

EASTERN UNIVERSITY STUDENT LEARNING ASSESSMENT HANDBOOK



Faith, Reason and Justice

**Student Learning Assessment Committee
and Office of Institutional Effectiveness**

March 16, 2012

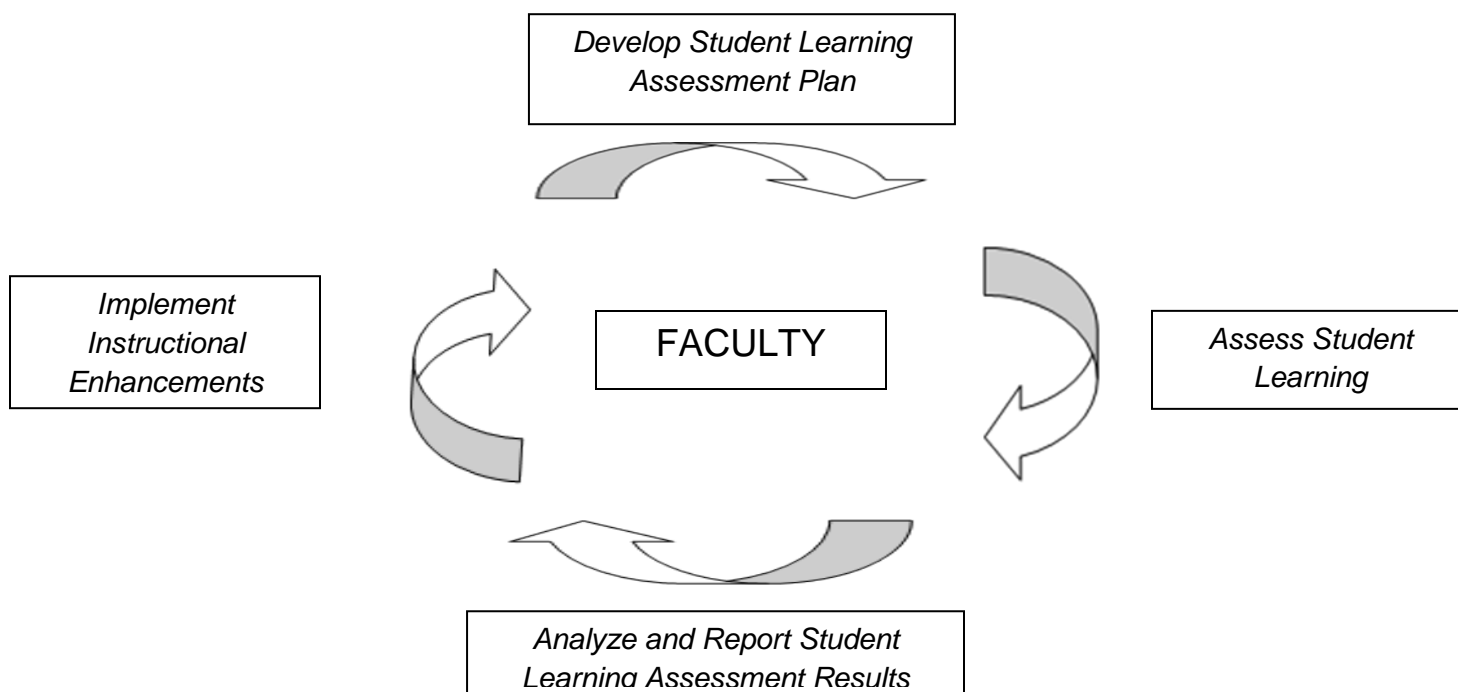
WHAT IS THE STUDENT LEARNING ASSESSMENT COMMITTEE?

The overall goal of the Student Learning Assessment (SLA) Committee is to define assessment for Eastern University and to recommend to the Eastern community methods by which effective assessment may be accomplished. This committee represents the wider Eastern community and has the responsibility to inventory what assessment is already being done at Eastern and to assist in building, through advising departments and the administration, a comprehensive, working system for student learning assessment and thus to contribute to the university's culture of assessment. Appointed by the Faculty Senate, committee members serve two-year terms. The committee is chaired by the Director of Student Learning Assessment.

WHAT IS MY ROLE IN STUDENT LEARNING ASSESSMENT?

Working collaboratively with the faculty, the SLA Committee continues its commitment to a full-orbed system of student assessment. Major advances have been made since the committee's inception in 2007 so that currently 94% of the faculty has participated in student learning assessment planning, and last year approximately 50% of the programs submitted SLA Plans. To quote *Advancing Our Mission of Faith, Reason and Justice: The 2012 Self-Study for Eastern University*: "The creation of a student assessment system and its initial implementation represent significant institutional achievements" (127). The committee continues its leadership role as the university advances toward its goal of a 100% submission rate. The following six steps are designed to assist you in your collaboration with the committee.

WHAT IS THE SLA ASSESSMENT CYCLE?



WHAT ARE THE SIX STEPS IN DEVELOPING AN SLA PLAN?

Planning is the first step in realizing such assessment. At Eastern University, every program has a designated assessment leader who is responsible for creating the Student Learning Assessment Plan for the departmental program(s) or major(s). The Student Learning Assessment Committee has developed templates with embedded directions for the completion of the plan. These templates are appended to this document.



FIRST STEP: MISSION STATEMENT

This is the broad statement of purpose and aspiration of the program. The program mission should be closely aligned to the University's mission statement and should be semi-permanent. (It would be reviewed during program review; however, it is not changed annually).

EXAMPLE: PROGRAM MISSION

I. MISSION STATEMENT:

Through rigorous studies of chemical principles, hands-on laboratory analysis and original research, we cultivate students for advancement in their fields by equipping them with tools to be careful thinkers, creative problem solvers, clear communicators, and skilled experimentalists. We examine the handiwork of God—the display of His glory evident in the molecular complexity of the natural world—so students called to science can lead meaningful lives of service as effective stewards and agents of God's redemptive purposes.



SECOND STEP: INSTITUTIONAL GOALS AND ASSESSMENTS AND PROGRAM GOALS AND ASSESSMENTS

Institutional student learning goals are founded on the mission statement and goals of the university. Students reach these goals through extra-curricular and co-curricular activities in addition to course-based learning. Assessment of these goals requires a range of assessments, including surveys and formative and summative assessments that supplement traditional, course-based assessments.

These institutional learning assessments can be divided into two general categories: assessments of reflections and assessments of behaviors. According to Suskie (2009)¹, assessments of reflections are valuable in fostering higher-order thinking skills, such as metacognition and synthesis (185). Eastern's programs already incorporate a range of formative and summative writing assessments that foster this type of learning so additional assessments may not have to be created. As for behavioral assessments, these should be rooted in concrete rather than abstract reference and are frequently assessed by self-report.

1. Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*, second edition, San Francisco: Jossey-Bass, 2009. Print.

For the 2011-2012 academic year, Eastern University is articulating the correspondence between program goals, their indicators and assessments with the broader university's student learning goals. These goals are listed in the appendix of the SLA Plan template and are as follows:

- Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning;
- Students develop their critical thinking, reflection, analysis and communication skills;
- Students develop knowledge and competencies in the arts, sciences and professions;
- Students develop and expand their Christian worldview, grounded in the Scriptures;
- Students discern the ethical consequences of decisions and actions;
- Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice;
- Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them;
- Students increase in self-awareness and in their sensitivity towards others and others' needs and situations;
- Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.

3-7 Department/program Student Learning Goals

These are broad discipline-related characteristics of a graduate of the program. A Student Learning Goal should: a) encompass several key aspects of learning desired by the department/program; b) link to the Eastern University Institutional Learning Goals; c) relate to the knowledge designated by a professional accrediting body associated with the discipline or an employer hiring a student from this major. In departments/programs with concentration or multiple majors, a number of the Student Learning Goals may be common between the concentrations or majors. However, each major and concentration should have at least 1 unique Student Learning Goal pertinent to that major or concentration.

EXAMPLE: PROGRAM GOALS

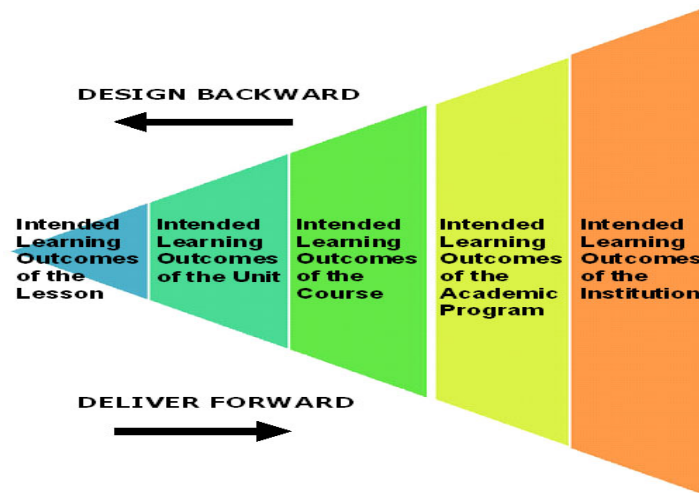
I. STUDENT LEARNING GOALS

Upon graduation from the B.S. Chemistry program, graduates will:

1. **Knowledge of Chemistry:** Demonstrate a firm foundational knowledge of chemical principles and skills [Links to Institutional Learning Goal #1, #3]
2. **Analysis and Problem Solving:** Apply diverse skills to solve problems in theoretical and experimental arenas [Links to Institutional Learning Goal #2,#3]
3. **Communication:** Employ skills for various types of communication necessary for scientific investigation [Links to Institutional Learning Goal #2]

4. **Laboratory Skills:** Demonstrate a diverse skill set needed to enter the workforce or pursue graduate/professional studies [Links to Institutional Learning Goal #3]
5. **Agents of Change:** Evaluate issues and engage in dialogue at the interface of science and Christian faith. [Links to Institutional Learning Goals #4,#7]

Figure 4-7 Plan for Designing and Delivering Learning Outcomes² (Hubba and Freed 2000 {108})³



ASSESSING GOALS AND OUTCOMES

Program assessments are of two types: course-embedded or holistic. The most effective course-embedded assessments are those taken near program completion. Eastern University's programs include an array of holistic, program-level student learning assessments listed by Suskie (2009) as: capstone experiences, field experiences, portfolios, and published tests (7-8). These program assessments are articulated in the Student Learning Assessment Plans/Reports for the assessment of stated program goals (see Fifth Step below). The Student Learning Assessment Plan is focused on the program and institutional levels. Program-level assessment is a level higher than course-level assessment. Please note that grades alone (in courses or on course assignments) are not sufficient measures of achievement of program student learning goals because grades are usually holistic measures difficult to map to learning indicators.



2. Eastern uses different terminology: "goals" for institutional and program learning and "outcomes" for course learning.
3. Huba, Mary E. and Jann E. Freed. *Learner-Centered Assessment on College Campuses*. Boston: Allyn and Bacon, 2000. Print.
4. Miller, R. & Leskes, A. (2005). *Levels of Assessment: From the Student to the Institution*. Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/pdf/Levels of Assessment.pdf>



THIRD STEP: ASSESSMENT INDICATORS

2 (or More) INDICATORS FOR EACH DEPARTMENT/PROGRAM GOAL: Indicators are measurable, demonstrable components of a Student Learning Goal (skills, knowledge, attitudes) which, when combined, evidence competency of that Student Learning Goal. Indicators are: a) taught developmentally in the curriculum (introduced, reinforced/practiced and ultimately applied/integrated into the practice of the discipline in higher level courses); b) the foundation of course outcomes in the syllabi; c) the foundation for assessments at the course and program level.

Not everything can be “measured”; however, when students do successfully understand, grasp, practice, demonstrate their ability in the discipline of the department or program, what are they able to do?



FOURTH STEP: PROGRESSIVE CURRICULUM MAP

The progressive curriculum map is embedded in the plan. This map charts the indicators for each student learning goal identifying courses where each indicator is “**introduced**” (I), “**practiced/reinforced**” (R), and “**applied**” (A).

EXAMPLE: PROGRESSIVE CURRICULUM MAP

IV. PROGRESSIVE CURRICULUM MAP:

This map charts the indicators for each Student Learning Goal and identifies courses where each indicator is “**introduced**” (I), **practiced/reinforced** (R), and “**applied**” (A). (NOTE: A separate Excel or Word template is uploaded on Blackboard if desired for programs with many more courses to map).

	CHE 121	CHE 122	CHE 123	CHE 124	CHE 211	CHE 212	CHE 213	CHE 214	CHE 231
Student Learning Goal #2-Analysis and Problem Solving									
Indicator 2.1: Interpret experimental data and results to support reasoned conclusions	I	I	I/R	I/R/A	I	I	R/A	R/A	R
Indicator 2.2: Demonstrate competency in quantitative problem solving using mathematical and computing tools	I	I	I	R	R	I/R	R/A	R/A	R/A
Indicator 2.3: Identify appropriate techniques/ methodologies and recognize their limitations	I	I	I	I			I/R	I/R	R



FIFTH STEP: PROGRAM LEVEL ASSESSMENT STRATEGIES

These are the specific methods employed to measure the indicators of each Student Learning Goal. Multiple program-level strategies are to be utilized, some of which may measure several indicators. The results of these strategies are then analyzed at the end of the assessment cycle

in order to make conclusions about how to enhance student learning around a particular Student Learning Goal.

Please note: Grades alone (in courses or on course assignments) are not sufficient measures of programmatic outcomes. To achieve programmatic level measurement using course assignments, the SLA Committee recommends aggregating results of select assignments. Culminating assignments which require students to show competencies learned across the program are best for this purpose. This aggregation can be done by selecting a random sample of those assignments (from separate sections if there is more than one), grading these using a common rubric, calculating the average score of the sample and then comparing it to the benchmark⁵ previously determined for success. The Committee also recommends the use of externally-benchmarked strategies.

A benchmark should indicate: what size/proportion of the sample is considered for acceptable performance, what performance level is acceptable, and the instrument or measure upon which the performance is based. Here is an example: 75% of CHS students (proportion of sample) will score 20 points or above (performance level) on the rubric (instrument or measure) assessing INST 395 Community Field Experience paper indicating an awareness of their fit in the field. Benchmark designations vary from program to program and are linked to program completion requirements.

The following chart should be used to ensure the methodology of each strategy is fully explained. (NOTE: The two right hand columns are samples for completing the chart. These can be replaced with actual strategies, and extra columns added as needed).

EXAMPLE ASSESSMENT STRATEGIES:

Assessment Strategy & Indicators Measured → Details about Assessment Strategy Methodology ↓	Assessment Strategy #1: Project Presentation Rubric Indicators Measured: 1.1, 2.1, 2.3, 3.1	Assessment Strategy #2: Pre-Testing Tools Indicators Measured: 1.1, 1.2, 2.2, 4.1, 4.2, 5.1
Description of Strategy (e.g., test, rating scale, culminating assignment)	Two rubrics, one used by faculty and the other by student observers of senior research oral presentations as part of CHE 425	Test given in each course in the sequence of the major. Assesses transference of key program-wide skills and knowledge that are developed throughout the major in prerequisite courses. Tools prepared for CHE 122, 124W, 211, 212, 214, 231, 320, 322, 312, 405, 408, 411, BIO 345. (Note: 312, 408 and 411 not given this year)
Assessment Result yielded (e.g. rubric score, test score means)	Rubric scores	Mean test scores
Benchmark (Criteria for Success)	All presenters earn a minimum score of 3.5 out	Majority of students earn minimum 60% in most

	of 5.0 on pertinent questions from the faculty rubric, and 4.0 on the student rubric.	classes (specific benchmarks on Results Report)
Sample Size and Source	All student presentations (N=2-5)	All students in each class
Administrator	4 full-time chemistry faculty plus other faculty who attend (1-2), undergraduate observers (20-30)	Course instructor
Time of Administration of Assessment Strategy	December and May presentations dates (end of each semester)	On first or second day of class
Results maintained/archived where and by whom	CHE 425 instructor Jeff Lawton	Course instructors have on file
Time of Analysis of Results	Following presentation	Following test, and during department meetings in Fall and Spring
Analyzed by	Jeff Lawton	Course instructors, then all faculty of department
Feedback to Faculty/ Discussion	May faculty work session and first department meeting of new academic year in August.	Department Meetings and May faculty work session



SIXTH STEP: SUMMARY

VI. Summary

This should be a concise summary of the major changes to the current Student Learning Assessment Plan. A brief rationale should be provided (e.g., reference to the previous year's End-of-the Year SLA Results Report where changes were proposed, changes due to assessment results OR attempts to integrate feedback provided on previous SLA Plan, etc.).

SAMPLE SUMMARY

Changes to this current plan:

In last year's 2010-2011 Results Report, we suggested that some of our indicators be re-examined, that faculty clarify expectations on laboratory notebooks and that questions on some Pre-Testing tools be more focused. Specific indicators were examined for Goal 4 and also Goal 3, indicator 3, which are common to all 3 degree programs. As a result of our faculty discussions, we combined 4.1 and 4.2 into a new 4.1. We also combined 2.2, 2.3, and 4.4 into a new 2.2. This helps us clarify our goals by removing redundancies and focus our assessment strategies for the coming year. For laboratory notebook expectations, faculty developed a new rubric for assessment in CHE 214 and 322. This was also suggested in the feedback on our Results Report. Revisions to questions on Pre-Testing tools are planned.

Additionally, course-embedded assessments (e.g., key papers) in the new CHE 450 course are being planned. This course will be offered for the first time in Spring 2012 and will address Goal 5.

WHAT IS THE END-OF-THE-YEAR RESULTS REPORT?

The End-of-Year SLA Results Report is intended to be helpful to faculty in recording their annual program assessment results. On the form, you record each “Student Learning Goal,” the corresponding “Indicators (Expected Learning Outcome),” the “Assessment Strategy and Benchmark,” the “Assessment Results,” and the “Use of Results.” The report may also include an appended narrative summary of the major findings of the current assessment cycle and notable changes that will be made for the next assessment cycle, thus “closing the loop” with assessment. The report demonstrates the achievement of student learning; however, it does not rely on course grades for measuring learning; rather, it relies on course-embedded measures (rubrics, tests, etc.) when addressing particular courses. For a list of such measures, see the link to *A Short Primer on Assessment* referenced on p. 11. External measures, such as nationally normed standardized testing, can be included as well. Both qualitative and quantitative data document student learning.

WHEN AND HOW DO I POST MY STUDENT LEARNING ASSESSMENT DOCUMENTS?

What is due?

Every Fall: a combined SLA Plan and Curriculum Map is due. Once your program or major End-of-Year SLA Results Report becomes proficient and effective in *programmatic* student learning assessment, your yearly revision will refine your plan and incorporate the previous year’s findings thus completing the assessment cycle. The template for these two components is also found on the “Enhanced Student Learning” Blackboard sites.

Every May, every year an End-of-Year SLA Results Report is due elaborating the results of your data collection on how your program or major is doing and what action steps will be taken to improve student learning assessment. The report consists of two forms: a grid and a narrative. Templates for both forms are found on the “Enhancing Student Learning” Blackboard site. The end-of-year report covers the academic year ending that May. Thus, the May 2012 annual report covers the 2011-2012 academic year. These plans and reports date back to the 2009-2010 academic year for some programs. **The completed report is due on May 31, 2012.**

What was due in May 2011?

The 2010-2011 End-of-Year SLA Results Report on the 2010-2011 SLA Plan was due in May 2011. If you have not yet completed your report for the 2010-2011 academic year you may still submit it.

What was due on October 14, 2011?

The 2011-2012 SLA Plan (with Curriculum Map) is due on October 14, 2011. (Your assessment strategies in this plan must cover 100% of your learning goals).

Where do the documents go?

Post all documents to your departmental Blackboard site for Institutional Effectiveness | Student Learning. (The name of this site contains “IE|SL.” The IE|SL site is available to specified members of your department and members of the assessment committee, and will be made available to Middle States for review). Also, send a copy to your respective dean.

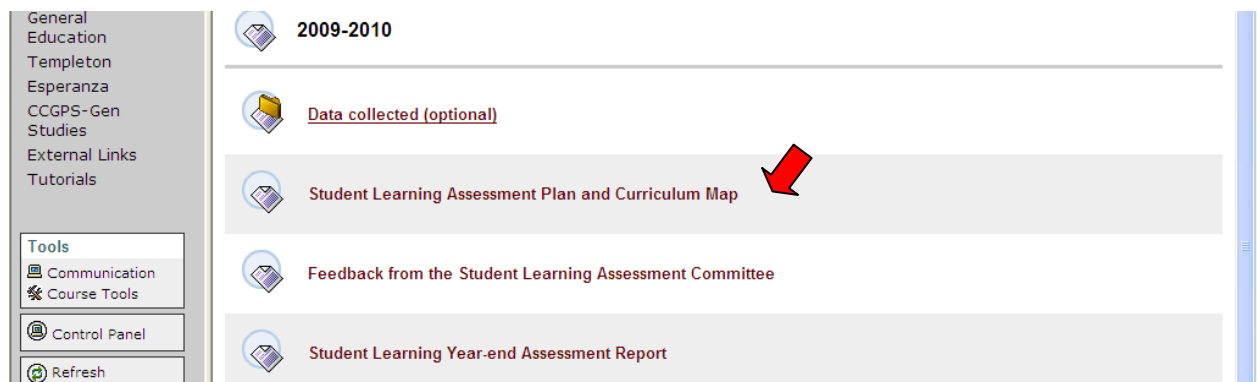
Instructions for posting your 2011-2012 SLA Plan

Go to your IE|SL site.

Go to the major or program content area within your IE|SL site.

Go to the 2011-2012 folder within your major/program area.

Attach your SLA Plan to the “Student Learning Assessment Plan” item. The title of the file you post should include the date of posting.



Click “Submit” to finalize your upload.

Follow the steps above and return to the “SLA Plan and Curriculum Map” item and attach the Curriculum Map.

It is recommended (but not required) that you also attach rubrics or samples to illustrate your assessment strategies. (Note: programs whose plans and reports are rated as “superior” typically have attached these additional supporting documents).

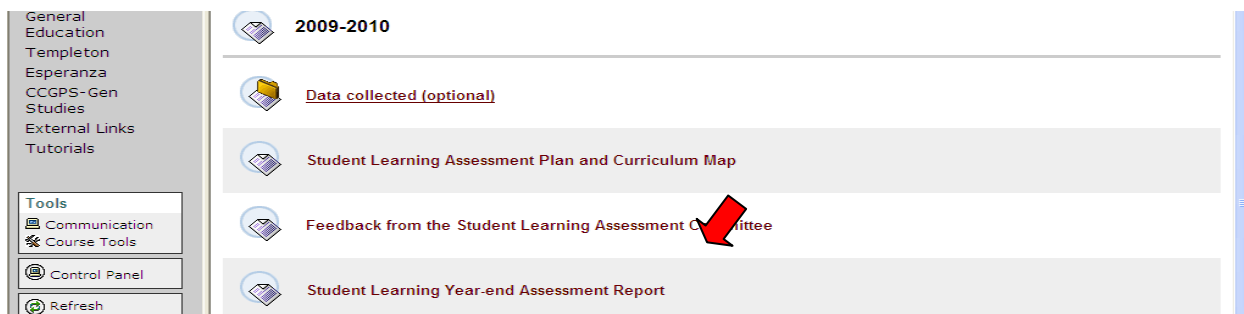
Instructions for posting your 2011-2012 End-of-Year SLA Results Report:

Go to your IE|SL site.

Go to the major or program content area within your IE|SL site.

Go to the 2011-2012 folder within your major or program content area.

Attach your Plan to the “Student Learning Assessment Report” item. The title of the file you post should include the date of posting.



Click “Submit” to finalize your upload.

It is recommended that you also include documentation of your process or actual results in the “Data Collected” subfolder within 2011-2012 folder. (Note: programs whose plans and reports are rated as “superior” typically have attached these additional supporting documents).

Due October 14, 2011 - The 2011-2012 Student Learning Assessment Plan (with curriculum map).

Follow the procedures as outlined above. However, the plan and map will be uploaded to the 2011-2012 folder

Due May 31, 2012 - The 2011-2012 End-of-Year SLA Results Report on the 2011-2012 Student Learning Assessment Plan.

Follow the procedures as outlined above. However, the report will be uploaded to the 2011-2012 folder.

WHEN AND HOW ARE THE SLA DOCUMENTS REVIEWED?

Student Learning Assessment Plan

The SLA Plan (with curriculum map) is reviewed by members of the SLA Committee using the corresponding rubric prior to the end of the Fall Semester and posted on the major or program content area within your IE|SL site to facilitate planning for the upcoming semester.

Student Learning Assessment Report

The End-of-Year SLA Results Report is reviewed by members of the SLA Committee using the corresponding rubric in May and posted on the major or program content area within your IE|SL site to facilitate planning for the upcoming academic year.

For additional information and instruction access the West Chester University: *A Short Primer on Assessment*.

<http://www.wcupa.edu/tlac/documents/A%20Short%20Primer%20On%20Assessment.pdf>

For examples of Best Practice Plans, American University has an excellent site:

<http://www.american.edu/provost/assessment/Best-Practice-Plans.cfm>

Link to the *Enhancing Student Learning* Blackboard site: <http://eastern.blackboard.com>

APPENDIX

GLOSSARY OF TERMS

INSTITUTIONAL STUDENT LEARNING GOALS

Institutional student learning goals are founded on the mission statement and goals of the university. Students develop these goals through extra-curricular and co-curricular activities in addition to course-based learning. Assessment of these goals requires a range of assessments, including surveys and formative and summative assessments that supplement traditional, course-based assessments.

These institutional learning assessments can be divided into two general categories: assessments of reflections and assessments of behaviors. According to Suskie (2009), assessments of reflections are valuable in fostering higher-order thinking skills, such as metacognition and synthesis (185). Eastern's programs already incorporate a range of formative and summative writing assessments that foster this type of learning so additional assessments may not have to be created. As for behavioral assessments, these should be rooted in concrete rather than abstract reference and are frequently assessed by self-report. Again, Eastern University has been administering a number of nationally benchmarked surveys, such as SSI/IPS, CIRP, FSI/FY, NSSE, CSS, FSI-SR,* alumni surveys, and other measures that provide relevant data on the institutional level that can be mapped to institutional student learning goals.

These institutional assessment results are collected and analyzed by the Director of Student Assessment and are incorporated into the university reporting and planning cycles. These assessment results include both course-based learning assessments appearing in the Student Learning Assessment Plans/Reports as well as institutional assessment results originating in the Office of Institutional Effectiveness and other university offices, such as Student Development and Development and Alumni relations.

For the 2011-2012 academic year, Eastern University is articulating the correspondence between program goals and their assessments with the university's student learning goals:

1. Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning;
2. Students develop their critical thinking, reflection, analysis and communication skills;
3. Students develop knowledge and competencies in the arts, sciences and professions.
4. Students develop and expand their Christian worldview, grounded in the Scriptures;
5. Students discern the ethical consequences of decisions and actions.
6. Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice.
7. Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them.
8. Students increase in self-awareness and in their sensitivity towards others and others' needs and situations.
9. Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.

PROGRAM STUDENT LEARNING GOALS

Program assessments are also of two types: course-embedded or holistic. The most effective course-embedded assessments are those taken near program completion. Eastern University's programs include an array of holistic program student learning assessments listed by Suskie (2009) as: capstone experiences, field experiences, portfolios, and published tests (8). These assessments are articulated in the Student Learning Assessment Plans/Reports for the assessment of stated program indicators and goals.

GENERAL EDUCATION STUDENT LEARNING GOALS

General Education is the part of a liberal education curriculum shared by all students in the associate and bachelor degree programs. General Education requirements provide broad learning in liberal arts and science disciplines, and form the basis for developing important intellectual, civic, and practical capacities. (AAC&U, *What is Liberal Education?* Retrieved from http://www.aacu.org/leap/what_is_liberal_education.cfm)

General Education:

- expresses the educational philosophy of the institution;
- incorporates essential knowledge, cognitive abilities, and an understanding of values and ethics;
- enhances students' intellectual growth; and
- draws students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity, and preparing them to make enlightened judgments outside as well as within their academic specialty.¹

GENERAL EDUCATION STUDENT LEARNING GOALS: A set of common goals developed, owned, and reviewed by Eastern faculty that characterize undergraduate education at Eastern and are addressed in all undergraduate degrees (associate's and bachelor's) offered by the university. These goals are primarily met through specific courses which students take within a given undergraduate program.

COURSE ASSESSMENT OUTCOMES

Course-level assessments outcomes specify the student learning required for successful mastery of the content of a specific course. In the aggregate, they constitute the course grade. However, for assessment purposes, each stated course learning outcome should be linked with its corresponding assessment measure. Additionally, Suskie (2009) stresses that current best practice includes the faculty's "reflecting on how well students as a whole are achieving the course's key learning goals" (6). These reflections can result in revisions to course goals, indicators or assessment strategies. Syllabi articulate course-level assessment outcomes.

1. Middle States Commission on Higher Education, 2009, Standard 12: General Education, *Characteristics of Excellence in Higher Education*, 47.

*SSI = Student Satisfaction Inventory (Noel Levitz)
IPS = Institutional Priorities Survey (Noel Levitz)
CIRP = Cooperative Institutional Research Program (HERI)
CSS = College Student Survey (senior version of CIRP-HERI)
NSSE=National Survey of Student Engagement (IUB)
FSSE=Faculty Survey of Student Engagement (IUB)
FSI=Furnishing the Soul Inventory (formerly the STI Spiritual Transformation Inventory) FY =
First Year; SR = Senior (Todd Hall-Biola)

Department/Program: ____

Major/Degree: ____

Assessment Coordinator: ____

I. MISSION STATEMENT OF DEPARTMENT/PROGRAM:

This is the broad statement of purpose and aspiration of the department or program. It should be closely aligned to the University's mission statement and should be semi-permanent. (It would be reviewed during departmental or program review; however it is not changed annually).

II. 3-7 DEPARTMENT/PROGRAM STUDENT LEARNING GOALS:

These are broad discipline-related characteristics of a graduate of the department or program. A Student Learning Goal should: a) encompass several key aspects of learning desired by the department/program; b) link to the Eastern University Institutional Learning Goals¹; c) relate to the knowledge designated by a professional accrediting body associated with the discipline or an employer hiring a student from this major.

- 1.
- 2.
- 3.
- 4.

III. 2 (OR MORE) INDICATORS FOR EACH DEPARTMENT/ PROGRAM LEARNING GOALS:

Indicators are measurable, demonstrable components of a Student Learning Goal (skills, knowledge, attitudes) which when combined evidence competency of that Student Learning Goal. Indicators are: a) taught developmentally in the curriculum (introduced, reinforced/practiced and ultimately applied/integrated into the practice of the discipline in higher level courses); b) the foundation of course outcomes in the syllabi; c) the foundation for assessments at the course and department/program level.

Goal 1:

Indicator:

- 1.1
- 1.2
- 1.3

¹ Please identify any Student Learning Goal (or indicator) which shows correspondence with one of Eastern University's Institutional Learning Goals listed in the Appendix (last page of this document). For example, Indicator 5.1: Identify Christian theological assumptions for understanding human nature, human problems, and human growth/change [This indicator corresponds to Institutional Learning Goal #4].

IV. PROGRESSIVE CURRICULUM MAP:

This map charts the indicators for each Student Learning Goal and identifies courses where each indicator is “*introduced*” (I), *practiced/reinforced* (R), and “*applied*” (A). (NOTE: A separate Excel or Word template is uploaded on Blackboard if desired for programs with many more courses to map).

Courses → Student Learning Goals/ Indicators ↓	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
Goal #1										
Indicator 1.1.										
Indicator 1.2.										
Indicator 1.3										
Goal #2										
Indicator 2.1.										
Indicator 2.2.										
Goal #3...										

V. PROGRAM/DEPARTMENT LEVEL ASSESSMENT STRATEGIES

These are the specific methods employed to measure the indicators of each Student Learning Goal. Multiple program-level strategies are to be utilized, some of which may measure several indicators. The results of these strategies are then analyzed at the end of the assessment cycle in order to make conclusions about how to enhance student learning around a particular Student Learning Goal.

Please note: Grades alone (in courses or on course assignments) are not sufficient measures of programmatic outcomes. To achieve programmatic level measurement using course assignments, the SLA Committee recommends aggregating results of select assignments (culminating assignments which require students to show competencies learned across the program are best for this purpose). This can be done by selecting a random sample of those assignments (from separate sections if there is more than one), grading these using a common rubric, calculating the average score of the sample and then comparing it to the benchmark previously determined for success. The Committee also recommends the use of externally-benchmarked strategies.

The following chart should be used to ensure the methodology of each strategy is fully explained. (NOTE: The two right hand columns are samples for completing the chart. These can be replaced with actual strategies, and extra columns added as needed).

Assessment Strategy & Indicators Measured → Details about Assessment Strategy Methodology ↓	Assessment Strategy #1: Indicators Measured:	Assessment Strategy #2: Indicators Measured:	An example for a standardized assessment... Strategy #1: ETS subject test in Psychology Indicators: 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, & 4.1	An example for a course-level assignment. . . Strategy #2: Psychology Capstone Project Indicators: 1.1, 3.2, 3.3, & 4.2
Description of Strategy (e.g., test, rating scale, culminating assignment)			Nationally-normed, standardized test	Culminating Research project in PSY 420
Assessment Result yielded (e.g. rubric score, test score means)			Mean scores	Mean percentage score on a common rubric
Benchmark (Criteria for Success)			At or above national mean	Score of at least 85%
Sample Size and Source			100% of psychology majors in senior year (N=150)	10% of projects, randomly selected (N=15)
Administrator			ETS	all 4 full-time psychology faculty
Time of Administration of Assessment Strategy			Every February	Every January
Results maintained/archived where and by whom			Departmental assessment coordinator, [name]	Departmental assessment coordinator, [name]
Time of Analysis of Results			When results are received from ETS (usually mid-April)	February
Analyzed by			Department chair, [name]	Departmental assessment coordinator, [name]
Feedback to Faculty/ Discussion			May faculty work session and first department meeting of new academic year (late August).	February department meeting

VI. SUMMARY

This should be a concise summary of the major changes to the current Student Learning Assessment Plan. A brief rationale should be provided (e.g., reference to the previous year's Results Report where changes were proposed due to assessment results OR attempts to integrate feedback provided on previous SLA Plan, etc.).

APPENDIX: Eastern University Institutional Learning Goals:

1. Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning.
2. Students develop their critical thinking, reflection, analysis and communication skills.
3. Students develop knowledge and competencies in the arts, sciences and professions.
4. Students develop and expand their Christian worldview, grounded in the Scriptures.
5. Students discern the ethical consequences of decisions and actions.
6. Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice.
7. Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them.
8. Students increase in self-awareness and in their sensitivity towards others and others' needs and situations.
9. Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.

Major or Program Reviewed: Reviewer #: Date of Review:			
Category	Superior Plan	Acceptable Plan	Plan Needs Revision
GOALS and INDICATORS Dept / Program Student Learning Goals and Indicators for each major (undergrad) or program (grad)	All criteria of an acceptable plan are met, and the plan excels in demonstrating intentionality, rigor, and the creation of a culture of assessment for the program or major, including these additional items: <input type="checkbox"/> S-1/ Consistent use of outcome oriented action verbs in defining goals and indicators. (Bloom's Taxonomy is preferred but there are other taxonomies). <input type="checkbox"/> S-2/ Indicators are a mixture of low-level and higher-order thinking (Bloom's Taxonomy). <input type="checkbox"/> S-3/ Additional supporting details about the program (e.g., core program values) are included.	<input type="checkbox"/> A-1/ 3-7 broad Student Learning Goals (SLGs) for each major or program are described.	<input type="checkbox"/> NR-1/ Student Learning Goals vague or described with non-EU terminology.
		<input type="checkbox"/> A-2/ At least one SLG is linked to some EU institutional Student Learning Goals, especially the EU Christian distinctive and/or Christian worldview.	<input type="checkbox"/> NR-2/ None of the SLGs are linked to any EU institutional Student Learning Goals, especially the EU Christian distinctive and/or Christian worldview.
		<input type="checkbox"/> A-3/ Indicators are defined for all Student Learning Goals.	<input type="checkbox"/> NR-3/ Indicators are not defined for some Student Learning Goals.
		<input type="checkbox"/> A-4/ All indicators are clear, measurable, demonstrable (use action verbs).	<input type="checkbox"/> NR-4/ Most/some indicators are vague, not measurable, and/or not demonstrable (use vague terms such as learn, know, understand, demonstrate knowledge/ understanding).
		<input type="checkbox"/> A-5/ Student Learning Goals are differentiated for each concentration in program (<i>for programs with concentrations</i>).	<input type="checkbox"/> NR-5/ Student Learning Goals are not differentiated for each concentration in program (<i>for programs with concentrations</i>).
MAP Curriculum Map of Indicators	<input type="checkbox"/> S-4/ As appropriate: brief notations about elective courses and/or core courses that relate to the program or major. <input type="checkbox"/> S-5/ Courses are outlined in the sequence they appear in the curriculum.	<input type="checkbox"/> A-6/ The indicators are noted in chart form by course on a Curriculum Map, using the EU template.	<input type="checkbox"/> NR-6/ Curriculum map is not in chart form and/or does not use the EU template.
		<input type="checkbox"/> A-7/ Indicators are differentiated on the curriculum map with the following code: Introduced (I); Reinforced (R), or Applied/Integrated (A).	<input type="checkbox"/> NR-7/ Indicators are not differentiated on the curriculum map with the following code: Introduced (I); Reinforced (R), or Applied/Integrated (A).
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Criteria	Superior Plan	Acceptable Plan	Plan Needs Revision
PROGRAM-LEVEL ASSESSMENT STRATEGIES Program/Department Level Assessment Strategies	<input type="checkbox"/> S-6/ Multiple strategies are elaborated in great detail for all Student Learning Goals (e.g., strategies are mapped to the indicators themselves), demonstrating that the major or program clearly understands the program level assessment.	<input type="checkbox"/> A-8/ Multiple program level strategies are adequately identified (qualitative/ quantitative, direct/indirect) to assess all Student Learning Goals.	<input type="checkbox"/> NR-8/ Multiple program level strategies are not identified (qualitative/ quantitative, direct/indirect) to assess all Student Learning Goals.
	<input type="checkbox"/> S-7/ Rubrics, test blueprints or other assessment tools for each strategy are posted in the Data folder on the IE SL site.	<input type="checkbox"/> A-9/ Uniform, consistent criteria for evaluation at the program / departmental level are designated.	<input type="checkbox"/> NR-9/ No uniform, consistent criteria for evaluation at the program / departmental level are designated.
	<input type="checkbox"/> S-8/ Rubrics are clear, effective and could be easily used by anyone.	<input type="checkbox"/> A-10/ Clear statement of what results are acceptable (benchmark) and which results would initiate changes to improve student learning for all indicators.	<input type="checkbox"/> NR-10/ No clear statement of what results are acceptable (benchmark) and which results would initiate changes to improve student learning for some or all indicators.
IMPLEMENTATION OF ASSESSMENT PROCESS Closing the loop of your Student Learning Assessment Process	<input type="checkbox"/> S-9/ Evidence of results (raw data), analyses (e.g., spreadsheets), and/or records of faculty decisions (e.g., meeting minutes) on assessment process are posted in the Data folder on the IE SL site.	<input type="checkbox"/> A-11/ Administration of strategies is outlined (i.e., timing, location, type of measure, person designated for assessment and archiving of results).	<input type="checkbox"/> NR-11/ Administration of strategies is not outlined or needs more specificity (i.e., timing, location, type of measure, person designated for assessment and archiving of results).
		<input type="checkbox"/> A-12/ Clear indication of how data will be collected (e.g., sampling methods) and analyzed.	<input type="checkbox"/> NR-12/ Vague or no indication of how data will be collected (e.g., sampling methods) and analyzed.
		<input type="checkbox"/> A-13/ Timing for implementation of assessment strategies clearly outlined.	<input type="checkbox"/> NR-13/ Timing for implementation of assessment strategies is vague or missing.
		<input type="checkbox"/> A-14/ Clear indication of how results will be shared with Faculty (where/when in year).	<input type="checkbox"/> NR-14/ Vague or no indication of how results will be shared with Faculty (where/when in year).

Overall Evaluation of SLA Plan: ☐ Superior ☐ Acceptable ☐ Needs Revision

Comments from the Student Learning Assessment Committee (coordinated with item listing):

Department/Unit:

Major/Degree:

Date:

Assessment Coordinator:

Mission Statement of Department/Program:

Student Learning Goal List all SLGs from the 2010-11 SLA Plan (3-7 recommended).	Indicator (Expected Learning Outcome) List all indicators of the given SLG (1-3 indicators suggested for each SLG).	Assessment Strategy and benchmark Note: The same instrument/tool (e.g., an external exam, a capstone project, or other cumulative experience) may be used to assess multiple indicators.	Assessment Results Summarize the results found for each indicator.	Use of Results Summarize the actions planned to improve student learning.

Percentage of Benchmarks met: _____ %

One Page Narrative Summary

Major Findings of the 2010-11 Assessment Cycle:

At least one paragraph synthesizing results: elaborate accomplishments (benchmarks met/exceeded) as well as areas needing strengthening (benchmarks not met) for specific Student Learning Goals/Indicators).

Notable Changes intended for next year's Assessment Cycle:

At least one paragraph explaining changes indicated in light of student learning assessment results (especially for Student Learning Goals/indicators where benchmarks were not met and/or for any changes needed to the Student Learning Assessment Plan). Please specify who will initiate changes and when.

Major or Program reviewed:		Date of Review:	
Reviewer #:			
Category	Superior Report	Acceptable Report	Report Needs Revision
GRID Documentation of assessment results and use of results for all the Student Learning Goals (SLGs). NOTE: The grid and the narrative may be combined to make one document.	All criteria of an acceptable report are met, and the plan excels in demonstrating intentionality, rigor, and the creation of a culture of assessment for the program or major, including: <input type="checkbox"/> S-1/ Evidence of results (raw data), analyses (e.g., spreadsheets) are posted in the Data folder on the IE SL site.	<input type="checkbox"/> A-1/ Grid posted to the IE SL site.	<input type="checkbox"/> NR-1/ Grid not posted to the IE SL site.
		<input type="checkbox"/> A-2/ Follows the template provided on the Enhancing Student Learning Blackboard site.	<input type="checkbox"/> NR-2/ Does not follow template provided on the Enhancing Student Learning Blackboard site.
		<input type="checkbox"/> A-3/ All assessment strategies clearly measure the goals and indicators referenced.	<input type="checkbox"/> NR-3/ Some assessment strategies do not clearly measure the goals and indicators referenced.
		<input type="checkbox"/> A-4/ All assessment strategies have clearly identified benchmarks for target performance.	<input type="checkbox"/> NR-4/ Some assessment strategies do not have clearly identified benchmarks for target performance.
		<input type="checkbox"/> A-5/ Reports assessment results on 100% of program level learning goals and indicators.	<input type="checkbox"/> NR-5/ Does not report results on 100% of program level learning goals and indicators.
		<input type="checkbox"/> A-6/ Reports use of results for all assessment strategies.	<input type="checkbox"/> NR-6/ Reports use of results for all assessment strategies.
NARRATIVE Summary of findings of the assessment cycle for the year, and notable changes planned as a result of student learning assessment results.	<input type="checkbox"/> S-2/ Evidence faculty decisions (e.g., meeting minutes) on assessment process are posted in the Data folder on the IE SL site. <input type="checkbox"/> S-3/ Notable changes section includes detailed action plan with timetable on how to improve student learning for the program or department.	<input type="checkbox"/> A-7/ Narrative posted to the IE SL site.	<input type="checkbox"/> NR-7/ Narrative not posted to the IE SL site.
		<input type="checkbox"/> A-8/ Follows the template provided on the Enhancing Student Learning Blackboard site.	<input type="checkbox"/> NR-8/ Does not follow template provided on the Enhancing Student Learning Blackboard site.
		<input type="checkbox"/> A-9/ Indicates how results compare with benchmarks established by the program and the significance of this data.	<input type="checkbox"/> NR-9/ Does not indicate how results compare with benchmarks established by the program and the significance of this data.
		<input type="checkbox"/> A-10/ Contains notable changes planned to enhance student learning in light of assessment results (i.e., meeting/not meeting benchmarks).	<input type="checkbox"/> NR-10/ Contains no notable changes planned to enhance student learning despite assessment results (not meeting benchmarks).
		<input type="checkbox"/> A-11/ Evidence of collaborative review and use of results.	<input type="checkbox"/> NR-11/ No evidence of collaborative review or use of results.

Overall Evaluation of SLA Results Report:

☐ Superior

☐ Acceptable

☐ Needs Revision

Comments from the Student Learning Assessment Committee (coordinated with item listing):

EXAMPLE REPORT

Notes on this sample report: This sample report is intended to be helpful to faculty in the range of academic disciplines. Some observations:

- 1) This sample shows both quantitative and qualitative** measures (e.g. note the use of a focus group in #6; portfolios and self-appraisals are other qualitative approaches);
- 2) This sample shows items demonstrating that student learning consists of** more than knowledge and skills; rather, learning consists of *knowledge, skills, values, attitudes, beliefs, and habits* of mind that students take with them from a learning experience (see #6 and #7);
- 3) The report does not rely on course grades** for measuring learning; rather, it relies on course-embedded measures (rubrics, tests, etc) when addressing particular courses;
- 4) The report shows the use of both course-embedded measures as well as external measures** (note the ETS exam in #5). Another kind of external measure would be to have an external faculty member review a set of student papers;
- 5) It shows the attempts of faculty to make assessment meaningful and useful to the department** (note “Assessment Results” for 2.2, 4.1, and “Use of Results” for #7); and
- 6) It includes a narrative summary of major findings of the current assessment cycle and notable changes that will be made for the next assessment cycle** (see last page). This demonstrates “closing the loop” with assessment.

EASTERN UNIVERSITY
END OF YEAR STUDENT LEARNING ASSESSMENT RESULTS REPORT
ACADEMIC YEAR 2011-2012

Department/Unit: English
May 12, 20XX

Major/Degree: B.A. in English

Date:

Assessment Coordinator: Dr. XXX

Mission Statement of Department/Program: XXXXX

Student Learning Goal <i>List all SLGs from the 2010-11 SLA Plan (3-7 recommended).</i>	Indicator (Expected Learning Outcome) <i>List all indicators of the given SLG (1-3 indicators suggested for each SLG).</i>	Assessment Strategy and benchmark <i>Note: The same instrument/tool (e.g., an external exam, a capstone project, or other cumulative experience) may be used to assess multiple indicators.</i>	Assessment Results <i>Summarize the results found for each indicator.</i>	Use of Results <i>Summarize the actions planned to improve student learning.</i>
1. Majors will be able to read and understand literary texts in their historical and cultural contexts	1.1 Students will give competent interpretations of key literary texts, drawing on historical and cultural contexts	80% of samples selected from English majors in sections of ENG 220, Literary Classics, will pass the faculty standards for interpretation, as demonstrated on the final exam (select questions)	Benchmark not met (only 78% of samples showed students satisfactorily answering all three questions regarding interpretation as given on the final exam, items #4, #5, #6).	Since the benchmark was almost met, faculty will continue to monitor this standard.
2. Majors will be able to express themselves clearly, succinctly, and accurately in writing	2.1 Students will compose a competency, college-level essay analyzing a literary text, and	80% of the research papers selected from ENG 400 will show a score of 8 or better (out of 10) as a total score, on the faculty rubric for analyzing literature. No single	Benchmark not met (only 60% of the samples showed a score of 8 or better. Category with the lowest overall score was "adequately drew on research materials").	Faculty will enhance instruction of research methods in ENG 260 (a required course for all majors which precedes ENG 400), focusing on drawing on research to enhance literary interpretations. Additional time

	2.2 Students will follow MLA standards in writing a research paper	<p>sample will exhibit more than ¼ of the students' ratings of "needs improvement" or "unsatisfactory"</p> <p>2.2 80% of the research papers selected from ENG 400 will show adequacy in following MLA standards for citing texts and developing a "Works Cited" page – yes/no.</p>	<p>Benchmark met.</p> <p>Although the standard was met, faculty were concerned about particular weaknesses in correct citation.</p>	<p>and assignments will be included in the course.</p> <p>2.2 Faculty will continue to monitor progress. At the next department meeting, faculty will discuss observations of students' skills in developing the "Works Cited" page in ENG 100 to determine the level of weakness shown in that course.</p>
3. Majors will be able to read and offer an analysis of periodical literature concerning a topic of interest	3.1 Students will compose an annotated bibliography.	80% of samples selected from ENG 352, Research in the Humanities, will show a competent annotated bibliography (yes/no).	Benchmark met.	No further action at this time.
4. Majors will be able to identify critical theories and their key assumptions, evaluating these from a Christian perspective	<p>4.1 Students will compose an essay drawing on at least one theory;</p> <p>4.2 Students will articulate biblical concepts in critiquing</p>	<p>80% of all term papers in ENG 475, Literary Criticism, will show competent engagement with at least one literary theory, according to faculty standards (yes/no);</p> <p>80% of students will show a score of "adequate" or better on the essay</p>	<p>Benchmark exceeded (95% of papers showed this). However, faculty observed that overall, students had difficulty in drawing on marxist criticism; terms and approaches are consistently misused. This corroborates findings from previous years.</p> <p>Benchmark met (82% of</p>	<p>Faculty teaching ENG 475 will add additional time (1 class period) to the study of marxist literary criticism and include a quiz on this subject, to measure students' comprehension.</p> <p>No further action needed.</p>

	<p>a theory, identifying assumptions undergirding the theory</p> <p>4.3 Students will identify applications of the theories</p>	<p>portion of the exam in ENG 475, which addresses this outcome</p> <p>80% of student scores on the critical theory exam will have more than 75% correct</p>	<p>exams reached the score).</p> <p>Benchmark met.</p>	No further action needed.
5. Majors will demonstrate knowledge of major literary writers, texts, genres, and movements	5.1 Majors will be able to identify key concepts, terms, and texts associated with literary study	80% of graduating majors will pass the ETS Academic Profile exam in English with a 75% or better.	Benchmark exceeded (93% of students passed the ETS AP exam with a 75 or better).	No further action needed.
6. Majors will demonstrate aesthetic awareness	6.1 Graduating majors will recognize beauty and excellence in literature	The majority of students (60% or more) at the annual dinner for graduating majors will express aesthetic awareness, when queried by dept. faculty (students treated as a focus group; faculty follow prescribed questions in small groups with students)	Benchmark met.	No further action needed.
7. Majors will demonstrate that they value reading and learning	7.1 Students will demonstrate an ongoing love of reading and learning	The majority of students (60% or more) returning from summer break will be able to name by title books they have read over the summer, when queried by faculty in the	<p>Benchmark not met (only 40% could name a book they have read).</p> <p>When queried by faculty as to why they are not reading, most mentioned demanding summer jobs.</p>	At the dinner for seniors, faculty also engaged students in dialogue about enjoyable texts and ideas for incorporating pleasure reading into their daily lives. At its next department meeting, the faculty will develop

		Fall 300-level courses in English	Still, faculty are concerned that English majors should value reading and thus make time for it.	such a list of texts, drawing on the help of library faculty. The English faculty will all engage students in their upper-level classes in a brief discussion of pleasure reading near the end of fall semester, with the intention of motivating student reading over the Christmas break. Will revisit this goal in January.
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Percentage of Benchmarks met: 70 %

One Page Narrative Summary

Summary of Major Findings of the 2011-12 Assessment Cycle:

At least one paragraph synthesizing results: elaborate accomplishments (benchmarks met/exceeded) as well as areas needing strengthening (benchmarks not met) for specific Student Learning Goals/Indicators.

Overall, the results of the assessment cycle revealed the BA in English degree program is largely meeting its Student Learning Goals. Benchmarks were met for seven of 10 Student Learning Goal indicators. Moreover, benchmarks were greatly exceeded for two indicators: students' abilities to compose essays drawing on theory and successful completion of the Academic Profile exam in English. This latter result (93% pass rate) is especially notable, as the exam is a standardized test with national norms, and thus shows most students in major meeting nationally recognized literary competencies. Benchmarks were not met on three indicators, two requiring analysis of literary texts and another measuring love of reading. This corroborates anecdotal observations by faculty—that students are not reading as deeply or broadly as they need for the major. Finally, even on some indicators where benchmarks were met, areas of deficits were revealed pertaining to citing works competently and literary criticism from one particular theory (Marxism).

Notable Changes intended for next year's Assessment Cycle:

At least one paragraph explaining changes indicated in light of student learning assessment results (especially for Student Learning Goals/indicators where benchmarks were not met and/or for any changes needed to the Student Learning Assessment Plan). Please specify who will initiate the changes and when.

The department chair will convene meetings with the full-time and adjunct faculty who teach ENG 260 and ENG 475. Faculty will discuss curricular changes needed to address areas where students are not achieving learning goals/indicators. In class learning activities and course assignments will be reviewed for ENG 260 and adjustments made to strengthen the student knowledge of and practice in analyzing literary texts and to ensure the pedagogy is consistent across sections of the course. Faculty teaching ENG 475 will plan an additional class period for the study of Marxist literary criticism and include a quiz on this subject, to measure students' comprehension. Since both of these courses are offered in the fall, these meeting will need to occur prior to the start of the fall semester (August) so faculty have time to incorporate changes in the syllabi. No major change is needed to ENG 100 curriculum. Rather, adding a "Work cited" page to the research assignment should address the weakness noted in citing references properly. This can be accomplished in the first faculty meeting of the year to occur in early September. Similarly, plans for better engaging students in the love of reading will be brainstormed at the first faculty meeting (i.e., a list of faculty favorite literary texts will be generated and a date set for the senior dinner). Finally, just one change will be made to next year's Student Learning Assessment Plan: the assessment strategy for indicator 7.1 (love of reading) will be implemented in the Fall by 200-level course faculty (in addition to 300-level faculty). The English faculty hope by intervening earlier with this strategy that they can assess the degree to which English majors' reading for pleasure changes from one year to the next.