

**EASTERN UNIVERSITY  
STUDENT LEARNING  
ASSESSMENT  
HANDBOOK**



**Faith, Reason and Justice**

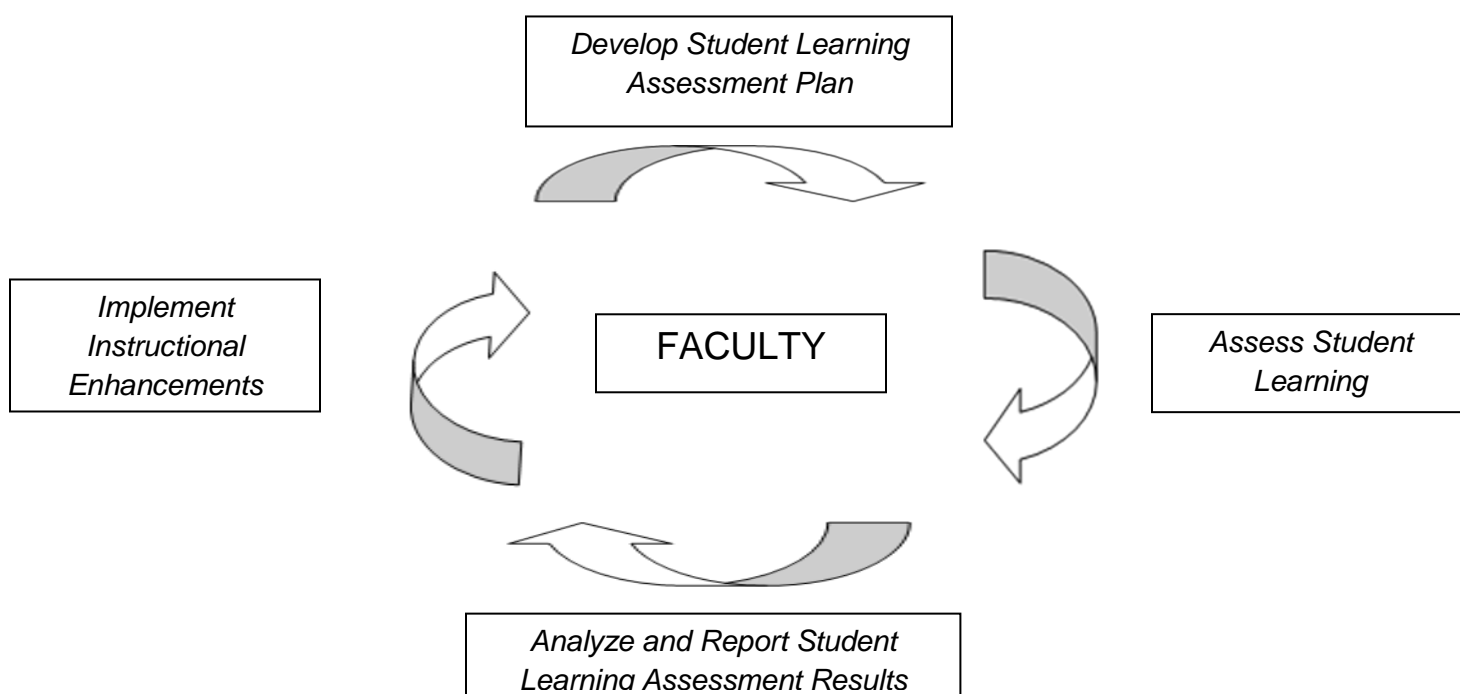
**Student Learning Assessment Committee  
and Office of Institutional Effectiveness**

**January 3, 2013**

## 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 THE SLA ASSESSMENT CYCLE?



## 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 have participated in student learning assessment planning, and in the 2011-12 academic year, 91% of the programs submitted SLA Plans and 92% submitted SLA End-of-the-Year Reports. 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 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 coordinator 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.

Academic assessments can be categorized as evaluation of knowledge, comprehension, and skills (whether cognitive or performance) or assessment of attitudes and values. Assessments may be **direct** or **indirect**. Examples of direct assessments include commonly used course grading measures, such as examinations, quizzes, reports, term papers, etc. Indirect measures include surveys, interviews focus groups, etc. For a more complete listing of these measures, see <http://www.wcupa.edu/tlac/documents/A%20Short%20Primer%20On%20Assessment.pdf> .

Assessment of attitudes and values can be divided into two general categories: assessments of reflections and assessments of behaviors. According to Suskie (2009)<sup>1</sup>, 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, for example, hours per week spent studying.

For the 2012-2013 academic year, Eastern University is articulating the correspondence between program goals, their indicators and assessments with the broader university's student learning goals. These university 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*

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

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.

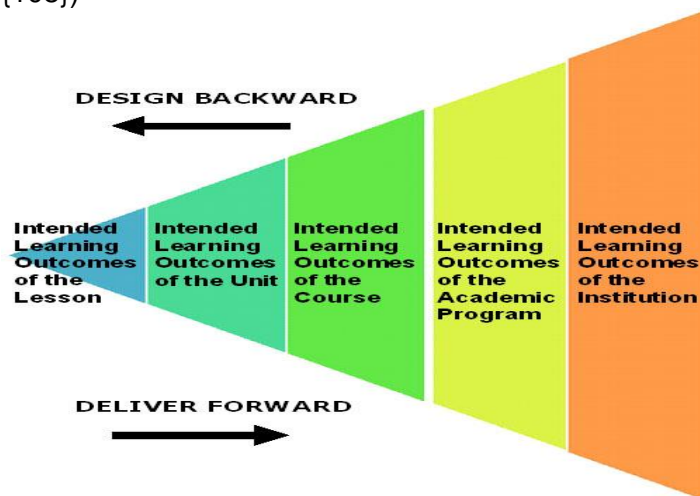
## EXAMPLE: PROGRAM GOALS

### 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 Outcomes<sup>2</sup> (Huba and Freed 2000 {108})<sup>3</sup>



<sup>2</sup> Eastern uses different terminology: “goals” for institutional and program learning and “outcomes” for course learning.

<sup>3</sup> Huba, Mary E. and Jann E. Freed. Learner-Centered Assessment on College Campuses. Boston: Allyn and Bacon, 2000. Print.

## ASSESSING GOALS AND OUTCOMES

Program assessments are broader than course-level assessments and can be considered more holistic or integrative. 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 may lack validity and reliability being subject to grade inflation and varying criteria among instructors and departments. Grades are also usually aggregate measures that may be difficult to map to individual learning indicators.



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### 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

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<sup>4</sup> 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\\_ofAssesment.pdf](http://www.aacu.org/pdf/Levels_ofAssesment.pdf)

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
<b>Student Learning Goal #2-Analysis and Problem Solving</b>									
<b>Indicator 2.1:</b> Interpret experimental data and results to support reasoned conclusions	I	I	I/R	I/R/A	I	I	R/A	R/A	R
<b>Indicator 2.2:</b> Demonstrate competency in quantitative problem solving using mathematical and computing tools	I	I	I	R	R	I/R	R/A	R/A	R/A
<b>Indicator 2.3:</b> 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 benchmark<sup>5</sup> 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:**

<b>Assessment Strategy &amp; Indicators Measured →</b> <b>Details about Assessment Strategy Methodology ↓</b>	<b>Assessment Strategy #1:</b> Project Presentation Rubric <b>Indicators Measured:</b> 1.1, 2.1, 2.3, 3.1	<b>Assessment Strategy #2:</b> Pre-Testing Tools <b>Indicators Measured:</b> 1.1, 1.2, 2.2, 4.1, 4.2, 5.1
<b>Description of Strategy (e.g., test, rating scale, culminating assignment)</b>	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)
<b>Assessment Result yielded (e.g. rubric score, test score means)</b>	Rubric scores	Mean test scores
<b>Benchmark (Criteria for Success)</b>	All presenters earn a minimum score of 3.5 out of 5.0 on pertinent questions from the faculty rubric, and 4.0 on the student rubric.	Majority of students earn minimum 60% in most classes (specific benchmarks on Results Report)
<b>Sample Size and Source</b>	All student presentations (N=2-5)	All students in each class
<b>Administrator</b>	4 full-time chemistry faculty plus other faculty who attend (1-2), undergraduate observers (20-30)	Course instructor
<b>Time of Administration of Assessment Strategy</b>	December and May presentations dates (end of each semester)	On first or second day of class



<b>Results maintained/archived where and by whom</b>	CHE 425 instructor Jeff Lawton	Course instructors have on file
<b>Time of Analysis of Results</b>	Following presentation	Following test, and during department meetings in Fall and Spring
<b>Analyzed by</b>	Jeff Lawton	Course instructors, then all faculty of department
<b>Feedback to Faculty/ Discussion</b>	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.

Finally, an external evaluation tool will be piloted in Spring 2012 for all junior and senior majors. This is a nationally-normed standardized exam from the American Chemical Society called DUCK – Diagnostic of Undergraduate Chemical Knowledge to be given at the end of the undergraduate curriculum. It is an interdisciplinary exam based on scenarios involving interpretation of data. This may help us further assess Goal 1 and Goal 2. Other possible exams to consider include subject exams from ETS, as well as the laboratory assessment exam from ACS.

## 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 as appropriate.

## 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 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 2013 annual report covers the 2012-2013 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, 2013.**

### What is due on October 15, 2012?

The 2012-2013 SLA Plan (with Curriculum Map) is due on October 15, 2012. (Your assessment strategies in this plan must cover 100% of your learning goals).

### What is due on May 31, 2013?

The 2012-2013 End-of-Year SLA Results Report on the 2012-2013 SLA Plan is due on May 31, 2013. If you have not yet completed your report for the 2011-2012 academic year you may still submit it.

### 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.

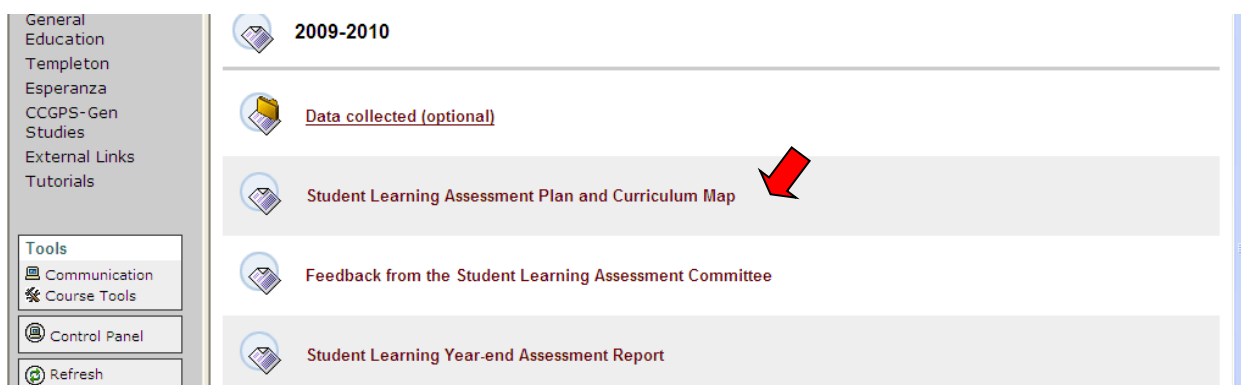
Instructions for posting your 2012-2013 SLA Plan

Go to your IE|SL site.

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

Go to the 2012-2013 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).

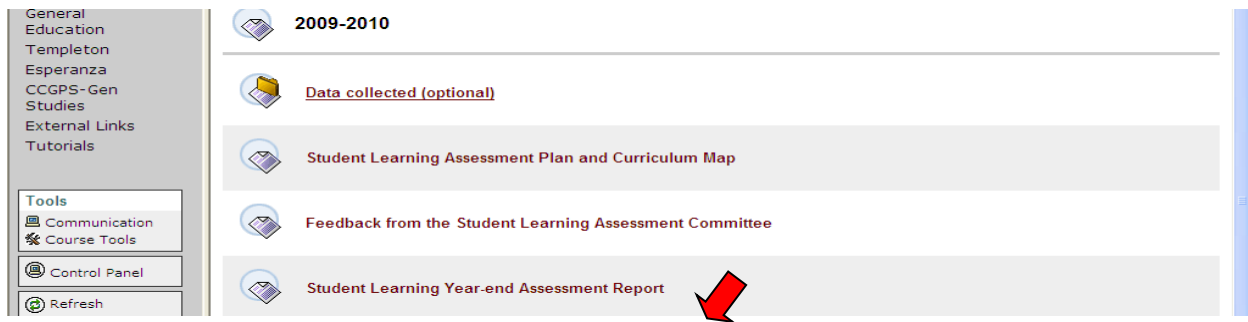
Instructions for posting your 2012-2013 End-of-Year SLA Results Report:

Go to your IE|SL site.

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

Go to the 2012-2013 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 2012-2013 folder. (Note: programs whose plans and reports are rated as “superior” typically have attached these additional supporting documents).

**Due October 15, 2012** - The 2012-2013 Student Learning Assessment Plan (with curriculum map).

Follow the procedures as outlined above. However, the plan and map will be uploaded to the 2012-2013 folder.

**Due May 31, 2013** - The 2012-2013 End-of-Year SLA Results Report on the 2012-2013 Student Learning Assessment Plan.

Follow the procedures as outlined above. However, the report will be uploaded to the 2012-2013 folder.

## WHEN AND HOW ARE THE SLA DOCUMENTS REVIEWED?

### Student Learning Assessment Plan and End-of-the-Year SLA Report

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.

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 2012-2013 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](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.<sup>5</sup>

**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.

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<sup>5</sup> 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 Spiritual Transformation Inventory)  
FY = First Year; SR = Senior (Todd Hall-Biola)



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**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 Goals<sup>6</sup>; 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

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<sup>6</sup> 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 →	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
<b>Student Learning Goals/ Indicators ↓</b>										
<b>Goal #1</b>										
Indicator 1.1.										
Indicator 1.2.										
Indicator 1.3										
<b>Goal #2</b>										
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).

<b>Assessment Strategy &amp; Indicators Measured →</b>  Details about Assessment Strategy Methodology ↓	<b>Assessment Strategy #1:</b>  Indicators Measured:	<b>Assessment Strategy #2:</b>  Indicators Measured:	<b>An example for a standardized assessment...</b> Strategy #1: ETS subject test in Psychology Indicators: 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, & 4.1	<b>An example for a course-level assignment. . .</b> 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
<b>GOALS and INDICATORS</b> 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"/> <b>S-1/</b> 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"/> <b>S-2/</b> Indicators are a mixture of low-level and higher-order thinking (Bloom's Taxonomy).  <input type="checkbox"/> <b>S-3/</b> Additional supporting details about the program (e.g., core program values) are included.	<input type="checkbox"/> <b>A-1/</b> 3-7 broad Student Learning Goals (SLGs) for each major or program are described.	<input type="checkbox"/> <b>NR-1/</b> Student Learning Goals vague or described with non-EU terminology.
		<input type="checkbox"/> <b>A-2/</b> 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"/> <b>NR-2/</b> 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"/> <b>A-3/</b> Indicators are defined for all Student Learning Goals.	<input type="checkbox"/> <b>NR-3/</b> Indicators are not defined for some Student Learning Goals.
		<input type="checkbox"/> <b>A-4/</b> All indicators are clear, measurable, demonstrable (use action verbs).	<input type="checkbox"/> <b>NR-4/</b> 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"/> <b>A-5/</b> Student Learning Goals are differentiated for each concentration in program ( <i>for programs with concentrations</i> ).	<input type="checkbox"/> <b>NR-5/</b> Student Learning Goals are not differentiated for each concentration in program ( <i>for programs with concentrations</i> ).
<b>MAP</b> Curriculum Map of Indicators	<input type="checkbox"/> <b>S-4/</b> As appropriate: brief notations about elective courses and/or core courses that relate to the program or major.  <input type="checkbox"/> <b>S-5/</b> Courses are outlined in the sequence they appear in the curriculum.	<input type="checkbox"/> <b>A-6/</b> The indicators are noted in chart form by course on a Curriculum Map, using the EU template.	<input type="checkbox"/> <b>NR-6/</b> Curriculum map is not in chart form and/or does not use the EU template.
		<input type="checkbox"/> <b>A-7/</b> Indicators are differentiated on the curriculum map with the following code: Introduced (I); Reinforced (R), or Applied/Integrated (A).	<input type="checkbox"/> <b>NR-7/</b> Indicators are not differentiated on the curriculum map with the following code: Introduced (I); Reinforced (R), or Applied/Integrated (A).
Eastern University: Office of Institutional Effectiveness		20	

Criteria	Superior Plan	Acceptable Plan	Plan Needs Revision
<b>PROGRAM-LEVEL ASSESSMENT STRATEGIES</b> Program/Department Level Assessment Strategies	<input type="checkbox"/> <b>S-6/</b> 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"/> <b>A-8/</b> Multiple program level strategies are adequately identified (qualitative/ quantitative, direct/indirect) to assess all Student Learning Goals.	<input type="checkbox"/> <b>NR-8/</b> Multiple program level strategies are not identified (qualitative/ quantitative, direct/indirect) to assess all Student Learning Goals.
	<input type="checkbox"/> <b>S-7/</b> Rubrics, test blueprints or other assessment tools for each strategy are posted in the Data folder on the IE SL site.	<input type="checkbox"/> <b>A-9/</b> Uniform, consistent criteria for evaluation at the program / departmental level are designated.	<input type="checkbox"/> <b>NR-9/</b> No uniform, consistent criteria for evaluation at the program / departmental level are designated.
	<input type="checkbox"/> <b>S-8/</b> Rubrics are clear, effective and could be easily used by anyone.	<input type="checkbox"/> <b>A-10/</b> Clear statement of what results are acceptable (benchmark) and which results would initiate changes to improve student learning for all indicators.	<input type="checkbox"/> <b>NR-10/</b> No clear statement of what results are acceptable (benchmark) and which results would initiate changes to improve student learning for some or all indicators.
<b>IMPLEMENTATION OF ASSESSMENT PROCESS</b> Closing the loop of your Student Learning Assessment Process	<input type="checkbox"/> <b>S-9/</b> 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"/> <b>A-11/</b> Administration of strategies is outlined (i.e., timing, location, type of measure, person designated for assessment and archiving of results).	<input type="checkbox"/> <b>NR-11/</b> 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"/> <b>A-12/</b> Clear indication of how data will be collected (e.g., sampling methods) and analyzed.	<input type="checkbox"/> <b>NR-12/</b> Vague or no indication of how data will be collected (e.g., sampling methods) and analyzed.
		<input type="checkbox"/> <b>A-13/</b> Timing for implementation of assessment strategies clearly outlined.	<input type="checkbox"/> <b>NR-13/</b> Timing for implementation of assessment strategies is vague or missing.
		<input type="checkbox"/> <b>A-14/</b> Clear indication of how results will be shared with Faculty (where/when in year).	<input type="checkbox"/> <b>NR-14/</b> 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):

**The End-of-the-Year Report Template and Rubric will be revised prior to the January semester.**