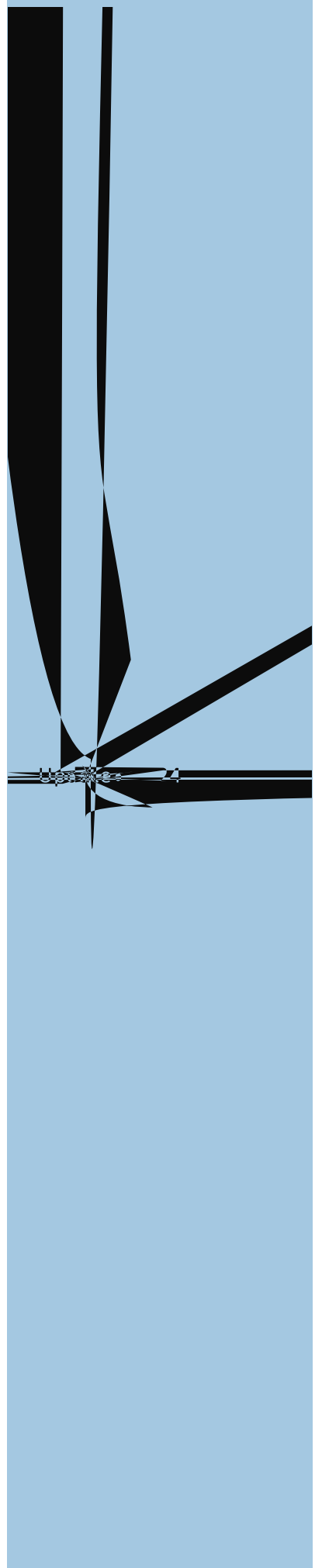


---

Office Of Assessment & Institutional Research



## TABLE OF CONTENTS

---

Historical Context .....	2
Assessment Purpose and Value .....	3
Guidelines on Assessment .....	4
HLC Guiding Values Aligned with SAU Assessment Plan .....	5
External Expectations.....	6
Institutional General Education Outcomes .....	8
General Education Assessment Plan .....	9
Evaluating Student Engagement in Academic & Co-Curricular Activities .....	11
Evaluating Student satisfaction with Academic & Co-Curricular Activities .....	12
1 <sup>st</sup> Destination Outcomes Survey.....	13
End of Course Survey .....	13
Externally Benchmarked Standardized Assessments .....	14
Other Institutional Evaluation Instruments .....	18
Academic Program Assessment.....	19
Academic Program Evaluation.....	25
Summary of Academic Program Assessment & Evaluation.....	25
Co-Curricular Evaluation .....	26
Appendix A .....	27
Appendix B.....	28





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

**Values**

Effective assessment at St. A Tw 3.3s



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

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

**Evidence-based institutional learning and self-presentation:** Assessment and the processes an institution learns from should be well grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality-assurance function of accreditation, evidence is critical. Institutions should be able to select evidence based on their particular purposes and circumstances. At the same time, many of the Assumed P pside.snartdniden6-1.9 (rit).6 (e)ria.3 (i)-11.3 (r).6 (e)qar





## Institutional General Education Outcomes

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

### 1. Fundamental Skills

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

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

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

### 2. Liberal Arts Perspectives

Outcome: Develop competencies that produjEMC ev (t p)5r-u0ngennua(p)5.2 Aittp (en)5.(n)512 (ec)1.1 ((o)7.2es

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

### 3. Catholic Intellectual Tradition

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

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

### 4. Integrative Learning

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

- So that they are prepared to make meaningful contributions to society and the world, St. A





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

At St. Ambrose, the NSSE has been administered on a 3-year rotad (d)2..3 ( t)71 (s)-fa-2..6 (oh)04 7dyAn a -2..6 (o-7.5 (n)04

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

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

### **End of Course Surveys**

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

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

### **1st Destination Outcomes Survey**

The Outcomes Survey is an online tool for gathering employment and graduate school admissions data



Diversity\*

DEI

discussion with  
diverse others

Intercultural Competency  
& Diversity

NSSE Module

End of Course Surveys,  
GenEd Graduation  
Survey





Results can be compared between first-

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

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

## Other Institutional Evaluation Instruments

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

### **AlcoholEdu®**

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

### **Mental Health Climate Survey**

### **Measuring Information Services Outcomes (MISO)**

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

### **Student Affairs Years in Review**

Beginning in 2010, thetttleo1 r prh pe, ch1.7 (t)-6 (s)-4.3 (,)-43.2 1e4edreesdetitdro1 tet 20d c0sdovr 20ho1 58.5 (e)-6

## Academic Program Assessment

### Overview

In addition to institutional-

In discussing the annual assessment results with the campus community, the annual assessment process



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



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

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

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

Assessments are often dichotomized in many ways (direct/indirect; formative/summative; objective/subjective; criterion-/norm-referenced; formal/informal; performance/written; standardized/classroom; selected- /constructed-response; internal/external), with claims made that

Most program-level SLOs are statements of expectations for students who complete the program. Therefore, assessing student learning outcomes once —



## Co-Curricular Unit Evaluation

### **Expectations for Co-Curricular Unit Evaluation**

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

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

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

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

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



## Appendix B: EPC Program Review Schedule (sample)

EPC 5 Year Review Schedule - updated 8.16.21				
Calendar subject to change. For questions contact <a href="mailto:epc@sau.edu">epc@sau.edu</a> .				
LISTED BY PROGRAM				
2020-21	2021-22	2022-23	2023-24	2024-25
Art History	Accounting	Business - Economics	Business - Economics (PA & RC)	Criminal Justice
History	Art: Graphic Design	Management - BAMS	Women & Gender Studies	Master of Science in Criminal Justice
KIN - Exercise Science	Art: Painting	Management - BBA	Master of Speech-Language Pathology	Spanish Education
KIN - Human Performance and Fitness	Book arts	Doctor of Business Administration	English (includes writing)	Marketing
KIN - Sport Management	Business - Finance	Communication - Strategic Comm	Computer Network Administration	
Spanish	Chemistry - BA	Master of Social Work	Master of Physician Assistant	Master of Exercise Physiology
Spanish Education	Chemistry - BS	Economics	Master of Pastoral Theology - postponed	Psychology - BA
Theatre - closed	Engineering - Mechanical	International Studies	Master of Pastoral Theology - postponed	Psychology - Forensic Psychology
Music - postponed	International Studies	Master of Public Health	Student Union Center	
Music - Teaching - postponed	Master of Business Administration	Music - postponed from 20-21		
Portfolio Learning Process - postponed	Mathematics	Music - postponed from 20-21		
Sales (Business & Healthcare) - postponed	Master of Public Health	Portfolio Learning Process - postponed 20-21		
	Integrated Studies (BAS) - update Sp21	Sales (Business & Healthcare) - postponed 20-21		
	Master of Organizational Leadership - postponed update			
	Business - International (update Sp22)			
	MOL - postponed update from 20-21			
LISTED BY DEPARTMENT				
2020-21	2021-22	2022-23	2023-24	2024-25
Accounting (ACCT), Master	Accounting (ACCT), Master	Accounting (ACCT), Master	Accounting (ACCT), Master	Accounting (ACCT), Master
Marketing - Sales / Health Sales	Marketing - Sales / Health Sales	Marketing - Sales / Health Sales	Marketing - Sales / Health Sales	Marketing - Sales / Health Sales
History	History	History	History	History
Kinesiology	Kinesiology	Kinesiology	Kinesiology	Kinesiology
Art History	Art History	Art History	Art History	Art History
Modern Languages (Spanish, Spanish Ed)	Modern Languages (Spanish, Spanish Ed)	Modern Languages (Spanish, Spanish Ed)	Modern Languages (Spanish, Spanish Ed)	Modern Languages (Spanish, Spanish Ed)
Service Learning	Service Learning	Service Learning	Service Learning	Service Learning
Integrated Studies	Integrated Studies	Integrated Studies	Integrated Studies	Integrated Studies
Master of Organizational Leadership	Master of Organizational Leadership	Master of Organizational Leadership	Master of Organizational Leadership	Master of Organizational Leadership
Business (International, MOL)	Business (International, MOL)	Business (International, MOL)	Business (International, MOL)	Business (International, MOL)
Misc	Misc	Misc	Misc	Misc

## Appendix C: EPC Program Review Results (sample)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Master of Education in Ed Administration			pp (1) postponed	postponed	accept (5)						scheduled
Master of Early Childhood Education		new			postponed	postponed/program closing					
Master of Organizational Leadership		pp (1 sem); accept (3)			no (1)	update	update postponed				
Master of Physician Assistant				accept (5)							
Master of Social Work				accept (5)							scheduled
Master of Speech-Language Pathology					accept (5)						scheduled
Mathematics											postponed
MS - Info Tech Management		accept (5)			accept (5)						
Music		pp (1 sem); accept(5)				postponed					
Music - Teaching		pp (1 sem); accept(5)				postponed					
New Student Seminar (NSS 101)					accept (5)						
Nursing - BSN			pp (2)		accept (5)						scheduled
Orthopaedic Residency Certificate					accept (5)						scheduled
Peace & Justice Minor		no (1 sem); accept (5)									
Philosophy		accept (4)			accept (5)						scheduled
Political Science					accept (5)						scheduled
Portfolio Learning Process		accept (5) pending								postponed	
Pre-law interdisciplinary minor					accept (5)						