantitative
2. for example, in research, writing, technology, languages, and cross-cultural communication

Appendix B: Sample student learning outcomes for Catholic-Dominican ethos

Low-level:

- Students will state the Dominican University mission.
- Students will identify prominent figures in the Catholic tradition.
- Students will identify key texts associated with the Catholic intellectual tradition.

Mid-Level:

- Students will describe the Dominican approach to pursuing truth.
- Students will explain how critical reflection figures in the Catholic Dominican tradition.
- Students will describe Dominican habits of inquiry.

High-Level:

- Students will analyze the influence of the Catholic Dominican tradition on the human condition.
- Students will participate in activities designed to uphold the dignity of the person.
- Students will explain how the dignity of the person relates to the solidarity of the community.
- Students will explain the relationship between dignity of the human person and the realization of the common good.
- Students will explain how their discipline contributes to or upholds the dignity of the person and contributes to the common good.

Appendix L

Outcomes used to Assess Impact of Transitions and Workshop Interventions

Success of the interventions was established using the following set of outcomes to compare each “treatment” group to a comparison group of demographically similar students who did not experience either treatment:

Transitions

1. Students will perform as well or better than comparison cohorts in MATH 120 and ENGL 100.
2. Students will show no statistically significant difference with the comparison group on the following National Survey of Student Engagement (NSSE) measures: 2 and 11.
3. A greater percentage of students will report participating in co-curricular activities relative to the comparison group (NSSE).
4. A greater percentage of students will report working with classmates outside of class relative to the comparison group (NSSE).
5. A greater percentage will report participating in a community-based project relative to the comparison group (NSSE).

Workshops

6. Students will report a higher frequency of skill development relative to the comparison group (NSSE).
7. Students will rate the institution as more supporting relative to the comparison group (NSSE).

Outcomes associated with both Transitions and Workshops

8. Students will have greater retention rates than the comparison group.
9. Students will meet or exceed the expected number of credit hours earned.
10. Students will have a lower percentage of course withdrawals relative to the comparison group.
11. Fewer students will be placed on academic probation relative to the comparison group.
12. Students will show a greater percentage gain in GPA than the comparison group.

Appendix M

Outcome Results for Transitions and Workshops Interventions

Results of specific outcome measures of student success each group. Unless otherwise noted, comparison data is based on Fall 2011 performance.

<u>Outcome</u>	<u>Measure</u>	<u>Transitions</u> <u>(n = 26)</u>	<u>Workshops</u> <u>(n = 17)</u>	<u>Comparison</u> <u>(n = 23)</u>
1	ENGL 100 Grades A-Cs	100%	88%	100%
	MATH 120 Grades A-Cs	67%	67%	69%
8	Retention Rate	96%	94%	96%
9	Credit hours earned, 15 = expected	15.15	13.71	14.65
10	Withdrawal Rate	7%	7%	4%
	Percentage of students placed on academic probation	0%	24%	17%
11				
12	% gain in GPA from Fall 2011 to Spring 2012	-8.0%	-2.6%	1.1%
	CLA Average EAA Score	832	902	901

Outcomes 2-7 rely on NSSE measures which were not available at the writing of this report.

Appendix N

Outcomes and Scoring Rubric for the Interfaith Assessment Project

Interfaith Learning Assessment Project

Outcome: Demonstrates willingness to respond to questions regarding one's own religious, spiritual or value-based (RSV) worldview.

Characteristics of "4"s

- Evidence of strong personal conviction and/or comfort in sharing and explaining one's RSV worldview
- Uses concrete and relevant examples, whether from texts, histories, or personal experience, to support one's statement of their RSV worldview
- Provides concrete examples of ways that personal experiences may have led to questions about one's RSV worldview
- Supports, elaborates on, and sustains explanation of RSV worldview
- Directly responds to questions from others and/or raises and responds to questions about one's own RSV worldview
- Draws clear conclusions and/or connections among specific life experiences (personal, academic or otherwise) and one's own RSV worldview
- Sees oneself "in context" and in relation to other beliefs, perspectives, views

Characteristics of "3s

- Is able to articulate one's specific belief or worldview, though there may not be a strong sense of conviction or comfort
- Raises questions about personal experience or text, but may not fully connect those questions to specific RSV worldview
- Might cite examples from life experience or texts, but may not draw conclusions out of them about how their worldview is affected by those experiences
- Acknowledges other beliefs, perspectives, views, and begins to place oneself in relation to those differences

Characteristics of "2"s

- Offers more of a summary of theological/religious beliefs rather than a specific belief or view
- May begin but not sustain a detailed explanation of one's views or beliefs
- May describe more of what they do not believe than what they do believe
- Student acknowledges the importance of questioning and may cite examples of how it has occurred, but doesn't engage it personally or with texts
- Acknowledges other RSV worldviews but does not explicitly place oneself in relation to those differences

Characteristics of "1"s

- Does not articulate a specific RSV worldview
- Does not establish a connection between a stated belief and personal experience or texts
- Little to no acknowledgement that there are beliefs or views other than one's own
- Does not articulate questions regarding one's own RSV worldview

Outcome: Analyzes the role of religion, spirituality, and value-based worldviews in significant current and historical events

Characteristics of “4”

- Clear, sustained argument about causal relationship between a RSV worldview and historical event(s)
- Demonstrates clear understanding of historical context
- Able to compare and contrast
- Cites examples to support argument
- Appeals to explicitly RSV worldview claims or narratives
- Complex analysis of role of RSV worldview in current and/or historical events
- Demonstrates understanding of how religion operates in culture

Characteristics of a “3”

- Able to make basic, clear claim about causes and effects, may lack sustained argument
- Can describe historical events with limited critical analysis
- Can explain impact of RSV worldview, but without description of historical impact
- Can explain how religion impacted or affected historical events
- Recognize or identify RSV worldview dimensions of historical situations

Characteristics of a “2”

- Describes or identifies RSV worldviews place in history or current events but lacks analysis
- Can describe historical events
- Superficial analysis; analysis is begun but not sustained
- Descriptive but not analytical about RSV worldviews in history

Characteristics of “1”

- Lacks analysis
- Little to no recognition of the role of RSV worldviews in historical and current events
- Lacks understanding of religion’s impact