



# Academic Program Assessment Report: 2011-2012

## Assessment Report: 2011-2012 Executive Summary

This report presents the work accomplished in Viterbo University's academic programs in understanding, confirming, and improving student learning. It summarizes the assessment results of the academic year 2011-2012. The report tracks progress made in assessment processes and practices and summarizes the use of assessment for improvements in student learning in majors, stand-alone minors, graduate programs, and general education.

### Strengthening Learning through Assessment in Undergraduate and Graduate Programs

Of the 43 established academic programs (both undergraduate and graduate):

- All (43) have data on student learning and are in the process of analyzing the data
- 98% (42) have articulated action taken to improve student learning.
- 86% (37) have tested the effectiveness of actions, either confirming learning or taking further action.

The academic programs (majors and stand-alone minors) continue to make progress in improving student learning through assessment

The emphasis is on direct measures; indirect assessment at the program level is supplemental.

The Academic Program Assessment Committee set goals for continued progress in the academic programs. These goals were shared with faculty in the January 2012 in-service session on assessment.

	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011	Sept. 2012 Goals	Sept. 2012 Actual	Sept. 2013 Goals
1) Establish a plan: outcomes aligned with teaching strategies and methods	100%	100%	100%	100%	100%	100% (43/43)	100%
2) Collect actionable data and draw conclusions through analysis	92%	96%	100%	100%	100%	100% (43/43)	100%
3) Take action to improve learning	73%	83%	89%	96%	100%	98% (42/43)	100%
4) Test the effectiveness of actions, either confirming learning or taking further action	18%	57%	63%	78%	80%	86% (37/43)	90%
5) Disseminate Results	Results are shared with key constituents: faculty in department meetings, Deans' Council, cabinet members, and advisory groups						

\*\*In 2011-2012, forty-three of the academic programs are considered established programs. There are several programs which were discontinued, and several new programs which are on the four-year assessment implementation cycle.

The report presents many examples of improved learning and student achievement through assessment. One example is found in the Center for Adult Learning program, Organizational Management. Organizational Management is offered in a face-to-face classroom environment (66 students) and in a fully online format (29 students). Each program is assessed separately, in order to evaluate the effectiveness of the different modes of delivery. Critical Thinking and Problem Solving is assessed through three direct measurements of student learning and an exit survey. Each outcome is assessed for three years. Learning by all four metrics was confirmed in 2011-2012 for Critical Thinking and Problem Solving, following targeted changes made as a result of assessment in the previous years. In the statistical analysis project in OMGT 305, the program had lower scores in the past. In 2010-2011, for example, the online students met the benchmark but the face-to-face program did not. Faculty in both modes of delivery modified the project for statistical analysis, breaking it down into three manageable parts, with students receiving formative feedback. This year, both modalities met the benchmark and learning was confirmed.

### **Assessment Practice and Progress**

In its second year, the Academic Program Assessment Committee:

- Worked to foster continuous improvement in undergraduate programs, general education, and graduate programs;
- Established robust goals for assessment progress for the Sept. 2012 updates, which were met;
- Provided in-depth formative peer review on assessment work for academic programs a year before they are on the rotation for program review;

### **Assessing the LIVE Outcomes-based Core Curriculum**

The academic year 2011-2012 was the first year of the fully-implement outcomes-based core curriculum. Students who began their academic career at Viterbo in Fall 2011 are the first students who will be fully immersed in LIVE.

Assessment efforts in 2011-2012 focused on the following:

1. Ensuring accountability and vibrancy in the core curriculum through a formal application and approval process for new courses;
2. Evaluating and providing formative feedback on the syllabi templates;
3. Assessing the LIVE outcomes in the second mission seminar, Living in a Diverse World, and completing follow-up assessment of the LIVE outcomes in the first mission seminar, Franciscan Values and Traditions;
4. Evaluating and providing formative feedback on adherence to the learning outcomes and course guidelines for the Foundations—Written Communication, Quantitative Literacy, Information Literacy, and Oral Communication.

2011-2012 Core Curriculum assessment targeted components of five of the seven LIVE outcomes and measured them at a novice or apprentice level in the first two mission seminars:

- Social Justice
- Ethical Reasoning & Moral Development
- Intercultural Knowledge & Action
- Integrative Learning
- Written Communication

Faculty will implement adjustments in the curriculum, teaching and learning strategies, the common assignment and rubric in the 2012-2013 academic year.

Naomi Stennes-Spidahl, Director  
Office of Assessment and Institutional Research

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## Status of 2011-2012 Assessment in Academic Programs

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5) Disseminate Results	Results are shared with key constituents: faculty in department meetings, Deans' Council, cabinet members, and advisory groups						

## **Minimum Expectations for Establishing Assessment in New Programs:**

New programs will establish learning outcomes and a curriculum map along with program design. The deans' council will determine what year is the first full year of a program, to give programs that are launched in stages a reasonable time frame. Programs with few majors (10 or fewer) may take longer to determine curricular changes.

End of Year 1: Establish a plan: outcomes aligned with teaching strategies and methods

End of Year 2: Collect actionable data, test validity of assessment tools and processes, and draw conclusions through analysis.

End of Year 3: Collect actionable data, test validity of assessment tools and processes, and draw conclusions through analysis.

End of Year 4: Take action to improve student learning and/or take action to improve assessment.

End of Year 5: Test the effectiveness of actions, either confirming learning or taking further action. Now the program is counted as an established program.

## An Overview of Assessment Work by School

### Dahl School of Business

#### Assessment Report for Dahl School of Business: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
Accounting	4	14	42	30	12/23/2012	12/24/2011
Accounting Degree Completion (2010-)	4	7	11	2	9/22/2012	9/22/2012
Health Care: Management (2011-)	6	22	3	0	9/25/2012	Year 1
Management	6	33	74	42	9/23/2012	9/21/2012
Marketing	5	15	25	7	9/19/2012	9/21/2012
MBA	6	22	38	26	9/12/2012	2/7/2012
MBA - Daytime (4+1)	5	9	17	13	9/12/2012	9/12/2012
MIS Online	7	46	34	15	9/19/2012	9/19/2012
OMGT	7	47	62	5	9/20/2012	9/2/2012
OMGT Online	7	45	54	14	8/17/2012	9/19/2012
Sport Management & Leadership (2009-)	6	8	14	12	9/19/2012	12/19/2012
Sustainability: Management (2011-)	0	0				Year 1

#### 2012 Academic Program Assessment Summaries

**Name of Assessment Coordinator:** Sara Cook

**Name of Program:** Accounting (ACCT)

**Date:** Oct. 31, 2012

##### 1. Assessment Results from 2011-2012

In 2011-2012, the accounting program assessment plan was significantly revised. Assessment had been conducted primarily through ACCT 425 (Auditing), but due to a number of reasons, this course is no longer the best candidate for mastery-level assessment. First, the course did not run in 2011-2012 because of low enrollment. Second, one of our accounting faculty members resigned her position, and because hiring for that position has been delayed, the course has been taught by adjuncts recently. Third, we had already determined that too many assessment measures were being drawn from this one course. Therefore, we have identified measures in ACCT 311 Intermediate Accounting, BLAW 450 Legal





the criteria was not met on the ethics case study in MKTG 351 for consecutive semesters. The Dahl School's curriculum mapping exercise also revealed a potential deficiency in the development of an understanding of the underlying theoretical framework of the ethical decision making model we are using. Therefore, actions are being taken to improve learning in this area, and data will be collected on that outcome again next year.

Our MGMT program (and all other traditional undergraduate business programs) is assessed in MGMT 449 through the simulation, an intensive capstone exercise, on the "solving complex business issues" outcome. The publisher of the simulation software has released a rubric that can be used to score (or partially score) the simulation. Data was collected using the new rubric in Fall 2011, and changes were implemented for Spring 2012 that showed dramatic improvement. Data will be collected through one more cycle before that loop will be closed.

The professional communication outcome continues to be a focus of our assessment. Once again, criteria were not met on the MGMT 300 Business Reporting methods, but assessment has been used to continuously improve the student learning in the course. Assessment results from MGMT 300 were shared with the instructor of MGMT 448 where the second measure of performance on this outcome is assessed, and subsequently the instructor for MGMT 448 incorporated a number of preliminary assignments into the course which allowed for substantial feedback on writing and oral communication. Student performance on the final assignments in MGMT 448 was well above the criterion, and the loop was closed.

Finally, the Dahl School has created a new student learning outcome measuring competency in a range of business functional areas through a standardized test (the Major Fields Test), which is required by our accrediting body, ACBSP. All of the data collected on this outcome through the different parts of the exam are reported in TracDat under the Management program. We have not duplicated the data in each program because of the amount of time required to enter each result, but the data collected will be used to improve each program in the school. In 2011-2012, in fall semester the overall MFT scores were at the 50<sup>th</sup> percentile range for our benchmark schools, but in the spring we were below that, and we are revising our core to better align with these competencies.

## **2. Plan for 2012-2013**

In 2012-2013, we will focus attention on the solving complex business issues outcome with increased emphasis on the simulation in strategic management, and we will also focus on the teamwork outcome. Though our criteria are consistently met on the teamwork assessment methods, the faculty report room for growth in our students in this area. We will examine our assessment methods and identify opportunities for faculty and student development around this critical competency. In addition, one of our goals as a department is to communicate assessment results to our majors, our advisory board, and our alumni. We plan to incorporate an assessment report on a webpage on the Dahl School website.

Finally, 2012-2013 will be the second full year of data collection through the standardized Major Fields Test. Analysis of the data including comparison to benchmark schools is underway and is being used as we redesign the Dahl School core courses. Collection and analysis of the MFT data will be another primary focus of assessment work for 2012-2013.







In 2011-2012, we gathered data for outcomes D, E, F. We will evaluate D and E, based on two years' worth of data. We decided to eliminate the alumni survey, due to consistently low response rate (we believe this might be due to the surveys they already receive from DSOB). One of the three full-time faculty members teaching MIS courses resigned before the start of Fall 2011, so this had an impact on assessment plans. For example, two new adjuncts were hired to cover two fall INFO courses, and we discovered the master Blackboard sites developed by the faculty member who resigned were minimal in that they did not align with the master Blackboard site standards across other INFO and the OMGT courses. The faculty member had also not selected assignments we could use to measure the criterion. In addition, at least one of the assignments from that faculty member's courses did not appear to be what we originally understood as far as how they measure the outcomes. With a quick turnaround time, the first thing we needed to do was develop master content for the adjuncts hired on short notice. Reviewing all master Blackboard sites for the INFO courses was an area of improvement we had identified in the previous assessment review, so this was partially accomplished by developing new master content. I also worked closely with the adjuncts to identify good metrics for the criterion. However, this was not successful. For example, INFO 320 is where we should be collecting data for the ethical decision-making criteria, but there is still no ethics focused assignment in that course (there are some small exercises, but they are not good measures). Another goal was to look closely at all assessment methods. Due to the challenges in obtaining assessment related advice from adjuncts, we will be using other courses for those criterion. For example, I usually teach INFO 350 and INFO 400, so those are reliable courses to use. Also, a full-time faculty member (Tiffany Morey) teaches INFO 340, so we could reliably use that course for additional criterion.

The following summarizes the focus on D, E, and F.

**Outcome D (Critical Thinking and Problem Solving):** We changed the assessment method to occur in OMGT 305, OMGT 308, OMGT 318. Criterion met and loop closed for all three (OMGT 305, 308, 318).

**Outcome E (Ethical Decision Making):** We changed the assessment method to occur in INFO 320 and OMGT 402.

**OMGT 402: criterion not met.** Action item for the CSR/Sustainability paper, which shows 69% of learners scoring above 80% on that paper this year, and if we calculate for the last 2 years, 79% of learners scored above 80%. Alissa indicated that an action item and follow-up are needed there, and this course is still on the assessment rotation for this year, so we have time to make a change and measure it. It is apparent that our online learners need some additional support on this paper in order to meet the criterion.

INFO 320: criterion met on the assignment that originally was slated to measure this. However, it was not a good measure of ethical decision-making. The assignment description, instructions, and rubric did not include any mention of ethics (students choose any technology related topic for the final paper). This is where I had requested assistance from the adjunct to choose a new assignment. I identified a case exercise (chapter 3) that addressed ethics, but the data is combined with a second case exercise. Also, there is no rubric associated with the case exercise. The criterion was met on that assignment as well.

**Outcome F (Computer Skills):** We changed the assessment method to occur in INFO 310 and INFO 350. INFO 310: criterion met. I worked with the adjunct to identify the best assignment to measure this. We agreed on the final paper, and he confirmed after the course was completed that he felt this was a good measure. Since we did not have an assignment designated for this outcome prior to that, we only have one year's worth of data at this point. However, that will work with our rotation schedule because 2011-2012 is the first year we collected for this outcome. I believe we can leave this measure in INFO 310. INFO 350: criterion met.





Also, it should be noted that we run the OMGT program in two formats: in a face-to-face classroom environment, as well as in a fully online format. We conduct the assessment of these two programs separately, in order to identify if there are particular issues arising in either format. This report is a summary of the online OMGT program.

**Outcome D (Critical Thinking and Problem Solving):** We assess this criteria in OMGT 305 (Managerial Statistics, OMGT 308 (Financial and Managerial Accounting), and OMGT 318 (Managerial Finance). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures indicated we met the criteria, based on three years of data. There are still lower scores coming from OMGT 305, the Managerial Statistics Course, where the program has had lower scores in the past. Even though we had modified the project for statistical analysis, with the project being broken down into three manageable parts, these lower scores are still coming across. The face-to-face program seems to have benefitted from the project revisions, but the online learners are still struggling with it. Also, lower scores this year in OMGT 318 were experienced, although the overall 3-year results have met the criteria. We will need to continue to focus on providing resources to these online learners in OMGT 305, 308, and 318.

Survey results for Outcome D indicated there is a lack of confidence in students' perceived skills after taking these three courses, however, they do show significantly improved mean scores from their perceived skills at the beginning of the program versus their perceived skills at the end of the program. We might recommend looking at this indirect measure more closely in the future. Perhaps an adjustment is needed in the expected ratings.

**Outcome E (Ethical Decision Making):** We assess this criteria in OMGT 309 (Managerial Marketing, and OMGT 402 (Ethical Leadership and Sustainability). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures were met, based on two years of data. Scores were lowest in the CSR/Sustainability paper assignment, but still met the expectation. This course has recently added the Information Literacy component, which should help learners with their source citations and APA formatting, which is typically where most points are lost.

Survey results for this outcome were very strong, and have been so consistently. This is an area where Viterbo students do quite well, as they are supported by the work they do in the Mission Seminars.

**Outcome F (Management Skills):** We assess this criteria in OMGT 401 (Strategic Management) and OMGT 403 (Project Management). In addition, we survey graduating students. To summarize the results for this criteria:

All direct measures were met by 88% of the students in OMGT 401, and 100% of the learners in OMGT 403, so far based on only one year of data. The strength of results in this criteria, especially in OMGT 403, might be an indication that more refining points are needed in the assessed assignment rubrics, as there is a need to distinguish an A paper from a B or C paper. Right now, all scores appear to be very high in the assessed work.

Survey results in this outcome are also very strong, and are meeting the criteria.

## 2. Plan for 2012-2013

In 2012-2013, we will gather data for outcomes A, E, F. We will evaluate E based on three years' worth of data, and F based on two years' worth of data.

Some particular focus areas include:



department is to communicate assessment results to our majors, our advisory board, and our alumni. We plan to incorporate an assessment report on a webpage on the Dahl School website.

Finally, 2012-2013 will be the second full year of data collection through the standardized Major Fields Test. Analysis of the data including comparison to benchmark schools is underway and is being used as we redesign the Dahl School core courses. Collection and analysis of the MFT data will be another primary focus of assessment work for 2012-2013.



## School of Education

### Assessment Report for the School of Education: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
LIC: IA - 5-12 Reading Teacher (149)	9	9	9		7/20/2011	
LIC: IA - K-8 Reading Teacher (148)	7	8	8		7/21/2011	
LIC: IA - Early Childhood	6	6	1	1	8/16/2011	8/31/2011
LIC: IA - Ed Leadership	6	18	12	24	7/25/2012	10/30/2012
LIC: IA - Middle School	9	10	9		6/17/2011	
LIC: IA - Specialist Reading	8	7	11		7/19/2011	
LIC: IA - Talented and Gifted (2011-)	11	11	11		6/7/2011	Year 1
UG – Undergrad Program – WI	11	23	106	4	9/27/2012	2/3/2012
LIC: WI - Post Bac Teaching	11	23	104	2	9/28/2012	2/3/2012
LIC: WI - Dir Instruction	7	21	77	7	5/31/2012	9/12/2012
LIC: WI - Dir Special Education & Pupil Services (2010-)	7	23	83	29	6/28/2012	6/28/2012
LIC: WI - Early Childhood	6	12	17	3	9/6/2012	9/27/2012
LIC: WI - Ed Leadership - Principal	7	21	98	19	8/21/2012	8/31/2012
LIC: WI - Reading Teacher 316	4	5	9	10	8/30/2011	8/30/2011
LIC: WI - School Business Administrator (2012-)	7	21	15	0	10/22/2012	Year 1
LIC: WI -Specialist Reading 17	8	10	18	0	8/29/2011	
LIC: WI Superintendent (2011-)	7	21	7	0	10/22/2012	Year 1
MAED	2	5	18	10	10/9/2012	10/22/2012

### 2012 Academic Program Assessment Summaries

**Name of Assessment Coordinator: Norene Bunt**

**Name of Program: IA 5-12 Reading Teacher (149)**

**Date: March 11, 2013**

#### 1. Assessment Results from 2011-2012

In 2011 results indicated that students received a score of 95% for goals 1-6. Data for 2012 was not formally collected or inputted into the database. Data will be collected in 2013 addressing all six goals. Data will be analyzed and shared with reading instructors and used to determine strengths and needs of the endorsement program.

In addition, data indicate that the areas of “knowledge and understanding of students who have special needs” and “knowledge and understanding of literacy development and its implications for learners” need to be more of a focus in the reading endorsement coursework and clinical experiences. Instructor networking meetings will be held to determine how best to address these areas.

















development of new rubrics for each question, the development of new outcomes for each of the core courses, the revision of the rubric that is currently utilized for the research presentation at Proseminar that will allow the faculty scorers to more specifically critique the individual parts of the presentation, (such as the parts of the research cycle and the impact on future teaching practice), and the inclusion of the research-based best practices referenced in question one. This will include the area of Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS), which will be required for all school districts to implement in 2013. All of these changes will require ongoing in-service of faculty members.

## School of Fine Arts

### Assessment Report for the School of Fine Arts: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
Art	7	7	27	15	9/1/2012	9/25/2009
Arts Administration	12	46	44		9/30/2009	6/16/2008
Dance (minor)	3	6	2	2	9/4/2011	9/4/2011
Music (2011-)	4	24	23	29	8/20/2012	9/1/2010
Music Theatre	7	16	10	3	9/5/2011	9/2/2011
Theatre BFA (5 THTR tracks)	4	9		0	9/5/2011	11/25/2011

### 2012 Academic Program Assessment Summaries

**Name of Assessment Coordinator:** Sherri Lisota

**Name of Program:** Art

**Date:** Sept. 12, 2012

#### 1. Assessment Results from 2011-2012

In the fall of 2011, the Art Department held a department assessment retreat to work on our primary area of focus for assessment during the year, and also to flesh out the next step in our assessment plan. In response to the *Review of Academic Assessment Plans on TracDat for Art*, dated September 1, 2011, in 2011-2012, we began identifying and collecting results for program outcome number 2, "Students will write, speak, and research effectively about art, art history, theory, and criticism." Although students are meeting sophomore-level proficiency in outcome two (based on the results from the sophomore review for the past three years), we have identified the need for students to achieve a higher level of proficiency in this outcome based on their coursework and PPST assessment. During our retreat, we worked on designing a rubric for measuring this outcome at the freshman, sophomore, junior, and senior levels, aligning them across the program. We identified the courses where students are writing, speaking, and researching in their major area, the assignments that address this outcome, and how the outcome is currently being assessed in the course. We began the process of implementing course-embedded measures with the new rubric, with the goal in mind to measure proficiency at each level. Theoretically then, we have drafted four direct methods of measurement for this outcome. We plan to collect this data to assess student achievement at the freshman, sophomore, junior and senior levels. We continue to rely on the sophomore review process as the mid-program benchmark in the four-year art curricula. The sophomore review is used to measure students directly in their level of achievement for each of the six art program outcomes. The sophomore review also provides an indirect assessment method by relying also on student reviews as part of the sophomore review process. The sophomore review process consists of three parts: 1) Students' written responses to questions aligned to program outcomes (self-reflection). Faculty receive student responses one week before the review actually takes place. (There was a question from the review team as to whether one week was enough time for faculty to review student written responses in preparation for the sophomore review. Each of the faculty have worked with each student and there is familiarity there between students and faculty. The written response may be described as a recapitulation of student experiences of which











**2. Plan for 2012-2013**

The focus for the coming year will be to increase the participation rate for our production evaluations and to develop a strong core assessment procedure that will also contribute to program assessment.



## School of Science and Letters

### Assessment Report School of Letters and Sciences: Sept. 2012 Updates

Program Name	2012 Outcomes	2012 Methods	2012 Results	2012 Actions	2012 Date of Last Result	2012 Last Action
Addiction Studies (2010-)	6	4	4	1	9/16/2012	9/13/2012
Assoc Arts/Science	8	44	26	4	9/28/2012	7/27/2007
Biochemistry	8	21	36	5	9/24/2012	8/31/2011
Biology (revised curric. in 2011)	4	5	18	6	9/13/2012	8/28/2011
Biopsychology (revised in 2011)	7	17	23	9	9/29/2012	9/29/2012
Broad Field Social Studies	26	45	90	24	9/14/2012	8/31/2011
Chemistry	7	22	114	5	9/24/2012	8/23/2011
Comm Studies (2009-)	8	1				
Criminal Justice	7	19	16	1	9/16/2012	9/18/2009
English	7	25	43	10	11/13/2012	8/31/2011
Environmental Studies (minor)	5	11	34	4	9/14/2012	8/30/2011
Environ. Sustainability (2011-)	5	1				Year 1
Gerontology (minor) (2009-)	5	2	2	0	9/16/2012	
Health Care: Science (2011-)						Year 1
History (2010-)	6	15	10	1	9/14/2012	9/14/2012
Integrated Studies	5	14	12	2	8/27/2012	8/31/2012
Latin American Studies (minor) (2009-)	6	6	3	2	12/14/2011	12/14/2011
Liberal Studies	3	3	3	0	9/15/2012	
MASL	14	23	38	48	9/28/2012	9/28/2012
Mathematics	6	6	36	10	9/17/2012	9/17/2012
Mathematical Physics (2010-)	5	9	2	0	5/16/2012	
MS in Mental Health Counseling (2011-)	8	4	2	2	9/26/2012	9/26/2012
Natural Science	6	16	19	1	9/1/2011	
Philosophy (2009-)	3	5	6	0	9/13/2012	
Psychology	7	49	126	96	9/17/2012	9/17/2012
Religious Studies	11	2	2	0	9/12/2012	
Social Work	23	113	138	12	9/13/2012	6/17/2011
Sociology	7	19	19	3	9/16/2012	9/30/2010
Spanish (WL)	8	20	23	3	9/18/2012	5/17/2011
Sport Science & Ldrsp (2009-)	6	15	14	5	7/5/2012	7/5/2012
Women's Studies (minor)	3	10	34	17	6/6/2012	6/6/2012















a direct impact on data assessment points for Learning Outcome #5, and will need to be addressed in 2012-2013.

This last step is closely related to what was perhaps the single most important learning for the MASL program this past year. At a half-day program retreat in May, six of the seven program faculty discussed the distinctiveness of the program and how best to draw on the strengths of our faculty to highlight what makes it distinct. As a result of this conversation, three modes of inquiry were identified as part of the emerging servant leadership field. These three modes of inquiry – critical theological reflection, ethical case-study analysis, and social scientific analysis – signal both specific approaches to research in the field as well as a commitment on the part of the program faculty to graduating students who can integrate elements of all three ways of seeing in their research projects. In naming the interdisciplinarity of the field and a commitment to holding the three modes of inquiry together in one program, the faculty gained clarity on what has been an ongoing challenge: articulating the distinctive character of this program in a way that lent itself to the development of rigorous, graduate-level scholarship in the field of servant leadership. (See the Program Retreat Minutes for additional details on this conversation.) This key learning will serve as a guide for program faculty discussions throughout 2012-2013 (and beyond), as we begin to create scaffolding in the curriculum map for each of the modes of inquiry and as we work through our own faculty disciplinary biases to develop shared norms for evaluating student work that draws together these three modes of inquiry. One of the other likely impacts of this work involves tailoring components of the rubric for the colloquium papers to the specific mode of inquiry selected by the student.

## **2. Plan for 2012-2013**

In order to sustain the positive trend in enrollment growth, the program will develop a 3-course sequence modeled on the recruitment success at the Tomah VA. Additional locations for this 3-course sequence will be explored, beginning with West Allis, Wisconsin and the Greater Milwaukee area. This reflects a growing awareness of the need for targeted recruitment that builds on existing institutional relationships that have been cultivated over the past decade by program faculty (e.g., Wheaton Franciscan Healthcare). (See Action items related to the Outcome: Enrollment for additional details.) Course evaluations of online courses will be used to assess student interest and dependence on this for program completion. To date, we have limited data from online course evaluations, even as we integrate online courses more fully into our overall strategy of growing the summer institute and attracting students from a broader geographical radius.

The primary focus for assessment in 2012-2013 will be developing support within the curriculum for strengthening the oral communication skills of our graduates. (See Action items for Learning Outcome #1 and #4 for specific ways in which this support will be developed.) minimum of 3 program committee meetings in the Fall will be dedicated to aligning specific oral communication outcomes from the colloquium rubric, course assignments, and introductory, developmental, and mastery expectations in existing core courses. The Spring program retreat will include time set aside for reflecting on changes made in specific courses. We will continue to focus on Learning Outcomes #1 and #4 in 2012-2013, paying particular attention to the dimensions of the outcome related to oral communication. Preliminary data will be drawn from Fall 2012 and Spring 2013 colloquium presentations, recognizing that this data is constrained by the fact that these students will have only limited exposure to courses in which changes have been made.

The redesign of the curriculum map, implied by the alignment noted above, will be a priority throughout the Fall. This redesign will involve significant discussion among an interdisciplinary faculty about how best to prepare students for integrating theological reflection, ethical analysis, and social scientific















**Name of Assessment Coordinator: Jennifer Hedrick-Erickson**

**Name of Program: BSN Completion**

**Date: Sept. 25, 2012**

### **1. Assessment Results from 2011-2012**

Last year we focused on two of our nine outcomes, those being: Healthcare Systems and Healthcare Technologies. Our program created an assignment to more effectively meet the Healthcare Systems outcome as we saw this as an area to improve upon, knowing the outcome would be measured in 2011-2012. Students effectively met this outcome (see attachment) as assessed by the Healthcare Systems rubric. Also, the course evaluations showed a means of 4.21 on a 5.0 Likert scale. The Healthcare Technology outcome was met as the Nursing 340 course was revised to assist students to meet the Information Fluency Foundation requirement for the university. Content was added and assignments were revised or created to assist meeting this outcome (see "Information Fluency Alignment Table" attached and School of Nursing rubric attached).

To follow-up on last year's results, the faculty added additional guidelines to the Ethics Case Study Paper assignment. Students effectively met the developmental levels of the Ethics outcome for the program, based on our Ethics Rubric. Course evaluations of this assignment showed means results of 4.35 on a 5.0 Likert scale. However, this assignment will be eliminated for Fall 2012 as the outcomes of the program have changed.

We continue to conduct focus groups as a means of assessment, on a rotating basis at each site. Data was shared with all persons directly involved with our program to determine how we can best meet our student and program needs.

Alumni surveys were sent out via e-mail.

We implemented a new support course for our program. English 307 was added to the curriculum to assist with student's mid-level university writing needs, with a desire to strengthen student's professional writing ability. We removed Nursing 140 – Information Management and added some of that content to our Nursing 340 course. As stated above, Nursing 340 assisted our program to help meet the university Information Fluency Foundation requirement.

### **2. Plan for 2012-2013**

In 2012-2013, we will collect results for two of our newly adopted School of Nursing graduate outcomes. We will be assessing the outcomes: "Incorporate effective interpersonal and inter-professional communication and collaboration skills" and "Articulate the direct and indirect relationship of healthcare policy, finance, and regulations." We will also be following up on pending measures that did not meet criteria in TracDat; those include assignments in Nursing 346 – Nursing Research that fell below 4.0 on 5.0 Likert. They include the Literature Review Paper and Evidence Based Practice Proposal. Also two other assignments that measure outcomes fell below the desired 4.0 on 5.0 Likert. The assignments were the Nursing 408 Debate and the Nursing 472 discussion of "From Silence to Voice." Faculty will apply the new graduate outcomes to all nursing syllabi. The first year courses have adopted the new outcomes to be assessed; while the second year courses will be applied, Fall 2013. Assignments will be evaluated to assure we are meeting the new graduate outcomes with a minimum of two direct measures and one indirect measure.



**Name of Assessment Coordinator: Carol Klitzke**  
**Name of Program: Dietetics Coordinated Program**  
**Date: Aug. 30, 2012**

### 1. Assessment Results from 2011-2012

Last year we implemented the second year of our new assessment plan. We targeted the group of supervised practice competencies called Practice Management and Use of Resources. Most of these competencies are met by foodservice management courses. Students did not meet the criteria for competencies related to knowledge of systems theory, knowledge of quality management, and knowledge of coding practices. Carol will target systems theory and quality management in Nutr 351 and Nutr 400 this fall, respectively. Jessica Madson will target coding practices in Nutr 470/471. As a department we continue to work on improving the pass rate for the Registration Exam. We required students to purchase the study guide and practice exam from the Academy of Nutrition and Dietetics (AND) and used the outline in it to plan the content of our comprehensive exam review sessions. Carol changed the way that she taught financial management by using a new textbook devoted to that topic and making sure that students could do the problems and application exercises at the end of each chapter. Her sense was that students left the course with a much better understanding of how to compute and understand financial data and benchmarks. Whether this has an effect on RD exam scores will be apparent between June 2013 and June 2014.

As follow-up to previous years' results, Carol finally achieved my goal in teaching students how to write an argument and state it as a claim, then support it with evidence in a paper. She attributes this to the increased amount of time that she spent with the students on writing claims and giving them more individualized attention as they drafted their claims.

### 2. Plan for 2012-2013

#### Assessment Plan for Fall 2012: Scientific and Evidence Base of Practice

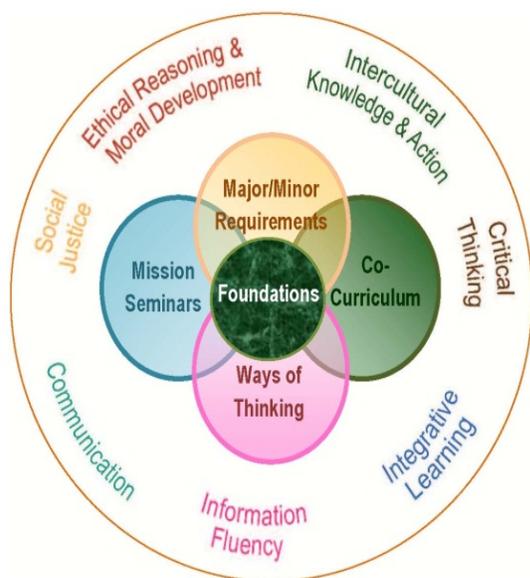
Competency	Faculty Member	Course	Method/Criteria
SP 1.1: Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic, or other outcomes.	Jessica/Karen	Nutr 471	100% of students will achieve a minimum score of 3 on weekly MNT Professionalism Evaluation form for SP 1.1
SP 1.2: Apply evidence-based guideline, systematic reviews, and scientific literature in the Nutrition Care Process and model and other areas of dietetics practice.	Preceptors Karen/Jessica	Nutr 471	100% of students will receive a minimum score of 80% on case study/presentation rubric.
CO 3 Manage nutrition care for population groups across the lifespan	Alida/Ginger	Nutr 371	Preschool lesson Group Education rubric – 80% of students will achieve a level of $\geq 2$ in SP 1.1, 2.3, 3.2 Middle school lesson Group Education - 80% of students will achieve a level of $\geq 2$ in SP 1.1, 2.3, 3.2 Elderly Presentation Group Education – 80% of students will achieve a level of $\geq 3$ in SP 1.1, 2.3, 3.2
CO 6 Consult with organizations regarding food access for target populations	Alida/Ginger	Nutr 371	Community Food Access assignment rubric minimum score of 13/16 with no less than 2 in any category.
Follow-Up PM 4.3 Apply systems theory	Carol	Nutr 351	100% of students will be able to relate systems theory to a major project.
Follow-up PM 4.12	Jessica	Nutr 470	100% of students will score at least 80% on coding quiz





## LIVE Core Curriculum: Assessment Overview

### LIVE Core Curriculum Structure



LIVE includes three main components:

- **Foundations** courses, which give students underlying skills in information fluency, quantitative literacy, and written and oral communication
- **Ways of Thinking** courses, in which students learn the assumptions, methods, and questions of different disciplines
- Four sequenced **Mission Seminars**, in which students examine issues from a disciplinary lens
  1. Franciscan Values and Traditions
  2. Living in a Diverse World
  3. Serving the Common Good
  4. The Ethical Life

The academic year 2011-2012 was the first year of the fully-implement outcomes-based core curriculum. Students who began their academic career at Viterbo in Fall 2011 are the first students who will be fully immersed in LIVE.

Assessment efforts in 2011-2012 focused on the following:

1. Ensuring accountability and vibrancy in the core curriculum through a formal application and approval process for new courses;
2. Evaluating and providing formative feedback on the syllabi templates;
3. Assessing the LIVE outcomes in the second mission seminar, Living in a Diverse World, and completing follow-up assessment of the LIVE outcomes in the first mission seminar, Franciscan Values and Traditions;
4. Evaluating and providing formative feedback on adherence to the learning outcomes and course guidelines for the Foundations—Written Communication, Quantitative Literacy, Information Literacy, and Oral Communication.

2011-2012 Core Curriculum assessment targeted components of five of the seven LIVE outcomes and measured them at a novice or apprentice level in the first two mission seminars:

- Social Justice
- Ethical Reasoning & Moral Development
- Intercultural Knowledge & Action
- Integrative Learning
- Written Communication

Faculty will implement adjustments in the curriculum, teaching and learning strategies, the common assignment and rubric in the 2012-2013 academic year.

## Assessment of Mission Seminars

### Franciscan Values and Traditions: LIVE Learning Outcomes Assessment

LIVE Outcomes	FVT Outcomes	Assessment method	Evaluation tool
Ethical Reasoning and Moral Development: Ethical Self-Awareness	1. Students will compare, contrast, and consider Franciscan values, Viterbo core values, and disciplinary values.	Common assignment	Common rubric
Integrative Learning: Connections across Perspectives			
Social Justice: Diversity of Communities	2. Students will consider how these values compare and contrast to their own personal values and other value systems		
Written Communication: Sources & Evidence			

#### **2011-2012 Follow-up Results**

**Method:** common assignment in all VUSM 1XX sections

**Measurement:** common rubric created collaboratively and modified through the 10-11 assessment process.

#### **Assessment process:**

**1) Random sample of papers:** A stratified random sample of 15% of the papers submitted by students enrolled at the end of the semester was drawn. The thirteen sections in FA2011 and eight sections in SP2012 had a total enrollment of 370 students. There were no online courses (online courses are over-sampled to allow for assessment of modes of delivery).

**2) A group** of seven volunteers worked over four days in May and June 2012 to assess the papers. The group consisted of four full-time faculty, one staff member, the director of general education, and the director of assessment and institutional research.

The group had a norming session to establish inter-rater reliability. The group reviewed the assignment and the rubric and scored one norming paper. After scores were compared and reviewed, a second paper was normed. Each paper was read by two readers. When a score diverged by more than one point, a third reader read that paper for the outcome that diverged.

FVT Assignment Rubric	2010-11 Results	Action taken	2011-12 Follow-up Results	Criterion Met/Not Met	Action
Ethical Reasoning & Moral Development: Franciscan Values	1.3	1) We revised the assignment guidelines to ask students to connect Franciscan values to the biographical and historical context of the course. 2) Changed course text to Talbot, which is organized	2.1	Criterion of 3 not met	1) We revised the final assignment rubric to ask students to apply Franciscan values to section-specific context. 2) We extensively revised the final assignment sheet, which now asks students to

		around Franciscan values.			explicitly compare section-specific values to those of Viterbo and Francis.
Ethical Reasoning & Moral Development: Viterbo Values	1.6	Revised the assignment guidelines so that students select one or two Viterbo values to compare to their own.	2.3	Criterion of 3 not met	We modified the rubric and added the word "five" to VU values. We extensively revised the final assignment sheet, which now asks students to explicitly compare section-specific values to those of Viterbo and Francis.
Ethical Reasoning & Moral Development: Personal Values	1.7	We revised the assignment guidelines to explicitly ask students to answer the question, "Where did your values originate and how?"	2.0	Criterion of 2 met	Loop closed: We will continue to measure this on 2012-13 papers
Social Justice: Diversity of Communities	1.9	We modified the common assignment to emphasize differences in values. We have not put an expectation for "interest in working with a community to achieve an aim" into the assignment.	1.9	Criterion of 2 not met	1) We revised the FVT rubric under social justice to express benchmark level in positive language. 2) We revised the SLOs for this course. Now the 2nd learning outcome is directly aligns with social justice--getting students to distinguish their values and others' values.
Integrative Learning: Connections across Perspectives	1.7	Revised the assignment guidelines to explicitly ask for integration: "How do these values intersect with the focus of the section?"	1.9	Criterion of 2 not met	Revised rubric asks more explicitly for students to connect section perspective to Viterbo and Franciscan values. Revised assignment sheet explicitly requires integration of section-specific content and Viterbo and Franciscan values.
Written Communication: Sources & Evidence	1.9	Replace "content development" with "sources and evidence" on the rubric for the common assignment.	2.2	Criterion of 2 met	Loop closed: We will continue to measure this on 2012-13 papers.
The assessment team analyzes results and makes recommendations for changes. The team makes some changes to the rubric, as warranted. The CC director works with the FVT lead faculty on changes in the assignment, course guidelines, or teaching and learning strategies. The results and action plan are shared the Franciscan Values and Traditions instructors in the learning community and with the Core Curriculum Committee.					

## Living in a Diverse World: LIVE Learning Outcomes Assessment

LIVE Outcomes	LDW Outcomes	Assessment method	Evaluation tool
Ethical Reasoning and Moral Development: Ethical Self-Awareness	1. Students will examine the background, structures and effects of oppression, bias, prejudice, bigotry, or discrimination.	Common assignment	Common rubric
Intercultural Knowledge & Action: Cultural Self-Awareness / Knowledge of Cultural Frameworks	1. Students will examine the background, structures and effects of oppression, bias, prejudice, bigotry, or discrimination.		
Social Justice: Diversity of Communities and Cultures	2. Students will demonstrate their awareness of cultural diversity and its value.		
Social Justice: Action and Reflection	3. Students will reflect on their development of servant-leader characteristics.		
Integrative Learning: Reflection and Self-Assessment	2. Students will demonstrate their awareness of cultural diversity and its value. 3. Students will reflect on their development of servant-leader characteristics.		

### 2011-2012 Results

**Method:** common assignment in all VUSM 2XX sections

**Measurement:** common rubric created collaboratively by the LDW faculty learning community.

**Assessment process:**

**1) Random sample of papers:** A stratified random sample of 15% of the papers submitted by students enrolled at the end of the semester was drawn. The twelve sections in FA2011 and eight sections in SP2012 had a total enrollment of 270 students. There were no online courses (online courses are over-sampled to allow for assessment of modes of delivery).

**2) A group** of six faculty worked over four days in June 2012 to assess the papers. The group consisted of four full-time faculty, the director of general education, and the director of assessment and institutional research.

The group had a norming session to establish inter-rater reliability. The group reviewed the assignment and the rubric and scored one norming paper. After scores were compared and reviewed, a second paper was normed. Each paper was read by two readers. When a score diverged by more than one point, a third reader read that paper for the outcome that diverged.

LDW Assignment Rubric	2010-11 Results	Criterion Met/Not Met	Action
Ethical Reasoning & Moral Development (LDW 1)	2.6	Baseline data	1) We changed the assignment, asking students to show knowledge of theory. 2) We changed the assignment, asking students to show development of their thinking / awareness over time.
Social Justice / Intercultural Knowledge & Action (LDW 2 & 3)	2.3	Baseline data	1) We revised LDW outcome 2 to include explicit language about valuing diversity. 2) We revised LDW outcome 3 to leave open what counts as servant leadership characteristics. 3) We split Social Justice into two component of the rubric 4) We revised the rubric to highlight the value of diversity. 5) We searched for a common text that outlines the value of diversity. 6) We searched for a common text that outlines servant leader attributes.
Integrative Learning (LDW 2 & 3)	2.4	Baseline data	1) We ask students to integrate section-specific content in their final reflective paper. 2) We made changes to the seminar guidelines to highlight the integration of section-specific content with common content.
<p>The assessment team analyzes results and makes recommendations for changes. The team makes some changes to the rubric, as warranted. The CC director works with the LDW lead faculty on changes in the assignment, course guidelines, or teaching and learning strategies. The results and action plan are shared the Living in a Diverse World instructors in the learning community for implementation and with the Core Curriculum Committee for accountability.</p>			

## Assessment of Foundations

The Core Curriculum Committee assessed how well the Foundations courses meet the standards designed by faculty committees. Committee members assessed syllabi, sample assignments, and rubrics for each of the Foundations courses. The goal was to evaluate the following requirements, which serve provide the structure for future learning outcomes assessment:

- 1) Alignment between Foundations outcomes, course outcomes, and assignments;
- 2) Rubric for a summative assignment;
- 3) Integration of guidelines into the course design.

This assessment was formative, and when course materials did not demonstrate alignment with learning outcomes and guidelines, the director of general education provided feedback to individual instructors.

**Written Communication:** A typical student with median or higher achiever based on ACT as a starting point will take a one-semester four-credit comp course approved by the GE committee—two 3-credit courses (103/104) will still be an option for those who do not meet the criteria—and a writing-intensive course in the sophomore year that might also meet requirements within the major.

### WC Learning outcomes

1. Align the writing task with audience, purpose, and context. (Context of and Purpose for Writing)
2. Use appropriate, relevant, and compelling content to support a thesis and unify the work. (Content Development)
3. Consistently apply disciplinary conventions, including organization, content, presentation, and style. (Genre and Disciplinary Conventions)
4. Consistently support claims with credible, relevant, and appropriate sources. (Sources and Evidence)
5. Communicate in direct, error-free language. (Control of Syntax and Mechanics)

**Quantitative Literacy:** A typical student will take one 3-credit math course, though the competency may satisfied by a math course, high enough entry scores, or applied math course(s) in the student's major – as approved by the GE committee.

### QL Learning Outcomes

1. Recognize patterns in data.
2. Perform informed analyses.
3. Explain information that has been received in mathematical form.
4. Convert information into mathematical form.
5. Solve quantitative problems by analyzing data mathematically.
6. Approximate and simplify data appropriately.

**Information Literacy:** For a typical student, this skill will be part of the composition course taken at Viterbo; students who do not complete the traditional composition course will complete a 1-credit module.

### IL Learning Outcomes

#### 1. Use information ethically, legally and responsibly:

- Understand the concept of academic integrity and practices to avoid plagiarism.
- Cite, quote, and paraphrase sources correctly.

#### 2. Determine the extent of information needed:

- Define key concepts within a research statement.

- Identify types of information sources.

### **3. Access the needed information:**

- Find information using a variety of search strategies.
- Consult multiple sources when gathering information.
- Develop awareness of resources available at Viterbo.

### **4. Evaluate information and sources critically:**

- Recognize and explain bias, authority, and reliability of sources.
- Identify and question assumptions in compiled research.

### **5. Use information to accomplish a specific purpose:**

Organize and communicate information from sources to meet the purpose of the assignment.

**Oral Communication:** A typical student would meet this competency with a one-credit addition to a course within their major, or an existing course in their major; however other courses such as intro to speech or other approved course could satisfy this skill.

### **Learning Outcomes**

1. Convey a central message (the main point/thesis/"take-away" of a presentation).
2. Employ effective delivery techniques, including posture, gestures, eye contact, and use of the voice.
3. Use appropriate language, including vocabulary, terminology, and sentence structure.
4. Organize material strategically by grouping and sequencing of ideas and supporting material in a presentation.
5. Convey appropriate supporting material, such as explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation.

### **Examples of Changes Subsequent to the Foundations Assessment:**

**Written Communication I and Information Literacy:** The English department revised SLOs for ENGL104 based on the alignment table work in Fall 2011. The department revised the SLOs for ENGL103 and 105 via Writing First on February 15, 2012. New SLOs for all three courses will go into place next year. Mostly they identical with the LIVE Written Communication rubric and with the LIVE Information Literacy rubric but include some SLOs to distinguish 103 from 104.

**Written Communication II:** As a result of the formative assessment, the School of Education received approval from the Core Curriculum Committee to replace EDUC 215 with EDUC 280 as the Written Communication II course for Education majors.

**Quantitative Literacy:** As a result of the formative assessment, several instructors revised their course design and syllabi.

**Oral Communication:** As a result of the formative assessment, the School of Nursing decided to require COMM 150, Fundamentals of Speech, of Nursing majors rather than make the adjustments to NURS 240, Professional Communication in Nursing, to ensure alignment with the learning outcomes and guidelines for this competency.

## LIVE Syllabus Template and Assessment

Course Number and Section

Course Title

Semester, Year

Class Meeting Time and Place

Credits

Course Prerequisites

Core Curriculum Category/Categories, e.g., Literary Analysis Way of Thinking

Instructor:	
Office:	Office phone:
Email:	Office hours:

Catalog Course Description

Section-Specific Description (if relevant)

Instructional Methods

Required Materials (*textbooks, online sources, etc.*)

Recommended/Supplemental Texts

Reserve Materials

Required Assignments

Credit Hour Equivalentents (*see also appendix 2*)

Assignment Weights

Grading Scheme:

*(How will the required assignments be assessed? What percentages attach to each grade level? Where rubrics are not included, the syllabus should name where and when they will be provided.)*

Alignment Table of Learning Outcomes and Course Work

Learning Outcomes for this Foundations, VUSM, or Way of Thinking	Relevant Course Outcomes	How course and its work meet these outcomes

Formatting and Documentation Guidelines

Attendance Policy

Academic Integrity Policy

Late Work Policy

Electronic Submissions Policy

Disability Statement

Rubrics

Course Schedule