

ST. AMBROSE UNIVERSITY ASSESSMENT & EVALUATION PLAN

Office Of Assessment & Institutional Research

Updated 2024

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Historical Context

St. Ambrose University has been involved in assessing institutional student learning outcomes for nearly 70 years. Archival data shows St. Ambrose participated in the National College Sophomore Testing Program from 1947-1954 and tested first-year students as early as 1950.

A more coordinated approach to assessment began in 1991, with the formation of a task force on mission, values, and assessment. This task force, with the Educational Policies Committee, Faculty Development Committee, General Education Task Force, and Strategic Plan Action Team, examined how best to assess students. This work led to the development of the University's first academic assessment plan, which was approved in 1995 by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

"American education has become evaluation conscious. Objective tests & other instruments that are not so objective have been used and misused to evaluate individuals, instructors, departments, colleges, and even the educational systems of entire states. Some of this evaluation is significant and useful. Much of it is harmless and also useless."

(1939) Report of the 8th Annual National College Sophomore Testing Program

In 2002, the Educational Policies Committee approved an assessment purpose statement: "The primary purposes of assessment are to determine whether the University is meeting its goals and objectives for teaching and learning, and to improve the quality of teaching and learning in the future. At times, students will be asked to participate in the assessment process by completing specialized assessment activities. These assessment activities can be completed in a variety of settings (such as the classroom, at home, or at a testing center) as well as in a variety of ways (such as online, paper-and-pencil, in small or large groups) depending upon the activity. All students, regardless of class level or enrollment status, are asked to assist with this important process."

In 2004, in preparation for a 2007-08 HLC site visit, the Assistant VP of Academic Affairs for Assessment and the University Assessment Coordinator evaluated the University Assessment Plan in relation to guidelines provided by the HLC. As a result, the Assessment Plan was updated to include co-curricular program assessment and to map assessments to institutional outcomes. Further work in preparation for the HLC site visit included developing a common assessment vocabulary; creating a warehouse of assessment resources and programmatic assessment plans; refining the assessment requirements for academic and co-curricular program reviews; training faculty to write student learning outcomes; developing an annual assessment review process; aligning institutional assessments with institutional outcomes; developing an Office of Institutional Research and Assessment; and developing an institutional assessment website.

"The purpose of doing assessment at St. Ambrose University is to systematically gain information regarding how well our students are learning what we intend them to learn, and to use this knowledge to improve their educational experience." (1995) St. Ambrose Assessment Plan

Also in 2004, the task force on assessment was reconstituted as an ad-hoc group to guide institutional assessment efforts. In 2008, the task force evolved into a presidentially-appointed University Assessment and Evaluation Advisory Board. This Advisory Board served as a consultative body to the University and evaluated the progress of assessment and evaluation activities at St. Ambrose.

In 2011, the plan received a major revision reflecting what was learned through cycles of implementing and evaluating institutional assessment activities. This 2011 Institutional Assessment & Evaluation Plan documented the continuing development of a culture of learning at St. Ambrose and instituted an annual assessment process for academic programs.

“The mission of the ad hoc St. Ambrose University Assessment committee is to evaluate current university-wide assessment activities; prepare a systematic and institutional model for university-wide assessment; and implement a systematic university-wide assessment program.” (2004) St. Ambrose Assessment Plan

In 2013, the plan was revised to reflect an evolution in our assessment practices in the face of new internal and external demands. The plan, detailing a reinvigorated annual assessment process, demonstrated increased institutional expectations for assessment at the institution- and program-levels. It also introduced a new rubric-based assessment process to determine student attainment of the new General Education student learning outcomes.

The 2015 revision to the plan focused on evaluation, mirroring increased expectations for the evaluation of institutional and programmatic activities. The plan documented evaluation activities, such as the institutional prioritization process, the Delaware Study, and surveys administered by co-curricular offices. The plan also outlined how assessment and evaluation results informed planning and budgeting.

This 2017 revision adds a summary evaluation of assessment activities at St. Ambrose in comparison to a rubric of best practices.

Between 2023-24, the Assessment Coordinator revised the process in which key student outcomes were reported institutionally with collaboration from the Academic & Career Advising Center, Registrar’s Office, and the Alumni Office. First, the Assessment Coordinator evaluated the student progress on program outcomes reported annually. A minimum benchmark of 80% of students meeting their respective program SLO benchmarks was established and reported for all programs. This resulted in an institutional overview of all academic programs with regards to student achievement of SLOs. In addition, the process for collecting Career and Continuing Education outcomes for graduates was adjusted to include faculty advisors resulting in the increase of “knowledge rate” approximately 60% to over 85%. Together, this resulted in an additional institutional overview of academic programs that aligned student achievement of program SLOs with student achievement of career (or continuing education) goals. This powerful summary provides institutional assurance of claims regarding student success, as well as identifies areas where attention to quality is needed.

Assessment Purpose and Values

Purpose

The mission of St. Ambrose, focused on student development, demands that we investigate the extent to which learning occurs and the degree to which our institutional activities contribute to that learning.

The purpose of assessment at St. Ambrose is to provide useful feedback to students, faculty, and external stakeholders.

Values

Effective assessment at St. Ambrose University...

1. Provides timely results to improve student learning and institutional effectiveness
2. Is efficient and feasible, using existing resources, data, and structures when possible
3. Meets both internal demands and external expectations
4. Synthesizes information from high-quality assessments for benchmarking
5. Is developed and sustained by faculty and staff, with support from campus leaders
6. Is continuously evaluated and improved
7. Aligns with institutional commitments to student development & integrated learning
8. Comes in many forms, but is informed by scholarship and good practice

Guidelines on Assessment

1. Set ambitious goals
 - a. Learning outcomes clearly articulate what students should be able to do, achieve, demonstrate, or know upon the completion of each undergraduate degree.
 - b. Outcomes reflect appropriate higher education goals and are stated in a way that allows levels of achievement to be assessed against an externally informed or benchmarked level of achievement or assessed and compared with those of similar institutions.
 - c. Institutional practices, such as program review, are in place to ensure that curricular and co-curricular goals are aligned with intended learning outcomes.
2. Gather Evidence of Student Learning
 - a. Policies and procedures are in place that describe when, how, and how frequently learning outcomes will be assessed.
 - b. Assessment processes are ongoing, sustainable, and integrated into the work of faculty, administrators, and staff.
 - c. Results can be assessed against an externally informed or benchmarked level of achievement or compared to other institutions and programs.
 - d. Evidence also includes assessments of levels of engagement in academically challenging work and active learning practices.
 - e. Results can be used to examine differences in performance among significant subgroups of students.
3. Use Evidence to Improve Student Learning
 - a. Well-articulated policies and procedures are in place for using evidence to improve student learning at appropriate levels of the institution.
 - b. Evidence is used to make recommendations for improvement of academic and co-curricular programs.

- c. There is an established process for discussing and analyzing these recommendations and moving from recommendation to action. Where feasible and appropriate, key recommendations for improvement are implemented.
 - d. The impact of evidence-based changes in programs and practices is continuously reviewed and evaluated.
4. Report Evidence and results
- a. Regular procedures are in place for sharing evidence of student learning with internal and external constituencies.
 - b. Internal reporting includes regularly scheduled meetings, publications, and other mechanisms that are accessible to all relevant constituencies (e.g., faculty, staff, administrators, students, the governing body).
 - c. Reporting to external constituencies via the institutional website includes evidence of learning as well as additional descriptive information and indicators of institutional performance (e.g., retention rates, time to degree).
 - d. Reporting on student learning outcomes is both accessible to and appropriate for the relevant audience.
 - e. The results of evidence-based changes in programs and practices are reported to appropriate internal and external constituencies.

HLC Guiding Values Aligned with SAU Assessment Plan

Focus on student learning: For the purpose of accreditation, the Higher Learning Commission regards the teaching mission of any institution... [including] the breadth, depth, currency and relevance of the learning they are offered; their education through cocurricular offerings; the effectiveness of their programs; and what happens to them after they leave the institution.

A culture of continuous improvement: Continuous improvement is the alternative to stagnation. Minimum standards are necessary but far from sufficient to achieve acceptable quality in higher education, and the strongest institutions will stay strong through ongoing aspiration. HLC includes improvement as one of two major strands in all its pathways, the other being assurance that member institutions meet the Criteria and the Federal Requirements.

A process of assessment is essential to continuous improvement, and therefore a commitment to assessment should be deeply embedded in an institution's activities. Assessment applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness.

For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice or benchmarks in their assessments. Because in recent years

the issues of persistence and completion have become central to public concern about higher education, the current Criteria direct attention to them as possible indicators of quality and foci for improvement, without prescribing either the measures or outcomes.

Innovation is an aspect of improvement and essential in a time of rapid change and challenge; through its Criteria and processes HLC seeks to support innovation for improvement in all facets of institutional practice.

Evidence-based institutional learning and self-presentation: Assessment and the processes an institution learns from should be well grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality-assurance function of accreditation, evidence is critical. Institutions should be able to select evidence based on their particular purposes and circumstances. At the same time, many of the Assumed Practices within the Criteria require certain specified evidence.

External Expectations

In addition to satisfying internal demands, our assessment activities must meet regional accreditation standards.

HLC Criteria for Accreditation and Core Components (related to assessment)

Criterion Three. Teaching and Learning: Quality, Resources, and Support

- 3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
- 3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
- 3.B.1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
- 3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

- 3.E.1. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion Four. Teaching and Learning: Evaluation and Improvement

- 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

- 4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

- 4.A.6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission. 4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

- 4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

- 4.B.2. The institution uses the information gained from assessment to improve student learning.

- 4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

- 4.C.2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

- 4.C.3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

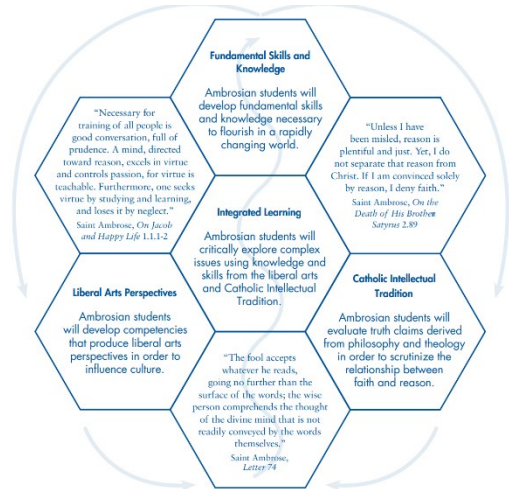
- 4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

Criterion Five. Resources, Planning, and Institutional Effectiveness

- 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Institutional General Education Outcomes

“In all people there lies, in accordance with human nature, a desire to search out the truth which leads us on to have a longing for knowledge and learning and infuses into us a wish to seek after it. To excel in this seems a noble thing.” Saint Ambrose, patron saint of learning, *De Officiis*, book 1, chapter XXVI



About the image: This is a representation of the honeybee "waggle dance," which the bees use to communicate the distance to and direction of a food source. Much like the bees' waggle dance, an Ambrosian educator supports students' integration of knowledge across time and space to enable them to enrich their own lives and the lives of others.

04/21

1. Fundamental Skills

Outcome: Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world

So that they can succeed in personal, educational, professional, and civic endeavors, St. Ambrose students will:

- Create, deliver, and evaluate oral presentations that are both purposeful and ethical. (Oral Communication)
- Use writing effectively as a means of research, exposition, communication, and expression. (Written Communication)
- Use methods of mathematical inquiry to interpret data. (Quantitative Reasoning)
- Achieve basic proficiency in reading, writing, listening, and speaking a second language. (Second Language)
- Demonstrate the skills, knowledge, and confidence to engage in physical activities. (Health and Wellness)
- Seek and evaluate multiple perspectives during information gathering and assessment. (Information Literacy)

2. Liberal Arts Perspectives

Outcome: Develop competencies that produce Liberal Arts perspectives to influence culture

- So that they can better appreciate and express their own originality, St. Ambrose students will demonstrate artistic techniques through the production or performance of works of art. (Creative Arts)
- So that they can assess their individual roles and responsibilities in the world, St. Ambrose students will evaluate perspectives on human experiences in cultural or historical contexts. (Humanities: History and Culture)
- So that they can better appreciate expressions of human experiences, St. Ambrose students will analyze creative works in comics, film, literature, music, theatre, or other media. (Humanities: Literature and Film)

- So that they can thoughtfully evaluate scientific content and ideas, St. Ambrose students will use evidence-based reasoning to explore questions about the natural world. (Natural Sciences)
- So that they can navigate the world in which they live, St. Ambrose students will apply evidence-based reasoning to explain diverse human experiences. (Social Sciences)

3. Catholic Intellectual Tradition

Outcome: Evaluate truth claims derived from Philosophy & Theology in order to scrutinize the relationship between faith and reason

- So that they can develop more clear and logically coherent worldviews, St. Ambrose students will use reasoning to evaluate Philosophical arguments. (100-200-level Philosophy courses)
- So that they can think critically about personal or other belief systems, St. Ambrose students will describe different theological approaches to faith. (100-200-level Theology courses)
- So that they can better understand the relationship between faith and reason, St. Ambrose students will evaluate how worldviews shape interpretation. (Philosophy, Theology, Catholic Studies, and Justice and Peace)

4. Integrative Learning

Outcome: Critically explore complex issues using knowledge and skills from the liberal arts and catholic intellectual tradition

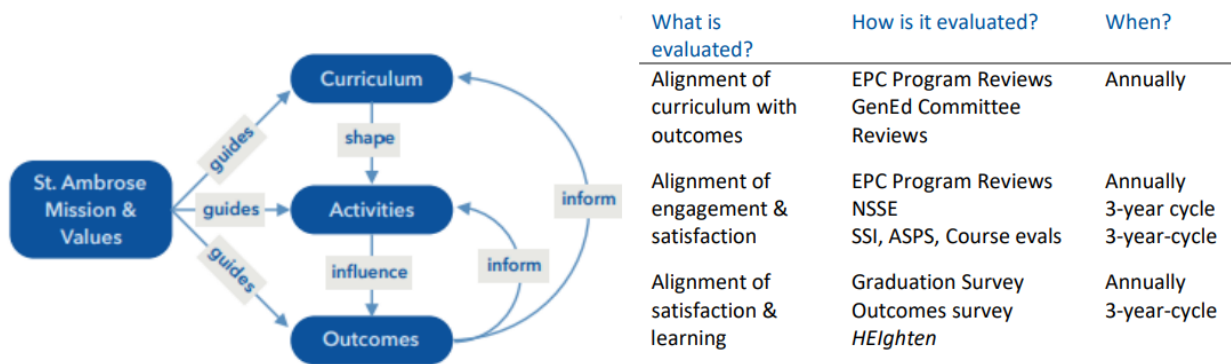
- So that they are prepared to make meaningful contributions to society and the world, St. Ambrose students will critically explore complex issues using knowledge and skills from the liberal arts and Catholic Intellectual Tradition. (Integrated Learning, 300-level Philosophy or Theology)

General Education (GenEd) Assessment Plan

Model

The 2011 Assessment Plan established the simplified model of student learning and assessment displayed below:

- University mission and values guide curriculum development, educational activities, and student learning outcomes.
- The General Education curriculum shapes academic and co-curricular activities offered to students.
- Participation in these activities influences student learning, as evidenced by student learning outcomes
- Evidence regarding student learning outcomes informs improvements to the curriculum and activities.



Evaluating the Alignment of Curriculum Activities, and Outcomes

To guide educational activities, the GenEd curriculum must align with the intended GenEd student learning outcomes. This alignment is demonstrated by the academic programs and reviewed by the General Education Committee which then makes a formal recommendation to the EPC (Educational Policy Committee) during the academic program review process. As part of this process, academic programs must:

1. Provide as evidence the syllabus for the course with your submission of this form. Readings and assignments included in the syllabus should enable students and outside observers to see the General Education component as central to this course. General Education course catalog descriptions and syllabi should contain the following statement: This course addresses the [insert category here] General Education requirement. As such, students will [insert GE Cognate SLO here] as part of the requirements for this course.
2. Provide a justification for any prerequisites courses or class-level (i.e. sophomore standing required).
3. Provide brief narratives that address each of the following:
 - a. Why should this course be (new courses) or continue to be (existing courses) included in the General Education Catalog? For example, what does this course contribute to the General Education Program? Does the course fulfil a need? How do/will students benefit from having this course as an option? How would not offering this course negatively impact students? These are examples only; you are not expected to address every question.
 - b. How will (new courses) or has (existing courses) the relevant General Education Cognate-level SLO be/been addressed during the course and at what level? Please provide evidence that the SLO is a direct focus of the course overall. Please also explain the level at which student achievement in the SLO is expected (developmental, proficient, or mastery, for example).
 - c. How will (new courses) or has (existing courses) the General Education SLO be/been assessed? Please include a complete sample assignment that is used to evaluate student work in the SLO. Please also include a rubric that describes in detail how student work is

evaluated, including components of student responses for which points are awarded or deducted.

4. For Previously-offered Courses Only.

- a. Provide grade distributions on the assignment described in parts 3b and 3c (grades from all sections for the most recent two years should be submitted, but need not be collated into one large document). Examples of student work representing each letter grade (e.g. A-F) are appreciated.
- b. Based upon the assessment data collected, explain how could this course be improved to better support student learning and achievement in the intended General Education SLO? What plans are in place to implement any changes identified?

A copy of the course summary sheet revised in 2019 is located in Appendix A. Because the program review process occurs every 5 years, the Assessment Committee provides a 5-year evaluation of the General Education Program every 5 years. Formal reviews are archived on the Blackboard site of the Educational Policy Committee.

The Office of Assessment and Institutional Research also works with departments to sample and gather comparative benchmark data as it relates to the GenEd program outcomes. Since 2016, the HEIghten assessment suite (published by ETS) has been used to do so.

Evaluating Student Engagement with Academic and Co-curricular Activities

Recognizing this link between student engagement and learning, St. Ambrose evaluates student engagement with academic and cocurricular activities. Increasing student engagement in these activities supports student attainment of GenEd outcomes.

The National Survey of Student Engagement (NSSE) evaluates the degree to which students are engaged at St. Ambrose. This nationally normed survey defines student engagement in terms of two features:

1. the amount of time and effort students put into their studies and other educationally purposeful activities
2. how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning

...the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.... Those institutions that more fully engage their students in the variety of activities that 10 contribute to valued outcomes of college can claim to be of higher quality in comparison with similar types of colleges and universities. Kuh, G. (2003)

Student responses to NSSE items are combined to form 10 engagement indicators within 4 engagement themes (academic challenge, learning with peers, experiences with faculty, and campus environment). The NSSE also evaluates student participation in 6 high impact practices: learning communities, service learning, undergraduate research, study abroad, culminating senior experiences, and internships/field

experiences/clinical placements. Engagement indicator scores and participation in high-impact practices are tracked over time and compared to external benchmarks.

At St. Ambrose, the NSSE has been administered on a 3-year rotation to freshmen and seniors since 2005-06. This 3-year rotation allows for status comparisons (comparisons to national norms for a single year), cross-sectional comparisons (seniors compared to freshmen in a single year), and longitudinal comparisons (seniors compared to scores from the year they were freshmen). Results from recent NSSE administrations appear on the St. Ambrose Assessment website.

The NSSE is funded from the university assessment budget and administered by the test publisher in coordination with the University Assessment Coordinator. The summer following administration, the University Assessment Coordinator analyzes NSSE results in comparison to national norms, local peer institutions, and an aspirational peer group. Results are summarized and disseminated to university constituents via email and faculty assembly presentation the following Fall. Since 2015, the results of NSSE have both informed the drafting as well as the monitoring of the SAU Strategic Plan and its outcomes. For example, results lead to the cataloging and addition (where needed) of a guaranteed High Impact Practice for all majors in addition to the practices provided through the First-Year Experience & co-curricular/extra-curricular activities.

Evaluating Student Satisfaction with Academic and Co-curricular Activities

Student satisfaction with educational activities, and other aspects of St. Ambrose, is evaluated with data from the Student Satisfaction Inventory (SSI) published by NoelLevitz. The 98 items on the SSI provide information about 12 scales listed to the right.

Student Satisfaction Inventory - 12 Scales

- Academic Advising
- Campus Climate
- Campus Supportive Services
- Instructional Effectiveness
- Concern for the Individual
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Campus Life
- Recruitment and Financial Aid

Responses to the Instructional Effectiveness items (listed on previous page) provide evidence of student satisfaction with General Education activities:

- As with the NSSE, the SSI has been administered to freshmen and seniors on a 3-year rotation since 2000.
- In 2007 and 2012, the Adult Student Priorities Survey (ASPS) was also administered to assess the satisfaction of adult learners.
- Results for the SSI and ASPS are summarized by the Assessment Research Analyst, published on the assessment website, and disseminated to the campus community.

GenEd Graduation Survey

As graduating seniors apply to graduate approximately 1-2 semesters in advance, they are surveyed regarding both their overall experience and general education experience while at SAU. Specifically, students are asked to rate their:

- Extent to which experiences in each GenEd area contributed towards overall growth

- Level of satisfaction with the preparation received in each GenEd outcome
- Satisfaction with 7 aspects of their academic department and major
- Overall level of satisfaction with St. Ambrose University

The results are prepared by the Office of Assessment and Institutional Research and reviewed annually by the General Education Committee as they evaluate various cognate contributions to the GenEd program.

End of Course Surveys

St. Ambrose administers an online End of Course Survey for all courses at the end of each term. Tenured faculty may (if permitted by the program) opt out of spring and summer survey cycles. The survey instrument is the SIR II (Student Instructional Report) originally published by ETS. When the tool was retired in 2019, St. Ambrose was granted permission to continue to use the survey questions.

The Office of Assessment and Institutional Research maintains the web-based EvaluationKIT to both deliver the End of Course Survey, and maintain results. Faculty, Department Chairs, Program Directors, Deans, and the Provost all have appropriate to the results immediate following the conclusion of the term. Batch summary reports appear on the Assessment and Institutional Research website. Summaries of results are reviewed at the University, College, and Department/Program Level, in addition to the individual instructor and the PTS (Promotion, Tenure, & Standards) Committee. The General Education Program also receives a summary of all GenEd courses.

End of Course Survey Dimensions of Instruction

1. Course organization and planning
2. Faculty communication
3. Faculty/student interaction
4. Assignments, exams, and grading
5. Instructional methods and materials
6. Course outcomes
7. Student effort and involvement
8. Course difficulty, workload, and pace

1st Destination Outcomes Survey

The Outcomes Survey is an online tool for gathering employment and graduate school admissions data from new college graduates. St. Ambrose graduates are surveyed regarding the following topics: 1) First destination occupation and graduate school admissions outcomes, 2) Engagement in career exploration and job search activities, and 3) Experiential education's role in securing their first destination occupation. St. Ambrose surveys graduates at and after both the winter and spring commencements. This data is collected and reported annually per the National Association of Colleges and Employers (NACE) standards and protocols for graduate student outcomes. Specifically, graduating seniors are contacted 1 month prior to graduation, 3 months after graduation, and 6 months after graduation by email, with repeated follow-up phone calls. Results are reported annually on the Career Center webpage.

Externally Benchmarked Standardized Assessments

To evaluate student learning and to allow for comparisons with external benchmarks and peer institutions, St. Ambrose administers externally-normed, standardized assessments of student achievement. While several standardized tests have been utilized since the 1990's, St Ambrose began a rotation for administering the HEIghten™ Outcomes Assessment Suite from ETS in 2016. HEIghten is a modular, computer-delivered assessment tool. The University Assessment Coordinator evaluated the alignment of the various modules of the HEIghten suite with St. Ambrose GenEd outcomes. This suite provides two important features to St. Ambrose. First the results allow for better-informed decisions to enhance the GenEd curriculum. Second, the results provide for the benchmarking of students' scores against similar institutions. Results are available on the Assessment & Institutional Research website.

The HEIghten™ Outcomes Assessment Suite consists of five modules: Civic Competency & Engagement
Critical Thinking Intercultural Competency & Diversity Quantitative Literacy Written Communication

Alignment of Assessments with General Education Outcomes

To summarize the approaches used to assess General Education student learning outcomes, the following table displays the alignment between outcomes and the various assessment methods. The table, maintained by the University Assessment Coordinator, shows the assessment items and/or score scales that can be used to assess each General Education outcome.

| GenEd Outcome | Program Review | NSSE Indicators/items | HEIghten | Other External | Other Measures |
|---|----------------------|-----------------------------|-----------------------|------------------------------|---|
| Fundamental Skills & Knowledge | | | | | |
| Oral Communication | Communications | 1i, 17b | Written Communication | | End of Course Surveys, GenEd Graduation Survey |
| Written Communication | English | 1b, 7abc, 17a | Written Communication | | End of Course Surveys, GenEd Graduation Survey |
| Quantitative Reasoning | Mathematics | quantitative reasoning, 17d | Quantitative Literacy | | End of Course Surveys, GenEd Graduation Survey |
| Foreign Language | Modern Languages | | | | End of Course Surveys, GenEd Graduation Survey |
| Health & Wellness | Kinesiology | 14f | | Mental Health Climate Survey | End of Course Surveys, GenEd Graduation Survey |
| Research & Information Literacy | Information Literacy | 3b, 11e | | MISO | Info Lit Exam, End of Course Surveys, GenEd, Graduation Surveys |

| | | | | | |
|--|--|---|--------------------------------------|-------------|--|
| Diversity* | DEI | discussion with diverse others | Intercultural Competency & Diversity | NSSE Module | End of Course Surveys, GenEd Graduation Survey |
| Liberal Arts Perspectives | | | | | |
| Creative Arts | Art+Design & Music | 1d | | | End of Course Surveys, GenEd Graduation Survey |
| Humanities | History & Art History | 12, 15a | Civic Competency & Engagement | | End of Course Surveys, GenEd Graduation Survey |
| Natural Sciences | Biology & Chemistry | | | | End of Course Surveys, GenEd Graduation Survey |
| Social Sciences | Psychology, Sociology, Political Science, Diversity, Justice, and Gender Studies | 12, 15a | Civic Competency & Engagement | | End of Course Surveys, GenEd Graduation Survey |
| Catholic Intellectual Tradition | | | | | |
| Philosophical understandings | Philosophy | | Intercultural Competency & Diversity | | End of Course Surveys, GenEd Graduation Survey |
| Theological approaches | Theology | | Intercultural Competency & Diversity | | End of Course Surveys, GenEd Graduation Survey |
| Integrated Learning | | | | | |
| Critical thinking | All programs | reflective & integrative learning 11f, higher-order learning, 17c | Critical Thinking | | End of Course Surveys, GenEd Graduation Survey |

* Graduation requirement beginning 2021-23 catalog

Scheduled Rotation of General Education Assessment Activities

The following table displays the scheduled rotation of General Education assessment activities:

| Instrument | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|-----------------------|-----------------------|-------------------------------|------------|-------------------------------|--------------------------------------|
| NSSE | | | Spring | | |
| SSI & ASPS | Spring | | | Spring | |
| HEIghten | Written Communication | Quantitative Literacy | | Civic Competency & Engagement | Intercultural Competency & Diversity |
| Other | MISO | NSLVE & Mental Health Climate | | NSLVE | MISO |
| Program Reviews | Continuous | Continuous | Continuous | Continuous | Continuous |
| End of Course Surveys | Continuous | Continuous | Continuous | Continuous | Continuous |

Logistics of Administering, Analyzing, Reporting Results from General Education Assessments

| Activity | Administered... | | | Analyzed... | | Disseminated | |
|-----------------------|------------------|------------------------|--|---|--------------|--------------------------------|---|
| | when | by | to | by | when | how | by |
| NSSE | Spring semester | Assessment Coordinator | First years & seniors | Academic and Student Affairs Leadership Teams | As available | SAU Portal | Office of Assessment & Institutional Research |
| SSI & ASPS | Spring semester | Assessment Coordinator | First years, seniors, and adult students | Academic and Student Affairs Leadership Teams | As available | SAU Portal | Office of Assessment & Institutional Research |
| HElighten | Throughout year | Assessment Coordinator | GenEd courses | Academic and Student Affairs Leadership Teams | As available | SAU Portal | Office of Assessment & Institutional Research |
| Other | Varies | Varies | Varies | Varies | Varies | Varies | Varies |
| Program Reviews | Throughout year | EPC | Academic Programs | General Education and Educational Policy Committees | | Gen Ed and EPC Meeting Minutes | Director of Gen Ed and Chair of EPC |
| End of Course Surveys | End of Each Term | EvaluationKIT | Faculty | Deans, Faculty, and Promotion/Tenue/Standards Committee | End of Term | PTS Review | Chare of PTS Committee |

Use of General Education Assessment Results

To encourage the use of assessment data in guiding strategic planning, summaries of all assessment and evaluation results will be shared with the Vice President for Academic and Student Affairs. The results will also be shared with University stakeholders by posting summaries online and/or hosting presentations.

Analysis Methods

Beginning with the 2006 administration of NSSE, most standardized assessments have been administered to freshmen and seniors on a 3-year rotation. The diagram to the right demonstrates this 3-year rotation. As the diagram shows, this 3-year rotation allows for 4 different analyses:

(1) Current Status

Results can be used to determine the current status of first-year students (or seniors) in any given year. From this, areas of relative strength and weakness can be identified by comparing results with external benchmarks, when available.

(2) Cross-sectional

Results can be compared between first-year students and seniors within a single year. This would provide weak evidence of institutional effectiveness. A value-added analysis would strengthen this evidence.

(3) Longitudinal

Results from first-year students (or seniors) in one year can be compared to results from first-year students (or seniors) in a later year. This could provide evidence for the effectiveness of any changes to the first-year curriculum/experience

(4) Cohort

Results from seniors can be compared to the same cohort of students when they were first-year students (3 years prior). This provides the most compelling evidence of institutional effectiveness.

Value-added analyses attempt to estimate the contribution of SAU to student learning outcomes, controlling for other factors such as incoming student ability. While the use of value-added scores to evaluate individual instructors has been controversial, value-added modeling will be carefully used to estimate overall institutional effectiveness whenever possible.



Establishing Criteria

To maximize the usefulness of results from institutional assessment and evaluation methods, the Assessment & Evaluation Committee will strive to set criteria (a priori) for determining if the institution is meeting its goals for each assessment. These criteria will be derived from previous results, as well as through discussions with faculty, staff, and campus leadership.

Ongoing Evaluation of General Education Assessment

The Assessment & Evaluation Committee will conduct an ongoing evaluation of the usefulness, appropriateness, cost effectiveness, meaningfulness, and overall quality of institutional assessment methods. This evaluation will be guided by resources from the Higher Learning Commission, such as the Assessment Culture Matrix and the Statement on the Assessment of Student Academic Achievement, as well as resources from other experts and professional organizations.

This evaluation will include a look at the quality and alignment of student learning outcomes, assessment measures, and assessment methods. It will also include evaluations of methods used to administer, analyze, and disseminate results from assessment measures to the campus community. The evaluation will also ensure assessment methods are meeting accreditation requirements.

The University Assessment Coordinator will work to document the quality of all measures used for institutional assessment and the validity of inferences made from assessment results. See the academic program review section of this plan for more information about evaluating the quality of assessment instruments.

Other Institutional Evaluation Instruments

In addition to the instruments used to assess General Education outcomes and evaluate satisfaction and engagement, St. Ambrose administers other institutional-level assessments, including:

AlcoholEdu®

This survey was first administered pre-test/post-test to 333 students in 2011-12 as part of an online alcohol prevention program.

Mental Health Climate Survey

Measuring Information Services Outcomes (MISO)

The MISO was first administered to students, faculty, and staff in 2014 to measure their view of library and computing services.

Student Affairs Years in Review

Beginning in 2010, the division of Student Affairs has published an annual Year in Review documenting highlights, outcomes, and strategic priorities for Campus Recreation, the Career Center, Counseling, Health Services, Residence Life, Security, and Student Activities. These documents, which include evaluations of each office, are available on the Consumer Information webpage at SAU.EDU.

Student Retention, Graduation, and Gainful Employment

As a general measure of institutional effectiveness, St. Ambrose tracks retention rates, 6-year graduation rates, and gainful employment of its students. Results are available on the Consumer Information webpage at SAU.EDU.

The Outcomes Survey

Beginning in 2014-15, the Career Center will administer The First Destination Outcomes Survey in an effort to gather data related to post-graduation success. The survey is designed to collect employment and graduate school admissions data from recent college graduates. Results are available on the Consumer Information webpage at SAU.EDU.

NSLVE

In January 2012, the U.S. Department of Education issued a “call to action” challenging colleges and universities to support academic programs and experiences designed to increase student civic learning and engagement in democracy. Aligned with the core values and GenEd outcomes of St. Ambrose, the National Study of Learning, Voting, and Engagement (NSLVE) is used to objectively examine student and institution-level data on voting and to share these data with campus stakeholders who work with student to engage in democracy, in politics, policy making, and social action. Specifically, NSLVE offers St. Ambrose the evidence of their student registration and voting rates.

Academic Program Assessment

Overview

In addition to institutional-level assessment, St. Ambrose requires all academic major and degree programs to participate in ongoing assessment of student learning. This assessment is implemented and evaluated through EPC program reviews and the annual assessment process.

History of Academic Program Assessment at St. Ambrose

While EPC program reviews have long required academic departments to submit assessment-related information, it wasn't until 2006 that St. Ambrose began developing a more systematic, ongoing process of documenting the assessment of its academic programs. In the summer of that year, academic programs were encouraged to submit a simple form documenting their assessment activities for the year.

The form asked department chairs to document:

1. Assessment/Evaluation Activities Engaged in During the Academic Year
2. Changes Made During the Academic Year as a Result of Assessment/Evaluation Activities
3. Changes Anticipated During the Next Academic Year as a Result of Assessment/Evaluation Activities
4. Evidence of improvements from changes made as a Result of Assessment/Evaluation Activities
5. What resources are needed, based on assessment or evaluation evidence, for improvement?

This process was intended to fulfill three purposes:

1. To encourage faculty to recognize that assessment is an ongoing process
2. To allow the institution to track assessment activities and evaluate academic program assessment
3. To encourage the use of assessment results for planning

This annual assessment process was suspended after the 2007-08 academic year due to low response rates (only 9 academic departments completed the form that year).

To meet increasing internal and external expectations for assessment, a new annual assessment process was proposed in 2011. To encourage participation, faculty were informed that participating in the annual assessment process would ensure their programs met minimum institutional assessment standards. EPC also agreed that programs could substitute the annual assessment process for the more onerous assessment section of their five-year program review. This new annual assessment process received a statement of support from the Educational Policies Committee in Spring 2011.

By the end of the 2011-12 academic year, 36 (86%) of the 42 academic departments at St. Ambrose participated in the annual assessment process, with 32 (76%) departments meeting at least some of our expectations for assessment. The University Assessment Coordinator shared the results of this annual assessment process with the Assessment & Evaluation Committee, the Academic Deans, and faculty within each College.

In discussing the annual assessment results with the campus community, the annual assessment process was once again updated during the 2012-13 academic year to reflect best practices in assessment. This 2013 update to the annual assessment process reflects increasing institutional expectations for assessment. The most significant change is that instead of requiring academic departments to submit annual assessment information, the process requires all major and degree programs to participate. The new process also expects academic programs to seek out external benchmarks, to develop curriculum maps aligning outcomes with curricular requirements, and to condense their schedule of assessments so that all program student learning outcomes are assessed at least twice every five years.

The following four pages describe this annual assessment process.

Annual Assessment Process

In August of each academic year, the University Assessment Coordinator sends department chairs a link to the online annual assessment form along with a list of major and degree programs that will participate in the annual assessment process. As the sample template shows, the annual assessment form allows programs to document:

1. Basic program information
 - a. Name of the department where the program is housed
 - b. Name of the major or degree program
 - c. Name of the Chair of the Department or Program Director
 - d. Name of an individual within the program who is willing to serve as the assessment contact
 - e. Date of the program's next EPC program review
 - f. Name of the program's external accrediting body, if applicable
2. Program assessment plan
 - a. Student learning outcomes
 - b. Assessment tools and methods used to assess each outcome
 - c. Methods used to ensure the quality of assessment tools and methods used
 - d. Identification of who will be assessed using each tool or method
 - e. Logistics
 - f. A schedule of when each assessment tool will be administered next
 - g. (optional) Criteria for determining if assessment results met faculty expectations
3. Program curriculum map (visualizing how curricular requirements align with student learning outcomes)
4. Results from program assessment activities

The form also contains a rubric displaying institutional expectations for assessment along with space for the Assessment & Evaluation Committee to provide feedback to faculty.

Department chairs can update or modify information on the assessment form at any time. Likewise, members of the Assessment & Evaluation Committee can add comments and provide feedback on any program's annual assessment form at any time.

Then, by July 1st each year, department chairs are asked to submit results from that year's assessment activities, along with any comments they have about the feedback they received from the Assessment & Evaluation Committee.

Annual Assessment Review Process

The University Assessment Coordinator reviews annual assessment forms throughout the summer and provides feedback to faculty. To assist in this process, a rubric was developed to document our institutional expectations for assessment in the following areas:

1. The assessment model
2. Student learning outcomes
3. Number and type of assessment tools or methods used
4. Quality of assessment tools and measures used
5. The schedule of assessment
6. Documented results of assessment activities

By the end of the academic year, the Assessment & Evaluation Committee summarizes their evaluations of the annual assessment forms and provides a "state of assessment report" to the Vice President of Academic & Student Affairs. A sample of this report can be found in Appendix B.

The sections that follow explain our institutional expectations for assessment in greater detail.

Expectations for the Annual Assessment Process

Every degree or major program at St. Ambrose is expected to participate fully in the annual assessment process. This expectation is supported and enforced by the Educational Policies Committee during each program's annual review process.

While each academic program is free to choose the most appropriate, useful, and effective methods for assessing their student learning outcomes, the following expectations for assessment allow for an evaluation of our assessment activities.

Expectations for Assessment Models

All academic programs are expected to document assessment models that are logical, feasible, and will yield useful information. Assessment models should assess not only the level of mastery attained by students nearing the end of the program, but the growth in student performance throughout the program.

Assessment models should also assess the degree to which program activities (courses, faculty, student opportunities) contribute to student learning. One way of documenting this contribution is through the

creation of a curriculum map. The minimum expectation is that programs display how each course in the program contributes to each student learning outcome in the program. Some programs develop more detailed curriculum maps that also show how courses contribute to the progression of student performance in each outcome. The online annual assessment form displays a template programs may use in developing their curriculum maps.

Assessment models are also expected to demonstrate how all faculty contribute to the assessment process.

Expectations for Program-Level Student Learning Outcomes (SLOs)

Beginning in 1995, all academic departments at St. Ambrose have been expected to explicitly state student learning outcomes. Departments were supported in meeting this expectation through assistance from the University Assessment Coordinator (in consultation or through workshops such as the 2006 and 2013 workshops on developing high-quality outcomes).

In reviewing these outcomes, it became apparent that while departments had outcomes, not all academic programs had documented SLOs. Many departments documented a single set of outcomes even though the department may have housed multiple major or degree programs.

Beginning in 2013-14, the annual assessment process was updated to require high-quality SLOs for all major and degree programs. Student learning outcomes are high quality if they are:

1. Clearly stated (not only understood by experts in the discipline)
2. Student-focused (not stated in terms of what the course instructor attempts to do)
3. Specific (not vague)
4. Statements of knowledge, skills, and/or attitudes expected for students (not statements about processes)
5. Appropriate for the level of the program (not too simple or complex for the undergraduate or graduate program)

Programs are encouraged to review SLOs developed by professional organizations or similar programs at other universities. To assist in determining if outcomes are appropriate for the level of the program, faculty have been encouraged to consult the Degree Qualifications Profile developed by the Lumina Foundation.

Expectations for Quantity, Quality, Type, and Frequency of Assessment

Because assessment instruments differ in quality and scope, a strict number of instruments needed to adequately assess program SLOs cannot be mandated across all academic programs. Programs are encouraged to assess each SLO using as many instruments as they need to confidently (reliably) make inferences about student achievement. At a minimum, programs are expected to assess each outcome using results from at least two instruments.

To ensure inferences made from assessment data are valid, programs are expected to work to document and evaluate the quality of the instruments they use to assess each SLO. This evaluation of instrument quality requires a great deal of time and resources. Therefore, whenever possible, information from test developers or external researchers would be sourced as evidence of assessment quality. When this information is not available (for internally developed assessments), programs should work to develop plans to collect evidence of the quality of their chosen assessment instruments.

When using internally-developed measures, programs are expected to take some basic steps to ensure inferences made from these assessments are valid:

1. Consult with other faculty within the program to ensure instruments align with the intended outcomes (each measure actually assesses something relevant to the outcome).
2. When student performance is evaluated across different courses or instructors, faculty should work to locate or develop a common rubric to ensure consistency in ratings.
3. When feasible, programs should use multiple faculty to evaluate (a sample of) student work
4. When possible, programs should use an externally-benchmarked instrument

Assessments are often dichotomized in many ways (direct/indirect; formative/summative; objective/subjective; criterion-/norm-referenced; formal/informal; performance/written; standardized/classroom; selected- /constructed-response; internal/external), with claims made that certain types of assessment are inherently superior to other types. Programs are encouraged to remain flexible in choosing assessment procedures/instruments.

The following guidelines are intended to assist programs in choosing assessments that best measure student performance:

1. Assessment instruments with documented evidence of quality are preferred to those with little/no available evidence of quality.
2. Externally-benchmarked assessments (such as the ETS Major Field Tests) should be used when possible to allow comparisons of student performance to external norms or criteria.
3. Programs are expected to assess each SLO using information from at least one direct measure of student performance. This information may be supplemented by indirect measures.

While indirect measures do not provide valid evidence that SLOs have been achieved, they do provide useful information regarding student perceptions, satisfaction, and engagement. This information is important to collect, analyze, and use, especially in regards to institutional student engagement goals.

Course grades typically represent many factors outside any one particular SLO. Because of this, course grades and student GPAs are not recommended as measures of student performance on programmatic SLOs. Programs may use course grades if they can document evidence that course grades do represent student performance on any particular SLO (and do not include many other irrelevant factors). This could be the case if a course uses standards-based assessment and grading.

Most program-level SLOs are statements of expectations for students who complete the program. Therefore, assessing student learning outcomes once — near the end of the program — could determine the level at which students attained each outcome.

Even though students may not be able to meet intended outcomes until graduation, it is important to continually monitor student progress. Therefore, programs are encouraged to assess student learning outcomes multiple times throughout a student's career. Programs could assess students at a baseline level (close to the start of the program), developmental level (at a midpoint of the program), and mastery level (close to program completion) to help gauge program effectiveness. Additionally, programs should strive to assess the satisfaction, performance, and status of their alumni.

Expectations for Program-Level Student Learning Outcomes (SLOs)

Programs are encouraged to document and report assessment results in a format that best serves the needs of the program. At a minimum, programs are expected to report participation rates alongside the results. Programs should also provide a brief explanation of how assessment results compare to expectations of faculty in the program.

Programs are expected to report results from the assessment of at least one SLO every year. Over the course of five years, programs are expected to report results from the assessment of all their SLOs. Throughout the academic year, the University Assessment Coordinator hosts workshops to train faculty in the assessment process. Workshops are provided to specific programs on demand, as a requirement of EPC program review, annually to chairs and directors, as well as new faculty orientations.

Assessment Expectations for Program Reviews

In addition to the annual assessment process, academic program assessment activities are evaluated during the formal program review process conducted by the Educational Policies Committee. Each summer, EPC members retreat to review and modify program review standards. For the 2013-14 academic year, EPC required the following assessment-related information:

For each academic department:

1. A statement of support from the Assessment & Evaluation Committee:
 - a. Is the academic program performing appropriate assessment?
 - b. Does the program appear to be meeting student learning outcomes?
 - c. Identification of areas the program should work towards strengthening prior to the next review
 - d. Identification of areas of strength
2. An evaluation of resources, strengths, weaknesses, opportunities, and threats based on trends in enrollment and productivity

For each academic program within the department:

1. Program evaluation results from surveys (students, graduates, employers, stakeholders), course evaluations, departmental achievements/awards, focus groups, advisory boards, etc
2. A collection of annual assessment forms submitted since the last program review

3. An explanation of how SLOs are appropriate to the program's mission and students
4. Documentation of how the program analyzes and uses evidence of student learning
5. A description of how faculty within the program share responsibility for student learning and its assessment
6. A reflection on assessment results and a description of findings
7. Proposals to improve SLOs or curricular requirements
8. A description of how the program evaluates and improves its assessment efforts
9. A description of how the program informs stakeholders of what and how well students are learning

During the 2015-16 academic year, EPC worked to evaluate and improve the program review process in comparison to best practices and HLC standards. This led to the development of a new program review template to be piloted in Spring 2017.

Academic Program Evaluation

Evaluation Activities

In addition to the annual assessment process, academic program assessment activities are evaluated during the formal program review process conducted by the Educational Policies Committee. EPC requires the following assessment-related information to evaluate the effectiveness of a program:

1. Review and recommendation from the Faculty Finance Committee concerning the financial viability and sustainability of a program.
2. Enrollment and Graduation trends for the program.
3. End of course surveys.
4. 1st Destination Outcomes Survey results.

Summary of Academic Program Assessment & Evaluation System

Evaluation Activities

With the annual assessment and program review processes, St. Ambrose has built an assessment system similar to the NILOA Transparency Framework.

- Programs publish student learning outcomes, assessment plans, and curriculum maps online.
- By July 1st each year, programs publish assessment results for the year
- The Assessment Committee evaluates assessment plans and provides feedback.
- The evaluation of the assessment plan, along with the annual assessment form and results, are embedded in the program review process. Programs supplement this information with a reflection on their assessment activities since the previous program review and a list of proposed improvements to the program.
- The Educational Policies Committee (EPC) considers this assessment evidence, along with other evaluative measures (enrollment, financial data) in completing the program review and submitting a response form to the program and Vice President of Academic & Student Affairs.

Co-Curricular Unit Evaluation

Expectations for Co-Curricular Unit Evaluation

Beginning in Fall 2005, all co-curricular and administrative offices or departments that consult with the Academic Support Committee (ASC) were required to submit an evaluation plan to the ASC containing:

- A mission statement, goals, and objectives
- Specific plans (with implementation timelines) for evaluating the objectives
- A timeline for implementation
- A letter from the supervising Vice President of record indicating that he or she has reviewed and supports the plan

The Academic Support Committee reviews and evaluates annual reports of these offices and meets with directors of these offices on a regular basis, at least once every five years. ASC addresses concerns about the policies and procedures of the above offices raised by members of the campus community. ASC makes policy recommendations to the appropriate officers and directors and to the Faculty Assembly. The Committee submits regular reports to the University official responsible for assessment as part of the University's on-going assessment of academic support services to help ensure organizational excellence and accountability to the Higher Learning and other external agencies. Procedures for submitting reports to be considered by the Committee can be found in the Faculty Handbook.

Campus ministry, campus recreation, counseling services, health services, international student services, residence life, security, and student activities are evaluated by the University Life Committee. These evaluations focus on the quality of services provided and involve a review of annual student services reports and data from surveys and focus groups.

Within the Division of Student Affairs, co-curricular programs frame their student learning outcomes and program evaluations by standards from the Council for the Advancement of Standards in Higher Education (CAS). These standards and outcomes drive assessment and evaluation efforts, which culminate in annual Student Affairs Year in Review reports. The University Life Committee reviews these annual reports.

Appendix A: General Education Sections of Course Summary Sheet

Revised 11/2019

EPC Course Summary Sheet for General Education Courses

Approved 11/2019

Catalog: (course prefix/number): (course title) • # credit hours
(course description)

Prerequisites: (prerequisites)

Purpose(s): _____ Requirement for: (list programs requiring this course)
_____ General Education
_____ Writing Intensive

Delivered: (frequency of offering)

Mode(s): Enter hours for each mode course is taught in

| | Traditional | Accelerated | Online/Hybrid (CIDT Checklist completed) |
|--------|--------------------------------------|--------------------------------------|--|
| Credit | 0.00 hrs: direct faculty interaction | 0.00 hrs: direct faculty interaction | 0.00 hrs: direct faculty interaction |
| Hour | 0.00 hrs: out-of-class work | 0.00 hrs: out-of-class work | 0.00 hrs: out-of-class work |
| Policy | 0.00 hrs of: (explain other work) | 0.00 hrs of: (explain other work) | 0.00 hrs of: (explain other work) |

Student learning outcomes:

List SLOs here.

- Remember they should be written in observable and measureable terms. See page 5 of the following handbook for guidance.
 - https://www.depts.ttu.edu/opa/resources/docs/Writing_Learning_Outcomes_Handbook3.pdf

Resources:

(Identify any special resources needed to offer this course)

Please complete the sections on the following page for review by the General Education Committee. The guidelines used by the committee for the review of courses are available in the General Education Policies and Procedures document that can be downloaded from the Gen Ed Portal Page (<https://mysau.sau.edu/Academics/GenEd/Pages/default.aspx>) and the General Education Course Summary Sheet Explanation document.

To be completed by Program Chair/Director prior to submission

Program chair/director confirms (please initial):

- _____ Syllabi for this course meet institutional requirements (see EPC syllabus requirements)
_____ Information contained in syllabi for this course align with information in this summary
_____ Program currently has adequate resources to staff and offer this course

1

Appendix B: EPC Program Review Schedule (sample)

| EPC 5 Year Review Schedule - updated 8.16.21 | | | | | |
|--|---|---|---------------------------------------|--|--|
| Calendar subject to change. For questions contact epc@sau.edu . | | | | | |
| LISTED BY PROGRAM | | | | | |
| 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-2026 |
| Art History | Accounting | Philosophy | Biology (BA & BS) | Criminal Justice | Human Resource Management |
| History | Art: Graphic Design | Business - Economics | Biomedical Lab Sciences | Master of Criminal Justice | Spanish |
| KIN - Exercise Science | Art: Painting | Management - BAMS | Women & Gender Studies | Master of Science in Criminal Justice | Spanish Education |
| KIN - Human Performance and Fitness | Book arts | Management | Teacher Education | Sociology | KIN - Exercise Science |
| KIN - Sport Management | Business - Finance | Management - BBA | Master of Speech-Language Pathology | Master of Education in Ed Administration | KIN - Human Performance and Fitness |
| Spanish | Chemistry - BA | Doctor of Business Administration | English (includes writing) | Marketing | KIN - Sport Management |
| Spanish Education | Chemistry - BS | Political Science | Doctor of Physical Therapy & Ortho Ce | Doctor of Occupational Therapy | |
| Theatre - closed | Engineering - Industrial | Nursing - BSN | Communication - Multimedia Journalism | Cybersecurity (fimy CN) | |
| Music - postponed | Engineering - Mechanical | Master of Social Work | Communication - Strategic Comm | Computer Network Administration | |
| Music - Teaching - postponed | International Studies | Master of Physician Assistant | Communication - Radio/TV | Computer Sciences | |
| Portfolio Learning Process - postponed | Master of Accounting | Master of Exercise Physiology | Theology | MS - Info Tech Management | |
| Sales (Business & Healthcare) - postponed | Master of Business Administration | Economics | New Student Seminar | Psychology - BA | |
| | Mathematics | Master of Pastoral Theology - postponed | Student Success Center / LS | Psychology - Behavioral Neuroscience | |
| Service Learning - fall interim report | Master of Public Health | | | Psychology - BS | |
| Integrated Studies (BAS) - update Sp21 | Music - postponed from 20-21 | General Education | | Psychology - Forensic Psychology | |
| Master of Organizational Leadership - postponed update | Music - Teaching - postponed from 20-21 | Writing Across the Curriculum | | | |
| | Portfolio Learning Process - postponed 20-21 | | | | |
| | Sales (Business & Healthcare) - postponed 20-21 | | | Info Lit | |
| | | | | | |
| | Business - International (update Sp22) | | | | |
| | MOL - postponed update from 20-21 | | | | |
| LISTED BY DEPARTMENT | | | | | |
| 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-2026 |
| Music | Accounting (ACCT, Master of Acct) | CDB (Econ, MGMT, BBA, BAMS) | BIOL (BIOL, BMLS) | Computer & Information Sciences | Management (HR) |
| Portfolio Learning | Art | DBA | Service Learning | Sociology & Criminal Justice (SOC, CRJ) | Modern Languages (Spanish, Spanish Ed) |
| Marketing - Sales / Health Sales | Finance | General Education | Women & Gender Studies | Occupational Therapy | Kinesiology |
| History | Chemistry | Political Science | Teacher Education | Marketing | |
| Kinesiology | Engineering | Philosophy | Master of Speech-Language Pathology | Psychology (BA, BS, BN, FP) | |
| Art History | International Studies | Physician Assistant | English (includes writing) | | |
| Modern Languages (Spanish, Spanish Ed) | MBA | Social Work | New Student Seminar | | |
| Service Learning | Mathematics | Nursing | Student Success Center / LS | | |
| Integrated Studies | Public Health | Kinesiology | Communication (MJ, SC, DigFim) | | |
| Master of Organizational Leadership | Music | MPTH | Physical Therapy (DPT & Ortho Cert) | | |
| | Portfolio Learning | | | WAC | |
| | Marketing - Sales / Health Sales | | | | |
| | | General Education | | | |
| | Business (International, MOL) | Writing Across the Curriculum | | | |
| | Master of Organizational Leadership | | | | |

See EPC Meeting Calendar for Exact Review Dates

Appendix C: EPC Program Review Results (sample)

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--|------------------------|------------------------|--------------------|------------|------------|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Master of Education in Ed Administration | | | pp (1) postponed | postponed | accept (5) | | | | | | scheduled |
| Master of Early Childhood Education | | new | | | postponed | postponed/program closing | | | | | |
| Master of Organizational Leadership | | pp (1 sem); accept (2) | | no (1) | update | update postponed | | | | | |
| Master of Pastoral Theology | | | accept (5) | | | | | scheduled | | | |
| Master of Physician Assistant | | | accept (5) | | | | | | scheduled | | |
| Master of Social Work | | | accept (5) | | | | | | scheduled | | |
| Master of Speech-Language Pathology | | | | | accept (5) | | | | | scheduled | |
| Mathematics | | | accept (5) pending | | | | | scheduled | | | |
| MS - Info Tech Management | accept (5) | | | | | accept (5) | | | | | scheduled |
| Music | | pp (1 sem); accept(5) | | | | | postponed | | | | |
| Music - Teaching | | pp (1 sem); accept(5) | | | | | postponed | | | | |
| New Student Seminar (NSS 101) | | | | | accept (5) | | | | | | scheduled |
| Nursing - BSN | | pp (2) | | accept (5) | | | | | scheduled | | |
| Orthopaedic Residency Certificate | | | | | accept (5) | | | | | | scheduled |
| Peace & Justice Minor | no (1 sem); accept (5) | | | | | HOLD | | | | | |
| Philosophy | accept (3) | | | accept (5) | | | | | scheduled | | |
| Political Science | | | | accept (5) | | | | | scheduled | | |
| Portfolio Learning Process | | accept (5) pending | | | | | postponed | | | | |
| Pre-law interdisciplinary minor | | | | accept (5) | | | | | | | HOLD |