



# Academic Program Assessment Report: 2015-2016

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## 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 2015-16 reported in fall 2016.

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

Of the 56 established academic programs (both undergraduate and graduate):

- All have data on student learning and are in the process of analyzing the data
- All have taken action taken to improve student learning.
- Most have followed up on targeted changes, either confirming learning or taking further action.

Systematic follow-up on targeted changes continues to be a challenge. The academic programs regularly collect assessment results and most utilize assessment for targeted changes.

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

\*\*In 2015-2016, 56 of the academic programs are considered established programs. There are several programs which were discontinued, and several new programs which are on the five-year assessment implementation cycle. Some programs with low enrollments do not update results annually.

### Strengthening Learning through Assessment in the Core Curriculum

Following the assessment rotation cycle, the focus in 2015-16 was on assessing learning outcomes through the Foundations, Ways of Thinking, and Mission Seminars. Program Review recommendations, which were informed by learning outcomes assessment, are in turn informing next steps with several elements of the Core Curriculum.

- **Foundations—Oral Communication:** Faculty prepared for assessment in 2016-17.
- **Foundations—Written Communication II:** Faculty decided on targeted changes following two terms of assessment. Follow-up will occur following assessment of Written Communication I.
- **Integrating Faith and Practice:** The first round of assessment did not result in meeting the criterion. Targeted action includes a formative meeting with all IFP faculty and work on assignment guidelines. Follow-up will continue in 2016-17 until the criterion is met.
- **Theological Inquiry:** A faculty group met to prepare for TI assessment in 2016-17.
- **Serving the Common Good:** The fourth year of assessment did not result in the criteria being met. Follow-up assessment will be on hold until the structural changes recommended by program review have been implemented.
- **The Ethical Life:** Changes recommended by program review will be implemented before follow-up assessment occurs.

### Assessment Practice and Progress

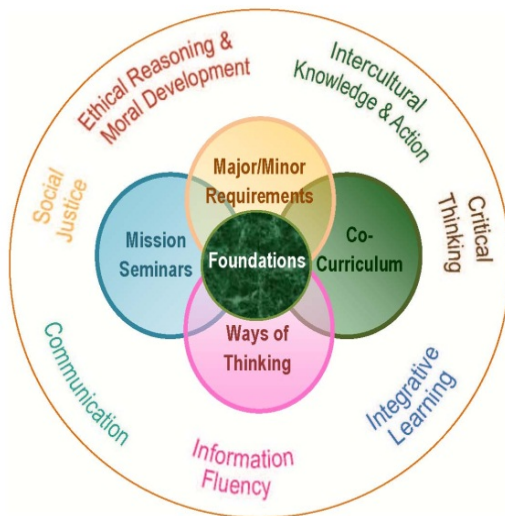
Faculty oversight of academic program assessment is provided through the Academic Program Assessment Committee, and in 2015-16, the committee:

- Provided in-depth formative peer review on assessment work for nine academic programs a year before their program review.
- Reviewed the status of assessment following the Sept. 2015 annual updates.
- Provided input to OAIR for a Chairs meeting on assessment in April 2016, emphasizing the significance of using assessment results for targeted actions and follow up.
- Planned for the annual assessment day on May 11, 2016. OAIR hosted a lunch for all faculty to support assessment work time by department and school.

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

## Use of Assessment in the LIVE Core Curriculum

### 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

### Foundations

#### Written Communication II: Learning Outcomes Assessment

#### Written Communication II Assessment 2016

**Method:** Instructors of WC II courses submitted student work on an assignment designated by them as the best measurement of written communication.

**Measurement:** VU written communication rubric (adapted from AAC&U).

**Assessment process:**

**1) Random sample of papers:** A stratified random sample of 12% of the papers submitted by students enrolled at the end of each semester was drawn. Twenty-seven courses or sections in FA2015 and SP 2016 had a total final enrollment of 371 students. The instructor for two of the sections did not submit student papers. There were five online classes, and 20% of those papers were drawn.

**2) A group** of 10 worked over three days in May 2016 to assess the papers. The group consisted of five full-time faculty, one adjunct faculty, one librarian, the assessment specialist, the director of core curriculum, and the director of assessment and institutional research. It was helpful that four of the ten evaluators teach Written Communication II courses.

The group had a norming session to establish inter-rater reliability. The group reviewed the rubric, adding specifics for each component and each level of achievement. We scored one norming paper. After scores were compared and reviewed, a second paper was normed and the group came to a common understanding of the expectations. Each paper was read by two readers. When a score diverged by more than one point on more than one component, a third reader read that paper for the outcomes that diverged. When a score diverged by more than one point on just one component, the two readers discussed the divergence and came to an agreement about the score. Six papers diverged by more than one on just one component. Four papers diverged on more than one component and required a third reader.

<b>Results 2015-2016</b>	<b>Average</b>	<b>Low</b>	<b>High</b>	<b># 2.5+</b>	<b>% 2.5+</b>
Context and Purpose	2.4	0.5	3.75	30	60%
Content Development	2.3	0.5	4	23	46%
Genre and Disciplinary Conventions	2.4	0.5	4	26	52%
Sources and Evidence	2.4	0.5	3.75	30	60%
Control of Syntax and Mechanics	2.4	0.5	3.25	25	50%
Total Score	11.9 / 20	2.5 / 20	18.75 / 20		
Page Length	11.2	3	22		

<b>Combined Results</b>	<b>Average 15-16</b>	<b>Average SP15</b>	<b>% 2.5+ 15-16</b>	<b>% 2.5+ SP15</b>
Context and Purpose	2.4	2.5	60%	59%
Content Development	2.3	2.2	46%	41%
Genre and Disciplinary Conventions	2.4	2.3	52%	46%
Sources and Evidence	2.4	2.2	60%	41%
Control of Syntax and Mechanics	2.4	2.4	50%	65%
Total Score	11.9 / 20	11.6 / 20		
Page Length	11.2	9.25		

Conclusion: The criterion of 2.5 was not met. The group reached the decision to continue the Written Communication II working group and re-evaluate assessment results following the assessment of Written Communication I.

### **Written Communication II Assessment 2015**

**Method:** Instructors of WC II courses submitted student work on an assignment designated by them as the best measurement of written communication.

**Measurement:** VU written communication rubric (adapted from AAC&U).

**Assessment process:**

**1) Random sample of papers:** A stratified random sample of 20% of the papers submitted by students enrolled at the end of the semester was drawn. Twenty courses or sections in SP2015 had a total final enrollment of 268 students. The instructor for two of the sections did not submit student papers. There were two online classes, and 20% of those papers were drawn.

**2) A group** of 10 worked over three days in May 2015 to assess the papers. The group consisted of five full-time faculty, one adjunct faculty, one librarian, the assessment specialist, the director of general education, and the director of assessment and institutional research. It was helpful that three of the ten evaluators teach Written Communication II courses.

The group had a norming session to establish inter-rater reliability. The group reviewed the rubric, adding specifics for each component and each level of achievement. We scored one norming paper. After scores were compared and reviewed, a second paper was normed and the group came to a common understanding of the expectations. Each paper was read by two readers. When a score diverged by more than one point on more than one component, a third reader read that paper for the

outcomes that diverged. When a score diverged by more than one point on just one component, the two readers discussed the divergence and came to an agreement about the score. Four papers diverged by more than one on just one component. Six papers diverged on more than one component and required a third reader.

<b>Assessment Results: 2014-2015</b>					
<b>Results</b>	<b>Average</b>	<b>Low</b>	<b>High</b>	<b># 2.5+</b>	<b>% 2.5+</b>
Context and Purpose	2.5	1	3.75	22	59%
Content Development	2.2	1	3.75	15	41%
Genre and Disciplinary Conventions	2.3	1	3.75	17	46%
Sources and Evidence	2.2	1	3.5	15	41%
Control of Syntax and Mechanics	2.4	.75	3.75	24	65%
Total Score	11.6 / 20	6 / 20	18 / 20		
Page Length	9.25	4	19		

### **Patterns**

1. The better papers were marked by the engagement of the writer in the argument.  
Some of these papers were:  
Drone Warfare: Evidence of how the Internet is affecting our Humanness  
Tristan and Isolde: A Comparative Analysis of Wagner and Lancelot Green  
Giorgio Morandi: More than just a Still Life Painter  
Blindness through a Disability Studies Approach: Saramago and Milton
2. The description of the sophomore-level writing course includes this aim: students will “engage in writing....as a means for inquiry, learning, thinking, and communication.” One of the challenges for these apprentice writers is conveying engagement in the topic or in the argument. A fairly large set of papers were formulaic and the writer seemed uninvolved.
3. Some of the researched argument essays did not reach higher than ENGL 103 papers. We wonder how the design of the courses and of the assignments can build upon the outcomes of first-year composition, moving these writers to a higher level of writing.
4. The genres included lab reports, business reports, textual analyses, researched argument essays, literary analyses, and research proposals. The rubric and the outcome was adaptable for the varied genres.
5. A few of the papers (four) were not seen to be arguments.
6. Sources and Evidence: The minimal expectation of incorporating sources was met: all the papers used at least two sources, and all of the essays included Works Cited Lists or Reference Lists. The quality of the sources varied greatly, with some papers using sources such as BrainyQuotes.com and others incorporating substantive and appropriate peer-reviewed sources. Two of the papers included inadvertent plagiarism. The biggest hurdle for these apprentice writers is to move from a source-driven argument to an effective use of sources.
7. Content Development: We found this component to be one of the biggest challenges for apprentice writers. For papers with a score of 2/4 or lower on this component, the average overall score was 9/20. Papers that were less than 7 pages scored considerably less on all five components of the rubric, as much as .4 less. Using compelling content and achieving a coherent whole are growth areas for writers in this sophomore-level course.

### **Useful resources for new WC II instructors**

- A definition of argument in the guidelines would be helpful.
- Including faculty contacts in the guidelines would be a helpful resource for new instructors.

### **Questions and suggestions for the Written Communication II working group**

- Expand the WC II guidelines to include a definition of argumentation.
- Consider revising the guidelines around the length and type of assignments.
- How can faculty teaching WC II courses more effectively build upon the work of first-year composition courses?
- How can faculty teaching writing in the majors more effectively build upon the work of WC II courses?
- Set criteria for the five components, using the Summer 2015 data as baseline data. These criteria will then be reviewed by the LIVE Core Curriculum Committee for approval.
- Consider inviting instructors teaching WC II courses to meet once per semester in a learning community format to share best practices and to provide support for the challenging enterprise of teaching writing.

### **Next steps**

- Reinvigorate the Written Communication working group.
- The working group will have WC I placement analysis, WC II syllabus analysis, and WC II assessment results.
- AIR will collect the designated papers from WC II courses taught SU15, FA15, and SP16.
- Follow-up assessment of WC II will occur Summer 2016.

### **Review of the assessment process**

- The norming session on Day 1 was productive and helpful.
- Having a day to evaluate papers provides good pacing.
- In the concluding discussion, participants noted that these assessment sessions offer fruitful discussions about teaching and learning and expressed the hope that more faculty will avail themselves of the opportunity to participate in future sessions.

## **Ways of Thinking Integrating Faith and Practice**

Method: Instructors of IFP courses submitted student work on an assignment designated by them as the best measurement of Integrating Faith and Practice.

Measurement: Integrating Faith and Practice rubric.

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. Fourteen courses or sections in SP2016 had a total final enrollment of 251 students. There were six online classes, and 20% of those papers were drawn.
- 2) A group of 8 worked over three days in May 2016 to assess the papers. The group consisted of four full-time faculty, one adjunct faculty, the assessment specialist, the director of core curriculum, and the director of assessment and institutional research.

The group had a norming session to establish inter-rater reliability. The group reviewed the student learning outcomes, element guidelines and rubric, and revised the description, outcomes, and rubric components for clarity. The aim of Integrating Faith and Practice courses is an apprentice level, and the group set the criterion at an average of 2.5.

We scored one norming paper. After scores were compared and reviewed, a second paper was normed and the group came to a common understanding of the expectations. Each paper was read by two readers. When a score diverged by more than one point on more than one component, a third reader read that paper for the outcomes that diverged. When a score diverged by more than one point on just one component, the two readers discussed the divergence and came to an agreement about the score. Five papers diverged by more than one on just one component. Three papers diverged on more than one component and required a third reader.

<u>Overall Results</u>	Average	Low	High	# 2.5+	% 2.5+
Analyze theological constructs rooted in sacred and foundational texts.	1.8	0	3.75	16	36%
Critically examine how one or more specific communities engage theology in practice.	1.8	0	3.5	16	36%
Total Score	3.6 / 8	0 / 8	7.25 / 8		
Page Length	6.46	2.75	11.5		

The Spring 2016 papers did not meet the criterion of an average of 2.5 for each of the outcomes. Targeted changes and follow-up assessment will be necessary in Fall 2016 and Spring 2017.

#### Observations

- It would be helpful to be explicit about length expectations: we noticed a correlation between length and quality.
- Most papers stayed at the level of explanation and did not achieve analysis.
- The better papers were marked by the following: thesis statements that articulated a comparative analysis and papers that applied the examination and critique of theological perspectives to a new context.
- Some types of assignments are not in alignment with the expectations and rubric. For example, the book reviews and personal reflections we read were not analytical. The papers (N=10) submitted from two sections did not align with the outcomes of Integrating Faith and Practice, with 70% of the scores 0-1 out of a possible 8. These ten papers, which missed the mark in terms of assignment alignment with element outcomes, comprised 23% of the total. A subset analysis was required, in which we removed the papers from those two sections.

<u>Subset Analysis (12 out of 14 sections)</u>	Average	Online Average	Face-to-Face Average	Online %2.5+	F2F % 2.5+
Analyze theological constructs rooted in sacred and foundational texts.	2.2	2.4	2.1	58%	39%
Critically examine how one or more specific communities engage theology in practice.	2.2	2.5	2.1	58%	39%
Total Score	4.3	4.8	4.1		
Page Length	7.0	8.2	6.4		



### Suggested Assignment Guidelines

- Instructors should select a written assignment through which students will demonstrate the achievement of the learning outcomes at an apprentice level. These signature assignments will be submitted for program assessment.
- Assignment directions should incorporate the learning outcomes and build on the outcomes of Theological Inquiry.
- The assignment should require analysis of texts and contexts.
- Length and format expectations: Times New Roman (12 point font), 200-level courses a word count of 1,800-2,400 (6-8 pages) and 300- and 400-level courses, a word count of 2,400 – 3,000 (8-10 pages) is a minimal expectation. Standard margins and double-spaced.
- The signature assignment should be a researched paper with scholarly sources in alignment with the outcomes.

### Useful resources for Integrating Faith & Practice instructors

- Share exemplars and make available to all instructors.
- Create a Moodle site for Ways of Thinking with folders for TI and IF&P.
- Share successful rubrics and assignments.
- Share best practices.

### Next steps

- Communicate the results with Religious Studies Department, the IF&P working group, and the core curriculum committee to implement appropriate targeted changes.
- Create a set of assignment guidelines including suggestions on adapting assignments to help students meet these expectations. The IF&P working group in tandem with the Religious Studies faculty, Frank Ludwig, and AIR staff will do this.
- Hold a meeting of all instructors (including adjuncts) who teach this Way of Thinking to:
  - share assessment results,
  - set the goal of meeting the criteria,
  - implement revision of IF&P description, outcomes, rubric, and expanded guidelines,
  - inform instructors of the timeline for submitting student work electronically by the end of fall and spring semesters,
  - apply the rubric to a student paper in an abbreviated norming session,
  - discuss potential section-specific changes to address student learning,
  - invite participation in Summer 2017 assessment of student learning in IF&P,
  - highlight the Moodle resource site and invite the sharing of best practices.
- The core curriculum office and the assessment and institutional research office will collect student work and prepare for a half-day assessment review.

## Mission Seminars Serving the Common Good

### **2015-2016**

**Method:** Integration Paper (common assignment) in all VUSM 3XX sections

**Measurement:** common rubric created and modified collaboratively.

**Assessment process:**

**1) Random sample of papers:** A stratified random sample of 15% of papers were drawn and two papers were used in norming. Fifteen sections from FA2015 and SP2016 had a total final enrollment of 298 students, and 261 papers were submitted. One instructor from SP2016 did not submit papers.

**2) A group** of eight volunteers worked over three days in May 2016 to assess the papers. The group consisted of one full-time faculty, four adjunct faculty, the director of core curriculum, the director of assessment and institutional research, and the assessment specialist.

The group began with a norming session to establish inter-rater reliability. The group scored one norming paper. After scores were compared and reviewed, a second paper was normed. Each paper was read by two readers. Initial results revealed more divergence in scoring than teams have experienced before. The group discussed areas of divergence as a group. Then the two readers met to deliberate on divergences. Five papers required a third reader who evaluated the paper for the outcomes that diverged.

### **Results**

SCG Assignment Rubric	2012-13 Results	2013-14 Follow-up Results	2014-15 Follow-up Results	2015-16 Follow-up Results	Criterion Met/Not Met
Social Justice	2.4	2.3	2.1	2.0	Criterion of 2.7 not met
Intercultural Knowledge & Action	2.3	2.3	2.0	1.8	Criterion of 2.7 not met
Integrative Learning		2.4	2.4	2.0	Criterion of 2 met

### **1) Analysis by assessment team, June 2016:**

The downward trend of the results precipitated much discussion. The team also examined indirect measures of student learning in Social Justice and Intercultural Knowledge: the NSSE survey and the general education surveys show that students perceive great gains in these outcomes. 77% of seniors responded positively to the Social Justice items, compared to 53% positive responses for first-year students. 81% of seniors responded positively to the Intercultural Knowledge and Action items, compared to 64% positive responses for first-years. When we ask students to demonstrate their learning in written work, they struggle. The observations and analysis of the group resonated with the analysis from the previous year:

- Students struggle to integrate concepts with the service learning experience;
- Students struggle to demonstrate understanding of and response to cultural differences;
- Generally, students do not address their own cultural beliefs, attitudes, practices, or communication strategies.

### **Conclusions**

In the fourth year of assessment, following a series of targeted changes, the criteria have not yet been met. Because of the structural changes recommended through program review, the team concluded that follow-up assessment will be on hold until those changes have been implemented. In the meantime, there are three major areas for focus to achieve the aims of the seminar:

1) Clarify and streamline the seminar design: clarify the essentials in the focus of the seminar. What do we want this seminar to achieve and what will it take to reach those aims? For example, the strongest papers showed deep learning about the course concepts, about a common topic, issue, or a population, and a framework for mutuality in the service, rather than a focus on one-way contributions. These larger design issues will need some collective focus and energy to turn the results around.

2) Secondly, focus on making the seminar design more manageable and targeted: streamline the assignment, align the rubric with that streamlined assignment, make appropriate text changes, and clarify the seminar guidelines for instructors.

3) Provide further support to instructors through an expanded set of resources on Moodle, by partnering with faculty development on seminar format and on Social Justice and Intercultural Knowledge and Action, and by having at least two meetings of instructors every year.

## **2) Team Questions and Observations:**

### **What does the seminar do when we see it working well as expressed in student work?**

- Students become less self-centered, more critically self-aware and more altruistic.
- We hear students stating a desire to continue engagement in service.
- Students are aware of becoming off-kilter or less comfortable as they encounter contradictions.
- Students gain a broader perspective by working and contributing in the world.
- Students recognize complexity.
- They realize the answers are not simplistic.
- Students develop a desire to go back out there.
- Students become more courageous.
- Students begin to think about vocation, to recognize their own gifts and the potential to contribute.
- They realize these are huge problems and some small contributions do make a difference.
- They also realize they can do damage.
- Students realize that engaging in the world will change themselves.

### **Cultural Diversity**

Two of the seminar learning outcomes are focused on understanding of cultural differences. This focus is drawn from the LIVE outcomes of Social Justice and Intercultural Knowledge and Competence, both of which are assessed at the proficient level in this seminar. Students struggle to reach the aims related to understanding cultural differences and responding to those cultural differences.

- 1) Students struggled with notions of culture: students did not examine or recognize the intersectionality of cultures. They tended to see cultures in a monochromatic scheme. Generally they did not address their own cultural beliefs, attitudes, practices, or communication strategies. The thinking about cultural difference is thin or lacking.
- 2) Student work on cultural understanding and openness was better when students were immersed with a specific population and when the course content included learning about the issues (i.e. poverty) or the particular culture(s) represented in the service-learning experience. The course content and service-learning experience does not always focus on cultural diversity.
- 3) This course builds upon the work most students have done in Living in a Diverse World: how can we build upon material from LDW, or how can students more effectively draw on the chapter in Cress about culture?

### **Personal Growth**

Several of the learning outcomes are predicated upon personal growth through the service-learning experience: we ask students to demonstrate a “commitment to the common good,” to analyze how the experience clarified “their understanding of their own cultural beliefs, attitudes, practices, and communication strategies,” and to respond “to cultural differences in their communication strategies.”

Yet, in the papers, many students did not intentionally focus on personal growth. Generally, students do not address their own cultural beliefs, attitudes, practices, or communication strategies.

### **Questions and Next Steps:**

- 1) **Seminar Goals:** Social Justice and the concept of the Common Good are keys to this seminar. The aims of the seminar are complex, lofty, and experiential and are rooted in the university's core values. How do we support students in engaging in service through learning (about the concepts as well as the issue or population)? How do we support students in transformative learning?
- 2) **Social Justice and Intercultural Knowledge**
  - Re-examine how the seminar design promotes Social Justice and Intercultural Knowledge.
  - A starting point may be an examination of and revision of the SJ and IK outcomes.
  - Utilize faculty expertise on these broad goals and in the seminar design.
  - SCG builds upon LDW: how can we more effectively communicate the scaffolding that exists between the seminars?
  - How can student learning and growth be developed in the seminar?
  - Are we asking the right questions in the prompts to elicit discussion of culture?
- 3) **Common Texts**  
Keep Cress as a common text and create a course packet of materials to have available for Spring 2017. Next step: collaboratively create an annotated bibliography of possible sources around the common outcomes: the common good, leadership models, service learning. A particular focus should be on replacing Rawls, which students do not find to be accessible.
- 4) **Service Learning and Cultural Diversity**
  - The paradigm that most effectively promoted the learning outcomes was when the course content focused on preparing students to understand and interact with a population or focus on preparing students to understand issues facing the people with whom they interact. Some examples are: people living on the Eagle Butte reservation, women recovering from addictions, middle-school children and philosophical conversation; understanding homelessness or poverty; the Nicaragua study abroad course. This paradigm helped students move into authentic interaction.
  - Another paradigm is a common focus on X and having students do their own research about a population they are working with at a variety of locations.
  - What could we do to assist our community partners in fully utilizing the service learning model?
  - Examine ways of most effectively promoting intercultural knowledge while maintaining flexibility in the service-learning experience.
- 5) **Targeted changes to support learning**
  - Expand and update the Moodle site with great resources for teaching and learning.
  - Invigorate a faculty learning community.
  - Offer a faculty development workshop on the seminar format: what is a seminar and how can the seminar format be implemented? Krista recommends Stanford's website on seminar development.

### **Resources and Support**

- Instructional Designer, Cari Mathwig Ramseier
- Assessment Specialist, Nicole Vidden
- Collaboration with Faculty Development

## The Ethical Life

### **2015-2016 Results**

**Method:** Integration Paper (common assignment) in all VUSM 4XX sections

**Measurement:** common rubric created and modified collaboratively

**Assessment process:**

**1) Random sample of papers:** A stratified random sample of 15% of the submitted papers was drawn. Sixteen sections had a total final enrollment of 350 students, and 290 papers were submitted. Forty-three (15%) papers were drawn and two papers were used in norming. The average length was 10.2 pages.

**2) A group** of nine volunteers worked over three days in May/June 2016 to assess the papers. The group consisted of three full-time faculty, two adjunct faculty, the instructional designer, the director of core curriculum, the assessment specialist, and the director of assessment and institutional research. The group began with a norming session to establish inter-rater reliability. The group scored one norming paper. After scores were compared and reviewed, a second paper was normed. Each paper was read by two readers. When scores diverged by more than one point on just one of the nine rubric components, the two readers discussed their differences and came to a conclusion about the score. When a score diverged by more than one point on several components, a third reader read that paper for the outcomes that diverged. Sixteen of the papers required a third reader.

#### **1) Results**

TEL Assignment Rubric	2013-14 Results	2014-15 Follow-up Results	2015-16 Follow-up Results	Criterion Met/Not Met
Critical Thinking	2.6	2.3	2.3	Criterion of 2.7 not met
Ethical Reasoning & Moral Development	2.6	2.2	2.2	Criterion of 2.7 not met
Written Communication	2.6	2.3	2.3	Criterion of 2.7 not met
Information Literacy	2.6	2.3	2.1	Criterion of 2.7 not met
Integrative Learning	2.3	1.9	2.1	Criterion of 2.7 not met

#### **2) Analysis by assessment team, June 2016:**

The team made the following observations:

- Overall, these student writers were engaged in their topic and made good efforts in writing an argument based on research. Students struggled in applying the four-way method to the ethical problem they identified. Some students explained the four-way method but stopped short of utilizing it and applying it to their focus.
- The Ethical Life sets high expectations for student learning. While the team affirms the high expectations, the following changes would help students synthesize their learning:
  - The assignment is asking for too much in a relatively short paper. Revise the assignment to keep the essentials and shed unrealistic expectations.
  - Devising an earlier assignment which asks students to practice applying the four-way method in a limited scope may help students reach this aim in the final paper.
- The marks of good papers were intellectual engagement in the topic, integration of sources, genuine exploration of the ethical question, and adept handling of ambiguity and complexity.

- When the seminar is working well:
  - Students express appreciation for learning to apply concepts to new material.
  - Students recognize the importance of being impartial and objective in examining one's moral commitments.
  - Students understand that nothing is to be gained by belittling an opposing viewpoint.

The team raised the following questions:

1. How are students prepared for this seminar? The only prerequisite in VUSM 300, which requires a very different kind of paper, is the reflection and integration common assignment. There is little preparation for ethical reasoning before TEL. Written Communication II courses, by design, serve as preparation for the final paper in TEL (specifically in terms of incorporating research into a complex argument). How can instructors assist students in making the connections between WC II courses and TEL (if students have completed WC II)?
2. Given the level of expectation in this paper, the criterion of an average of 2.7 may be too high. Consider dropping it to an average of 2.5.

### **3) Recommendations / Suggestions for targeted action:**

1. Revise the assignment and rubric to keep the essentials and shed the unrealistic expectations and the non-essentials (See Observations and Recommendations for details).
2. Expand Moodle resources to include supplemental resources for instructors and to include examples of very poor papers and fairly successful papers.
3. Set aside a two-hour block during in-service or out-service for TEL instructors to review assessment results, set goals for next year's assessment results, and decide on specific changes to make at the seminar and section level to boost student learning.
4. Partner with faculty development on a session / panel on Ethical Reasoning.
5. Continue an annual discussion with all seminar instructors going—to focus on the seminar format and on helping students make connections between seminars.

**4) Feedback loop:** The assessment team analyzes results and makes recommendations for changes. The CC director works with the TEL lead faculty on changes in the assignment, course guidelines, or teaching and learning strategies. The results and action plan are shared with the Ethical Life instructors in the learning community for implementation and with the Core Curriculum Committee for accountability.

## An Overview of Assessment Work by College, 2015-2016 Academic Year

### College of Arts and Letters

#### Assessment Report for the College of Arts and Letters: Sept. 2016 Updates

Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
Associate of Arts/Science	Revised Program		
School of Fine Arts			
Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
Art	05/03/2016	10/02/2013	09/25/2009
Arts Administration	09/22/2015	10/02/2014	
Dance (minor)	09/21/2016	09/21/2016	09/04/2011
Music	05/11/2016	05/11/2016	09/28/2015
Music Theatre	09/23/2016	09/02/2011	
Theatre BFA core	09/21/2016	09/28/2015	
School of Humanities			
Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
Broad Field Social Studies	05/13/2016	08/31/2011	08/31/2011
English	12/04/2015	12/04/2015	08/31/2011
History	05/13/2016	07/15/2014	09/14/2012
Latin American Studies & Latino Studies (minors)	08/25/2016	10/14/2015	08/25/2016
Liberal Studies	09/24/2015	09/25/2014	
Philosophy	09/22/2016	09/22/2016	
Religious Studies	08/29/2016	08/17/2016	
Spanish	06/01/2016	10/14/2013	
Women's Studies (minor)	09/19/2016	06/06/2012	06/06/2012
Dates are based on information entered into TracDat as of Fall 2016			

### 2016 Academic Program Assessment Summaries School of Fine Arts

**Name of Assessment Coordinator: Sherri Lisota**

**Name of Program: Art**

**Date: September 23, 2016**

#### 1. Assessment Results from 2015-2016

The 2015-2016 data reflects that 80% or more of students in art programs are meeting sophomore level proficiency in five program outcomes. In 2015-2016, we focused on reviewing Art Department program outcomes to more succinctly address skills, qualities, and knowledge that we want and are able to assess. As a result, Art Program Outcome #7 was removed from assessment at the sophomore review level pending revision or elimination.

























## College of Business and Leadership

### Assessment Report for College of Business and Leadership: Sept. 2016 Updates

Dahl School of Business			
Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
Accounting	09/29/2016	09/29/2016	09/28/2013
Accounting Degree Completion	09/30/2016	09/30/2015	05/18/2011
Business Administration	09/30/2016	09/30/2016	09/30/2016
Finance	New Program		
Health Care Management	09/30/2016	09/30/2016	
Management and Leadership	09/30/2016	09/30/2016	09/25/2014
Management Information Systems (INFO) Online	10/03/2016	09/30/2015	08/31/2011
Marketing	09/23/2016	09/23/2016	09/23/2016
Master of Business Administration	09/27/2016	09/08/2016	09/01/2016
Organizational Management	10/02/2016	09/30/2015	09/01/2016
Organizational Management Online	10/03/2016	09/30/2015	09/02/2011
Professional Studies	10/03/2016	New Program	
Sport Management & Leadership	05/17/2016	08/28/2015	05/19/2016
Creative Media Design	09/29/2016	09/29/2016	
Master of Arts in Servant Leadership	09/28/2016	09/28/2016	09/28/2016
Dates are based on information entered into TracDat as of Fall 2016			

### 2016 Academic Program Assessment Summaries Dahl School of Business

**Name of Assessment Coordinator: Alissa Oelfke**

**Name of Program: Accounting**

**Date: September 30, 2016**

#### 1. Assessment Results from 2015-2016

Most assessment criteria were met during the 2015/2016 academic year (7 out of 9 data points collected represented meeting the assessment criteria). Both of the measures that were not met were related to the ethical decision-making program outcome. In ACCT 311, students struggled with the ethics discussions, and in ACCT 425, students struggled with the exercise that required them to give examples of how the auditors could have been more skeptical.

#### 2. Plan for 2016-2017

More work will need to be done with the ethical decision-making outcome and measurement criteria. In particular, it will be important to find a way to help our international students evaluate ethics in an Accounting context. The audit course (ACCT 425) has a new textbook with online software, and it is hoped that if students have the opportunity to do more hands-on work, it will solidify the principles with practical applications. Beginning in 16/17, we will add to the scope of courses that contribute to our





















## College of Education, Science, and Mathematics

### Assessment Report for the College of Education, Science, and Mathematics: Sept. 2016 Updates

School of Education			
Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
IA GRAD: Early Childhood Education Endorsement	09/28/2016	09/17/2015	09/22/2014
IA GRAD: Middle School Endorsement	09/28/2016	09/17/2015	09/22/2014
IA GRAD: Educational Leadership (PK-12 Principal)	09/29/2016	09/29/2016	09/22/2014
IA GRAD: Reading Specialist Endorsement	09/28/2016	09/29/2016	09/22/2014
IA GRAD: Reading Teacher 5-12 Endorsement	09/28/2016	09/16/2015	09/22/2014
IA GRAD: Reading Teacher K-8 Endorsement	09/28/2016	09/29/2016	09/22/2014
IA GRAD: Talented and Gifted Endorsement	09/28/2016	009/29/2016	09/22/2014
Master of Arts in Education	09/26/2016	09/26/2016	
Undergraduate Education Program	09/21/2016	09/20/2016	
WI GRAD: Cross-categorical Special Education License	09/25/2015	09/30/2015	
WI GRAD: Director of Instruction License	09/22/2015	02/16/2016	
WI GRAD: Dir. of Special Ed. & Pupil Services License	09/23/2015	02/16/2016	
WI GRAD: Early Childhood Education License	09/27/2016	09/01/2016	03/01/2016
WI GRAD: Post Baccalaureate Teacher License	09/21/2016	02/03/2012	
WI GRAD: Principal License	09/22/2015	02/16/2016	
WI GRAD: Reading Specialist License	09/29/2015	09/25/2015	
WI GRAD: Reading Teacher License	09/29/2015	09/29/2015	09/15/2010
WI GRAD: Superintendent License	09/23/2015	02/16/2016	
School of Natural Sciences and Mathematics			
Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
Biochemistry	09/29/2016	09/29/2016	09/24/2012
Biology	10/01/2016	10/01/2016	
Biopsychology	10/01/2016	10/01/2016	
Chemistry	09/29/2016	09/29/2016	10/09/2015
Environmental Biology	10/01/2016	10/01/2016	
Mathematical Physics	05/11/2016	05/11/2016	
Mathematics	11/02/2016	10/04/2014	
Sport Science & Leadership	10/01/2016	10/01/2016	09/01/2011
Dates are based on information in TracDat as of Fall 2016			

### 2016 Academic Program Assessment Summaries School of Education

**Name of Assessment Coordinator: Norene Bunt**  
**Name of Program: IA Middle School Endorsement (182)**  
**Date: September 28, 2016**

#### 1. Assessment Results from 2015-2016















**Name of Assessment Coordinator: Scott Mihalovic**

**Name of Program: WI Principal License (51)**

**Date: September 14, 2016**

### **1. Assessment Results from 2015-2016**

Last year, 2015-16, we focused on creating a third indicator of success that could be measured across all 6 of our Principal cohorts throughout the state. The Practicum Instructors for spring 2016 piloted a new final written paper called the "Final Reflection Paper" which is a reflective overview of the two year program and how each of the classes has prepared them for the principal license. A grading rubric was developed to incorporate Part 1, the Electronic Portfolio of artifacts of learning compiled over two years and Part 2 is the final reflection paper. In combination, the two part rubric will be used as our third indicator of success beginning with the 2016-18 cohort.

Having the new 3rd Indicator be a combination of the Electronic Portfolio and the Final Reflection paper gives us a stronger view of our Principal programs, and allows us to establish better consistency among instructors more easily.

Another accomplishment which also enhanced consistencies for all of our adjuncts was that we completed the task of rebuilding the 6 Essential Questions for each of the 7 Core Principal courses. The Essential Questions in some cases were redesigned to be reflective of changes in the Professional Standards for Educational Leaders (PSfEL), the curriculum, the readings, book selection, and primary focus.

Closed the loop with 2015 action to change curriculum in EDUL 634 and EDUL 640 to reflect more on Standard I Teacher Standards.

Data from 2014-16 Principal Cohorts in La Crosse, Middleton, Eau Claire, Green Bay, and Tomahawk we met the benchmark of 90% on each of the Wisconsin Administrator Standards 2,3,4,and 6. We scored slightly below the benchmark in Standards 1 (Teaching),5 (Broader Community),and 7 (Politics). 42 Scored Essential Questions related to the Wisc. Content Guidelines were scored for 78 students in the Principal program. With respect to the Exit Survey or Program Summary, the average rating for ALL of the cohorts together was above the 3.6 out of 4.0 meeting the 90% or above benchmark in all areas for Standards 1 through 7.

### **2. Plan for 2016-2017**

In 2016-2017, we will collect results from our third indicator which is a combination of rubric scoring for the Electronic Portfolio (a collection of artifacts of learning for every WCG within each of Standards 2-7) and the Final Reflection paper (a synopsis of two years of learning in the Principal program as it relates to a students' preparedness to be a school administrator).

Adjunct training in June 2017 will be designed to bring instructors from La Crosse, Eau Claire, Green Bay, Tomahawk, West Allis and Middleton together for a more formal assessment of the program, to inform our learning, and to allow extensive times for teachers of like courses to have quality time evaluating the Essential Questions for each course, the books and references, the project based activities, and the rubric scoring practice for better consistency.

Based on the 2014-16 data, a Curriculum Review will focus on Standards 5 (Relationships with Broader Community, and Standard 7 (Political, Social, Economic, Legal aspects) Additionally, we will seek to find





**Name of Assessment Coordinator: Michael Alfieri**

**Name of Program: Biology, Biopsychology, Environmental Biology, Sport Science and Leadership**

**Date: October 3, 2016**

### **1. Assessment Results from 2015-2016**

Our 2015-2016 assessment was focused on the research/internship series as we have implemented several recent changes and saw the greatest need to review these aspects of all majors in the biology department.

For each major in the program these included are data have been entered in TracDat for:

Outcomes by program related to our overall 2015-2016 review

Biology: Scientific Method : 2. Understand the elements of the scientific method, design and implement experiments independently, and analyze and present data to the faculty and peers in a competent and professional manner  
 A. Understand and use steps of the scientific method  
 B. Conduct literature review to develop a relevant hypothesis and appropriate experimental design  
 C. Collect the data and statistically analyze the results  
 D. Present data in a written form based on departmental guidelines  
 E. Present data in a oral form based on departmental guidelines

Biopsychology: Critical Thinking in Writing : 2. Demonstrate critical thinking skills in writing in core classes

Biopsychology: Critical Thinking in Verbal Communication : 3. Demonstrate critical thinking skills in verbal communication in core classes.

Biopsychology: Collateral Skills : 5. Develop skills in collateral areas such as statistical analysis and experimental design

Environmental Biology: In mid- and advanced-level courses, students should be able to apply their knowledge to practical, "hands on" field or laboratory situations, and the scientific method.

Environmental Biology Demonstrate a working knowledge and application of issues related to environmental biology including experimental design and data analysis and/or active internship related to the discipline.

Sports Science and Leadership: Apply managerial and leadership theories and techniques as they relate to the sport industry.

For 2015-2016 our assessment focuses on the research/internship series in all majors in the biology department. As we continue to adapt to student needs in the STEM fields, we have made major changes to our research series to include internship opportunities in the biology major. These opportunities have been in place in the Environmental Biology and Biopsychology major for several years. From internship experiences that we have reviewed the past several years, we have decided to review the work being done in the sophomore biology course focusing on scientific writing and applying statistics, adding a mandatory "data driven" component to internship experiences, re-envision current courses in the research series and capstone experience, as well as design new courses to allow for a comparable experience to the existing research option for majors in the biology department. To this end a major hurdle is the internship experience taken by SPSL majors that is conducted and oversee through the SPML program. For students interested in a more management focus, these courses work well. However, as we have stated in the past, for science outcomes the current SPSL major capstone experience options (SPML 481 Sports Leadership Practicum or BIOL 487 Internship) needs to be further developed and examined. We have found that the pre-requisites for many health and STEM field career requirements need to be electives in the SPSL major.

At the first year general biology experience we recognized the need to continue our work conducting open-ended, inquiry based laboratory experiences. To this end, several faculty members in the department have written new laboratory experiences for General Biology II (BIOL 161) and we are now publishing an in-house laboratory manual. Lead instructors of General Biology I (BIOL 160) will work to complete the manual to include materials covered in BIOL 160 for 2016-2017 academic year. We will track this new lab manual and how student writing of lab reports and specifically how writing introduction section and using statistics (both found to be needing improvements from the 2015-2016 assessment) leads to improvement.

Our ongoing work with improving statistical knowledge and application in ongoing. We have added stats to our BIOL 251 course required for BIOL, and EBIO, and as of 2015 for BIOP majors although many students choose to take this course as an elective and to meet core curriculum writing requirement II. Two stats options are available to students in the biology program. MATH 130 (3 credits) and MATH 230 (4 credits) are acceptable for their major

and either is a pre- or co-requisite to BIOL 251. We see that students taking MATH 230 are better prepared for stats in BIOL 251 and in their future research and upper-level courses using statistics in biology. Considering career options, some students can be very successful with Math 130 instead of Math 230 although we feel this is not optimal. Because of scheduling difficulties and the number of credits for each course, and course availability students may choose or are forced to take MATH 130. With a new math faculty member re-envisioning the stats course in 2014 we have included R language (which was much more challenging to students) as well as to try and add the 4th credit of Math 230 on-line as well as work with the Math department to bring the Math 230 course to 3 credits. As this faculty member left Viterbo in 2016, we are seeking new options and reviewing what we can continue with new staffing.

To help students with their oral communication in the sciences, we have started work on adding the oral communication core requirement to BIOL 250. This course is required of all BIOL and BIOP majors. Most EBIO and SPSL majors will elect to take this course on academic advisor's recommendations. The BIOP major has had the oral communication required in BIOP 261 with great success. Now that we are exploring improving oral communication related to science data and collection, we will assess the requirement in BIOP 261 as well as where EBIO and SPSL majors elect to meet this requirement if not in BIOL 250.

New to TracDat by major:

Assessment criteria in the capstone research/internship series have been standardized for majors in the biology department. Now that we are moving towards all majors in the biology department (with work to still be done with SPSL as assessment continues) are moving to either a research opportunity or the newly implemented data-driven internship, we have decided to make the criteria the same. Although the outcomes are met with different disciplinary data projects, we are working on mechanisms for the written and oral measure of success for any major.

BIOP new assessment method in Collateral skills - outcome added is final stats quiz in BIOL 251 as BIOL 251 has recently been required of the major.

BIOP new 80% of the biopsychology majors will score at least an 84% on the oral presentation of their BIOL 397 Research proposal project.

BIOP new 80% of the biopsychology majors will score at least an 84% on the written proposal from their BIOL 397 Research Proposal project.

BIOL added assessment methods to the capstone research/internship experience. Added assessment methods to the required BIOL 251 course related to scientific method.

EBIO all assessment methods are new to the environmental biology major as this is a relatively new major and assessment is being developed.

## **2. Plan for 2016-2017**

Review of overall assessment is something we plan on developing in 2016-2017 academic year after program reviews have been completed. Our goal is to further review the American Association for the Advancement of Science (AAAS) extensive study on biology education and highlighted in the "Vision and Change In Undergraduate Biology Education: A Call to Action" document with developing materials at <http://visionandchange.org>. Our department plan is to review all aspects of assessment to make the data more useful as we align to AAAS standards. We have already begun to model all majors in the biology department after Vision and Change including high impact practices (e.g., research and internships), active learning, and inquiry-based laboratories. We have also modeled several of our assessment outcomes, core concepts, and competencies after work published by the AAAS. As reported in previous assessment reports, the biology department regularly meets and discusses aspects related to courses taught, student successes and challenges related to our program outcomes. Items under regular discussion include having students being able to meet the needs of internship opportunities and STEM employers through discussion with internship and career science partners, career ready skills, content knowledge in the sciences, and scores on post-secondary entrance exams.







with the deductive reasoning outcome. These two outcomes are difficult to separate in an assessment setting.

## **2. Plan for 2016-2017**

Assess deductive reasoning at the lower-division level in MATH 221 and 260

Assess problem solving in MATH 221, 320, and 330.

Assess technology use in 230 and 330 with the modified rubrics to include procedural programming.

Assess independent research at the lower and upper-division levels in MATH 260 and 365.

Continue to ensure that students in MATH 260 are capable of succeeding in upper division courses such as MATH 420. This requires deductive reasoning skills, written communication skills, as well as having a strong mathematical ability.

Consider combining the written communication and deductive reasoning outcomes.

Implement exit interviews to graduating majors and incorporate into our assessment plan.

Modify our rubrics for independent research. We want to target students individually.



## College of Nursing, Health, and Human Behavior

### Assessment Report for the College of Nursing, Health, and Human Behavior: Sept. 2016 Updates

School of Nursing			
Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
Bachelor of Science in Nursing (BSN)	05/24/2016	05/24/2016	04/22/2010
BSN Completion	09/23/2016	09/30/2014	
Graduate Nursing	10/26/2016	10/26/2016	10/26/2016
School of Health and Human Behavior			
Program Name	Date of Last Result	Date of Last Action	Date of Last Follow-up
Criminal Justice	10/17/2016	09/18/2009	09/30/2010
Dietetics	09/29/2016	09/12/2016	08/13/2012
Dietetics Internship	09/29/2016	09/07/2016	
Diversity Studies (minor)	New Program		
Family Studies (minor)	09/30/2016		
Gerontology (minor)	08/31/2016	10/17/2013	
Master of Science in Mental Health Counseling	09/23/2016	12/18/2014	10/23/2014
Psychology	09/23/2016	09/23/2016	09/16/2012
Social Work	09/01/2016	09/01/2016	06/17/2011
Substance Abuse Counseling	08/10/2016	08/10/2016	
Dates are based on information entered into TracDat as of Fall 2016			

### 2016 Academic Program Assessment Summaries School of Nursing

**Name of Assessment Coordinator: Toni Wissestad**

**Name of Program: Nursing BSN**

**Date: September 29, 2016**

#### 1. Assessment Results from 2015-2016

Last year we focused on two of our seven outcomes. Two of the three methods met the criteria for professional values of altruism, human dignity, integrity and social justice. One course did not submit proof of meeting this outcome and the assigned faculty was alerted of the importance of submission. The criterion related to incorporating evidence based practice to clinical decision making was met for all measures. There was a recommendation to improve the data collection tool for a simulated evidence based assignment in NURS 422, and faculty has made those revisions.

The new learning outcomes were identified and incorporated into the mastery plan for future measurement.

#### 2. Plan for 2016-2017

In 2016-2017, we will collect results for the next learning outcomes in our cycle of assessment and will also follow up on results for evidence based practice. The new learning outcomes, based on the new standards for the nursing profession will be measured in our cycle assessment. There will be a need for





**Name of Assessment Coordinator: Mary Ellen Stolder**

**Name of Program: Graduate Nursing**

**Date: September 27, 2016**

### **1. Assessment Results from 2015-2016**

In 2015-16 we collected assessment data on two outcomes according to our scheduled cycle: Demonstrate ethical leadership and faithful service in chosen roles and settings AND Utilize technology to impact best practice. We continue to use the rubrics that have been developed for scheduled interim assessments of selected course assignments for each of these outcomes. Adherence from faculty to fill in the M assignment shared file has improved. The feedback on the rubrics has been minimal from faculty, but the scores received by the students have met benchmarks. It would be helpful to discuss how each course embedded assignment is designed to complement the knowledge, skills, and attitudes expressed on the rubrics. A faculty meeting to share this will be suggested. Perhaps there will be suggestions for rubric updates.

We continue to require that students post these assignments to their electronic portfolios. The portfolio process seems cumbersome to the students (and the faculty to monitor), and adherence to posting their artifacts are inconsistent. With the DNP program now the only program, and with the DNP Project serving as an exemplary Mastery assignment for all students, regardless of track, it is possible the portfolio is no longer necessary. That would be a suggestion to bring up with faculty. Existing students could consider the portfolio optional; new students would not start a portfolio.

For current students, evidence from the End of Program Survey, the One Year Alumni Survey, and the Course Embedded Assignment Rubrics indicate both of these outcomes are meeting benchmarks. With curricular changes and programmatic expansions, it will be necessary to monitor them both over time with the changes implemented. These areas were noted in the TracDat updates done in fall, 2016.

### **2. Plan for 2016-2017**

In 2016-2017, we will collect results for the next two learning outcomes according to our cycle: Practice in an expanded, specialized, and/or advanced practice role AND Facilitate the translation of research and evidence into practice. With potential curricular changes and possible expanded program options (Ethical Leadership as post MSN; DNP and CRNA combination degree, post BSN/MBA to DNP options, it will be important to monitor our processes and course content to insure we are meeting the outcome requirements of all DNP students. We will make a decision about the continued use of the portfolio. We will focus on making sure the DNP Project serves as an exemplary assignment for evidence of meeting all of the graduate outcomes. This may require fine tuning the Project Guidelines accordingly. A linkage of the DNP Essentials and the Graduate Outcomes has been established in the past, but they may not be transparently linked in the DNP Project Guidelines.



**2016 Academic Program Assessment Summaries  
School of Health and Human Behavior**

**Name of Assessment Coordinator: Carol Klitzke**

**Name of Program: Dietetics**

**Date: September 12, 2016**

**1. Assessment Results from 2015-2016**

We have completed assessment activities as outlined in our overall assessment plan. We have results for all CRDs, CO competencies and a few of the KRDs. Initially, we were unsure if we needed to assess the KRDs, and therefore we are behind on this part of our assessment plan. In any given year there are few competencies that are not met. We currently have 12 competencies needing follow-up. Most unmet competencies were related to coding of services, individual counseling ability, and interpretation of financial data. In five cases competencies were achieved because of a single individual's performance and it is unclear whether the CP was the cause of the problem. These instances are noted and are followed up the following year to see if a pattern emerges. There were six instances where changes were made and unmet competencies were achieved in the following year. There is no distinct pattern of unmet competencies by course, instructor, or domains, except that most unmet competencies are in 400-level courses.

**2. Plan for 2016-2017**

Our assessment activities in 2016 will focus on following up on unmet competencies, beginning a new 5-year cycle of assessing learning outcomes, beginning with Practice Management and Use of Resources. This domain includes CRD 4.11, the competency on coding dietetics services, which we have had the most difficulty achieving. We will update our overall assessment plan to include the CRDN and KRDN competencies in the 2017 Standards of Education. We have been successful in achieving most of the competencies and will consider implementing higher standards for 100% of students, and/or "stretch" goals, i.e. stricter goals that will be met by 80% or fewer of students.

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**Name of Assessment Coordinator: Karen Gibson**

**Name of Program: Dietetic Internship**

**Date: September 12, 2016**

**1. Assessment Results from 2015-2016**

In reviewing the overall assessment scheme, our plan was to evaluate each "group" of competencies (1 – 4) in separate years, with the fifth year of our assessment cycle the "review" year. 2015-2016 was our "review" year. Due to the new model we implemented in 2014-2015, we revised the courses by "rolling" together 471 and 450 along with part of Nutr 476 into Nutr 474 which the interns take in the fall. Nutr 475 and Nutr 477 have been combined into Nutr 475 in the spring and the community "final rotation" now takes place first summer session and is Nutr 480. This past year, the assessment plan was updated to reflect the new model to verify where each competency will be measured. Although all of the competencies were evaluated, the wording in TracDat has not been totally revised.

In reviewing the reports, we also needed to follow-up on any "open" competencies. These include 4.1, 4.2, 4.3, 4.4, 4.7, 4.9 and 4.10 since it appears they were to be re-assessed in fall 2012 and this was not













