Guide to Assessment at Concordia College
Tips for Programs and Departments on Developing Assessment Plans

A. BACKGROUND INFORMATION ON ASSESSMENT

1. Higher Learning Commission (HLC)

The Higher Learning Commission (HLC) is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

Colleges and universities are affiliated with the Commission in one of two ways: by gaining and maintaining accredited status or by gaining candidate status. Currently, more than 1,000 institutions are affiliated with the Commission.

The Commission relies on a cadre of carefully selected and trained professionals who serve the Commission in its accreditation processes. This group of more than a thousand individuals is called the Peer Review Corps. These volunteers share their knowledge of and direct experience with higher education, their dedication to educational excellence, and their commitment to the principles underlying voluntary accreditation.
In the current system, institutions of higher learning are required to participate in an institutional re-accreditation process. Accreditation is a voluntary process by which the services and operations of participating colleges and universities are examined to determine their compliance with a common set of standards.

Concordia College first received accreditation from the North Central Association of Colleges and Schools (NCA) in 1927. Since that time, Concordia has been continuously accredited by NCA (now the HLC) and will host a HLC Peer Review Team during the fall of 2013. A campus HLC Steering Committee, consisting of 11 faculty and administrative members and co-chaired by Dr. Michael Wohlfeil and Dr. Kristi Loberg, are conducting an evaluative self-study prior to the upcoming team's site visit in 2013.

In addition to assessing formal education activities during the accreditation review, members of the HLC Peer Review Team will evaluate Concordia's governance and administration, financial stability, admission and student services, institutional resources, student learning, institutional effectiveness, and relationships with internal and external constituencies. The evaluation process is centered on Concordia's ability to fulfill its mission and is intended to lead to a greater understanding of our strengths and an identification of opportunities for improvement.

The Criteria for Accreditation are organized under five major headings. Each Criterion has three elements: Criterion Statement, Core Components, and Examples of Evidence.
- Criteria Statements. These statements, adopted by the Commission, define necessary attributes of an organization accredited by the Commission. An institution must be judged to have met each of the Criteria to merit accreditation. Sanctions may be applied if an affiliated institution is in jeopardy of not meeting one or more of the Criteria.
- Core Components. The Commission identifies Core Components of each Criterion. An institution addresses each Core Component as it presents reasonable and representative evidence of meeting a Criterion. The review of each Core Component is necessary for a thorough evaluation of how an institution meets a Criterion.
- Examples of Evidence. In the Examples of Evidence, the Commission provides illustrative examples of the specific types of evidence that an institution might present in addressing a Core Component.

Institutions may provide other evidence they find relevant to their mission and activities. Some types of evidence suggested by the Commission may not be appropriate for all institutions; therefore, the absence of a specific type of evidence does not in and of itself mean that the institution fails to meet a Core Component.

Additional information regarding the Criteria for Accreditation is available in Chapter 3 of the Handbook of Accreditation.

A. BACKGROUND INFORMATION ON ASSESSMENT

2. Glossary of Terms Used In Assessment:

Achievement test
> *A test that measures how well a student has reached the objectives of a specific course or program.*

Alternative assessment
> *Non-traditional forms of assessment; may include portfolios, observations, work samples, or group projects.*

Analytic scoring
> *Evaluating student work across multiple dimensions of performance rather than from an overall impression (holistic scoring). In analytic scoring, individual scores for each dimension are scored and reported. For example, analytic scoring of a history essay might include scores of the following dimensions: use of prior knowledge, application of principles, use of original source material to support a point of view, and composition. An overall impression of quality may be included in analytic scoring.*

Assessment
> *Any systematic method of obtaining information from tests and other sources, used to draw inferences about characteristics of people, objects, or programs; the process of gathering, describing, or quantifying information about performance; an exercise - such as a written test, portfolio, or experiment-that seeks to measure a student's skills or knowledge in a subject area.*

Assessment, Classroom
> *Techniques an individual instructor applies to improve student learning in a specific class based on establishing learning goals and measuring achievement of learning in that class.*

Assessment, Direct
> *Involves looking at student performance by examining samples of student work. This assessment may examine student outcomes from a given course, from a degree program or from the overall University (as in achieving University General Education Goals). Examples of the work to be assessed are: targeted objectives exhibited on final exams questions; student papers or presentations assessed for achievement of course or program goals; student portfolios assessed for achievement of course, program, or University goals; or licensure exams for professional programs.*

Assessment, Indirect
> *Gathering information about student learning by looking at indicators of learning other than student work output. This assessment approach is intended to find out about the quality of the learning process by getting feedback from the student or other persons who may provide relevant information. It may use surveys of employers, exit interviews of graduates, focus groups, or any number of Classroom Assessment Techniques (e.g. minute papers, muddiest point papers or one sentence summaries).*

Assessment, Institutional
> *A measure of the institution's overall effectiveness in achieving its educational mission.*

Assessment Program

A process for measuring and improving the effectiveness of meeting student learning goals established for majors of an academic program.

Benchmark

A standard by which something can be measured or judged.

Content validity

How well the content of a test reflects the construct that the test is measuring.

Continuous improvement

An on-going, cyclical process to identify and implement incremental changes to improve the level of student learning.

Criterion-referenced

Scores interpreted with respect to standards or a theory of language; everyone can get a high score.

Criterion-referenced assessment

An assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessment tells us how well students are performing on specific goals or standards rather that just telling how their performance compares to a norm group of students nationally or locally. In criterion-referenced assessments, it is possible that none, or all, of the examinees will reach a particular goal or performance standard.

Culture of evidence

A campus-wide belief and behavior in which assessment findings are consistently and routinely used to improve student learning and make decisions.

Data-based

Using data (i.e., evidence) as opposed to intuition or belief when making a decision.

Diagnostic test

Test that identifies a student's strengths and weaknesses.

Evaluation

Making decision(s) based on the results of assessment.

Face Validity

*The degree to which a test **looks** right and **appears** to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers.*

Feedback loop

The continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc.

Formative assessment
> *An assessment used during the course of instruction to provide feedback to the teacher and learner about the learner's progress toward desired educational outcomes; the results of formative assessments are often used in planning subsequent instruction.*

High-stakes testing
> *Standardized tests that have become the <u>only</u> criterion for inclusion or exclusion.*

Higher Learning Commission (HLC)
> *An independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.*

Holistic scoring
> *Method of rating an assessment based on general descriptions of performance at specified levels; while a holistic scoring rubric may take into account performance along several dimensions (e.g., fluency, grammatical accuracy, and word choice for oral language), one overall score which best represents the examinee's performance is assigned.*

Norm-referenced tests
> *An objective test that is standardized on a group of individuals whose performance is evaluated in relation to the performance of others; contrasted with criterion-referenced test. Most standardized achievement tests are referred to as norm-referenced.*

Outcome
> *A measurable variable or attribute that is considered an indicator of achievement or of progress toward its related goal. [May also be referred to as "learning outcome," "student learning outcome," or "educational outcome." Outcome and objective are often used interchangeably.]*

Outcome data
> *Data obtained by using the outcome measurement tools to assess student learning, as defined in the program assessment plan.*

Performance based assessment
> *Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. Performance assessment is an activity that requires students to construct a response, create a product, or perform a demonstration. Usually there are multiple ways that an examinee can approach a performance assessment and more than one correct answer.*

Placement test
> *A test that has the purpose of placing a student into a particular level or section of a language curriculum or school.*

Proficiency test
> *A proficiency test is not limited to any one course, curriculum, or single skill in the language; rather it tests overall ability.*

Qualitative Methods

Deals with descriptions. Data can be observed but not measured. Colors, textures, smells, tastes, appearance, beauty, etc.

Quantitative Methods

Deals with numbers; Data which can be measured; Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc.

Reliability

How accurately a score will be reproduced if an individual is measured again. The degree to which the results of an assessment are dependable and consistently measure particular student knowledge and/or skills. Reliability is an indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing. Thus, reliability may be expressed as (a) the relationship between test items intended to measure the same skill or knowledge (item reliability), (b) the relationship between two administrations of the same test to the same student or students (test/retest reliability), or (c) the degree of agreement between two or more raters (rater reliability). An unreliable assessment cannot be valid.

Rubric

A set of specific criteria used to assess student work or performance. A rubric often improves the consistency and accuracy of subjective assessments.

Scale score

Score that allows test results to be compared across students; in standardized testing, raw scores are often converted to scale scores.

Standardized test

A test that presupposes certain standard objectives, or criteria, that are held constant across one form of the test to another.

Student learning

The knowledge and skills that a student is expected to acquire.

Summative assessment

Assessment that aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction.

Triangulation

A process of combining methodologies to strengthen the reliability of a design approach; when applied to alternative assessment, triangulation refers to the collection and comparison of data or information from three difference sources or perspectives.

Validity

The extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

Value-Added Assessment

A measure of the growth in a student's knowledge and skills over time. A value-added assessment requires at least two measures of the same learning outcome at different points in time, usually at the beginning of the course or program and just prior to completion.

B. GUIDELINES FOR CREATING AN ASSESSMENT PLAN

1. a. <u>Report Criteria and Deadlines</u>:

Departmental / program assessment plans:

In the fall of each year, departments and programs submit their assessment plans as Part II of their annual report. The deadline for submitting annual reports with the assessment plan component is September 30 each year.

Each assessment plan should address the following:

A. Provide your department's or/program's comprehensive Assessment Plan. The plan should state:

1. **Department's/program's goals for student learning**
2. **Corresponding measurable student learning outcomes for each goal**
3. **Specific methods for data collection and analysis** (Ideally, the plan includes both direct and indirect measures of student learning.)
4. **A timeline for each assessment measure**

B. Briefly describe any actions you have taken based on the recommendations of the Assessment Committee in response to last year's report.

C. Considering it is not expected that departments or programs assess every aspect of their curricula or plans annually, identify the forms of assessment selected for use in the past year. Be specific in describing the instrument and what it was intended to measure.

D. Describe how your program uses current or past assessment data to improve student learning. Based on collected data, have changes or revisions been made to your curricula? If so, please describe. If not, please provide a rationale.

E. Were modifications made to your assessment plan for next year? Please elaborate.
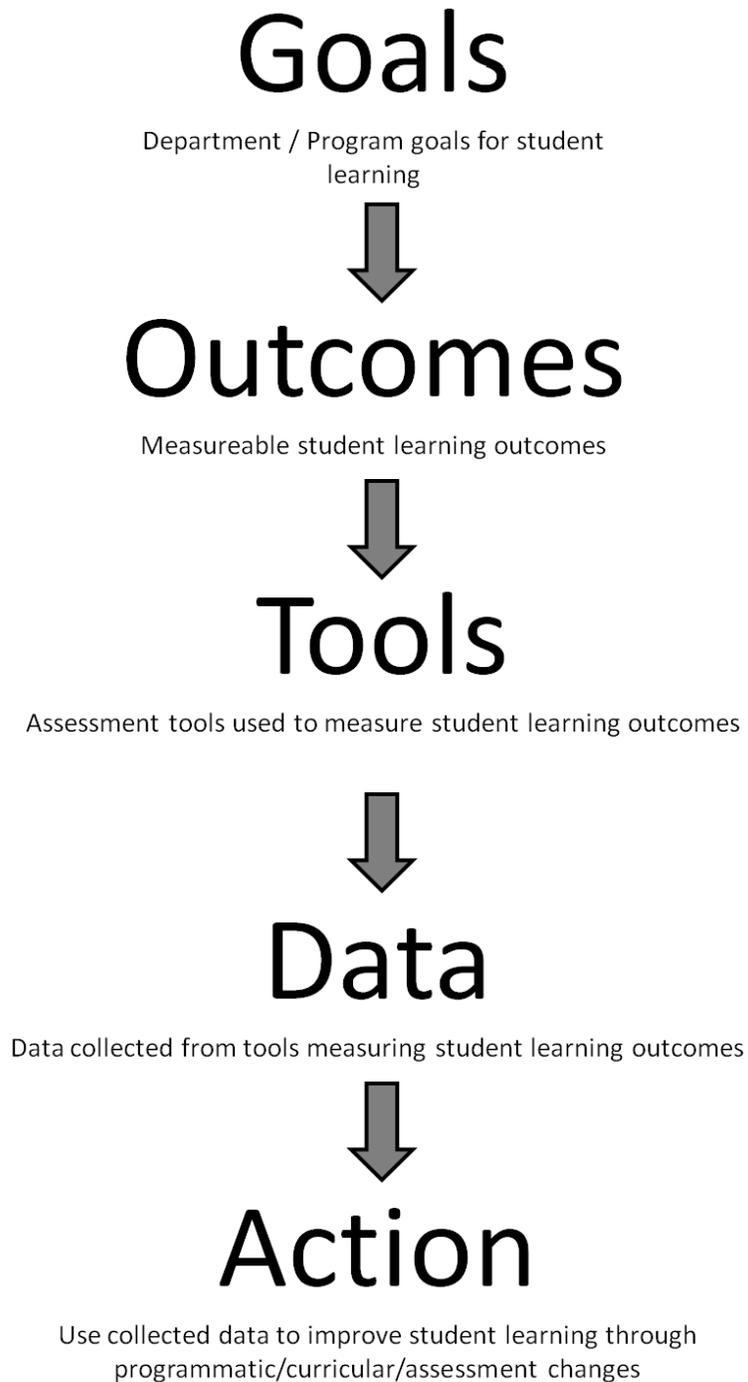
1. b. Assessment Plan Review: The Assessment Committee reviews departmental and program assessment plans each fall. The committee only sees Part II of departmental annual reports. The rubric used for review of assessment plans is shown below. The committee reviews each plan for the required components and offers comments and suggestions as necessary for unmet or not included components. The committee does not evaluate the quality of the plan components.

ASSESSMENT PLAN REVIEW RUBRIC

Report Components	Not Included	Not Met	Partially Met	Met
A. Assessment Plan:				
1. Statement of department's/program's goals for student learning				
2. List of department's/program's student learning outcomes for each goal				
3. Specific methods for collecting and analyzing assessment data using direct and indirect measures of student learning				
4. Timeline for implementing each assessment measure				
B. Description of actions taken based on the recommendations of the Assessment Committee in response to last year's report				
C. Identification of the forms of assessment your department/program used in the past year and the student learning outcome(s) measured by each				
D. Description of how your department/program is using assessment results to improve student learning				

	Yes	No		
Were curricular revisions made based on collected data?				
Were modifications made to the assessment plan?				

COMMENTS:

2. Assessment Plan Steps

Goals

Department / Program goals for student learning

Outcomes

Measureable student learning outcomes

Tools

Assessment tools used to measure student learning outcomes

Data

Data collected from tools measuring student learning outcomes

Action

Use collected data to improve student learning through programmatic/curricular/assessment changes

3. **Supplemental Information on Goals and Outcomes:**
    From: "Teaching Secondary School Science Strategies for Developing Scientific Literacy, 9th Ed., Bybee, Powell, Trowbridge, 2008, Pearson.

Goals:
- Goals should be comprehensive enough to include the generally accepted aims and objectives of science teaching.
- Goals should be few in number.
- Goals should differentiate concepts and abilities.
- Goals should be easily applicable to instructional and learning objectives.

Student Learning Outcomes: These may also be known as objectives. They are more specific than goals. An assessment plan should have student learning outcomes that are <u>measurable</u>.
- SLOs should be general enough to be identifiably related to science goals and specific enough to give clear direction for planning and evaluating science instruction.
- SLOs should be challenging but attainable by students.
- SLOs should differ conceptually from each other.
- SLOs should be few in number for each goal.
- SLOs may apply to the cognitive, affective or psychomotor domains (Bloom et al. 1950, Krathwohl et al. 1965, Gronlund, 1970)
    - Cognitive SLOs pertain to acquiring knowledge and concepts.
    - Affective SLOs pertain to attitudes and interest in a subject.
    - Psychomotor SLOs pertain to physical skill development.

Key Words in Developing SLOs: (Table 8-1, - 8-6 in Bybee, Powell, Trowbridge)
Cognitive Domain SLOS (from simple to more complex learning outcomes):
- Knowing: define, describe, identify, label, list, name, select, state
    - Example: Students will know basic principles of chemistry.
- Comprehending: convert, defend, interpolate, estimate, explain, extrapolate, generalize, infer, predict, summarize
    - Example: Students will be able to translate formulas into verbal statements.
- Applying: apply, compute, discover, modify, operate, predict, prepare, relate, show, use
    - Example: Students will be able to construct graphs from data.
- Analyzing: analyze, diagram, differentiate, discriminate, divide, identify, illustrate, infer, relate, select
    - Example: Students will recognize logical fallacies in arguments.
    - Example: Students will differentiate between facts and inferences.
- Synthesizing: arrange, combine, compile, compose, construct, devise, design, generate, organize, plan, relate, reorganize, summarize, synthesize
    - Example: Students propose steps to solving a problem.
    - Example: Students integrate principles from biology, psychology and economics in a discussion on climate change.
- Evaluating: appraise, compare, conclude, contrast, discriminate, explain, evaluate, interpret, relate, summarize

- o Example: Students judge the adequacy of a theory to explain actual phenomena.
- o Example: Students criticize the theory of continental drift.

Affective Domain SLOs (from simple to more complex learning outcomes):
- Receiving: ask, attend, choose, follow, identify, listen, locate, look, select, tell
  - o Example: Students demonstrate awareness of the importance of ecology.
  - o Example: Students ask questions on topics presented in class.
- Responding: answer, assist, complete, discuss, do, help, perform, practice, read, recite, report, select, tell, watch, write
  - o Example: Students complete class assignments.
  - o Example: Students discuss the limitations of science in societal issues.
- Valuing: accept, argue, complete, commit, describe, do, explain, follow, initiate, invite, join, prefer, propose, read, report, study, work
  - o Example: Students complete work on a community service project.
  - o Example: Students accept leadership in a group project.
- Organizing: adhere, alter, argue, combine, defend, explain, integrate, modify, organize, synthesize
  - o Example: Students use collected data to form an argument.
  - o Example: Students present their own values.
- Characterizing: act, confirm, display, influence, perform, practice, propose, question, refute, serve, solve, use, verify
  - o Example: Students solve problems objectively.

Psychomotor Domain SLOs (from simple to more complex learning outcomes):
- Moving: adjust, carry, clean, follow, locate, move, obtain, store, walk
  - o Example: Students properly carry and handle a microscope.
  - o Example: Students properly clean and organize after laboratory.
- Manipulating: adjust, assemble, build, calibrate, change, clean, connect, construct, dismantle, fasten , handle, heat, make, mix, repair, set, stir, weigh
  - o Example: Students focus an image properly on a microscope.
  - o Example: Students accurately perform a dissection.
- Communicating: ask, analyze, describe, discuss, compose, draw, explain, graph, label, listen, record, sketch, write
  - o Example: Students accurately report data.
  - o Example: Students effectively communicate problems with laboratory equipment.
- Creating: analyze, construct, create, design, invent, plan, synthesize
  - o Example: Students use materials to create a new measuring tool.
  - o Example: Students plan methods of solving problems.

4. Assessment tools: The following represents a short list of assessment tools used by departments on campus. These are meant to provide ideas and examples for measures that may be used to assess student learning. Additional resources are available in the library, from Elaine Ackerman and from several online sources .

1. Standardized Exams
2. Department-Generated Exams
3. Reports, Review Papers, Essays, Posters
4. Oral presentations
5. Laboratory Techniques
6. Portfolios
7. Interviews with Students
8. Student Surveys

C. RESOURCES AND EXAMPLES OF ASSESSMENT PLAN COMPONENTS

1. Examples of Departmental Goals and Student Learning Outcomes:

Example 1: Chemistry
A chemistry major should:
1. Have a firm understanding of the core principles of chemistry as they apply to each of the major subdivisions of the discipline.
2. Be able to effectively communicate their knowledge of the field, both through writing and speaking.
3. Be comfortable and competent in the use of modern technology for the acquisition, analysis, and presentation of chemical data and information.
4. Possess good problem-solving skills, and be able to apply these skills both independently and collaboratively.
5. Be able to gather experimental data safely and accurately using a wide variety of laboratory instruments and methods.
6. Be able to apply their knowledge of chemistry to the explanation and interpretation of new or unfamiliar chemical information.
7. Be able to select, interpret, and utilize relevant scientific literature from a variety of sources including libraries, electronic databases, and the Internet.
8. Understand and honor the ethical issues related to the use and misuse of chemical information and materials.
9. Be able to apply their knowledge and skills to professional experiences such as teaching, conducting research, and participating in internships.
10. Gain an understanding of the relationship of chemistry to other sciences and to the needs of society as a whole.

Example 2: Biology
The goal of the biology department is to ensure students:
1. understand the core concepts of the biological sciences.
2. gain proficiency in current technologies and research methods employed in biological sciences.
3. develop professional communication skills, including reading, writing and speaking in the discipline.
4. understand the limitations, boundaries, and ethical implications of scientific knowledge and practice.

Student Learning Outcome for Goal 1: Understand the core concepts of the biological sciences.
Students achieve a group average score (all categories) at the 65th percentile or higher on the Major Field Test.

Student Learning Outcomes for Goal 2: Gain proficiency in current technologies and research methods employed in biological sciences.
2.1 Apply core concepts to experimental design and implementation of original research.
2.2 Achieve a proficiency of at least 3 (on scale of 1 to 5) in both field and laboratory techniques.
2.3 Apply appropriate mathematical tools to biological data analysis.
2.4 Work effectively in a group.

Student Learning Outcomes for Goal 3: Develop professional communication skills, including reading, writing and speaking in the discipline.
3.1 Achieve a proficiency of at least 3 (on a scale of 1 to 5) in scientific reading at the sophomore level.
3.2 Achieve a proficiency of at least 4 (on a scale of 1 to 5) in scientific reading at the junior/senior level.
3.3 Achieve a proficiency of at least 3 (on a scale of 1 to 5) in scientific writing at the sophomore level.
3.4 Achieve a proficiency of at least 4 (on a scale of 1 to 5) in scientific writing at the junior/senior level.
3.5 Achieve a proficiency of at least 3 (on a scale of 1 to 5) in scientific oral presentation at the sophomore level.
3.6 Achieve a proficiency of at least 4 (on a scale of 1 to 5) in scientific oral presentation at the junior/senior level.

Student Learning Outcomes for Goal 4: Understand the limitations, boundaries, and ethical implications of scientific knowledge and practice.
4.1 Recognize the ethical implications of scientific inquiry.
4.2 Recognize our role in, and as stewards of, the natural world.
4.3 Identify limitations and boundaries in the biological sciences.

Example 3: English
As an English major, you will be able to
1. Read challenging texts closely and analytically
2. Articulate and discuss informed opinions about literature and literary craft
3. Research library, Internet, and field sources to understand texts and contexts
4. Write in the mode(s) appropriate to your English track
5. Use the discipline of English to examine your beliefs and values
6. Apply your English degree as you learn, work, and live in community with others.

Literature Student-Learning Outcomes:
1. Read challenging texts closely and analytically
   SLO 1.1: Demonstrate close reading
   SLO 1.2: Use critical theory to interpret literature

2. Articulate and discuss informed opinions about literature and literary craft
   SLO 2.1: Demonstrate understanding of literary studies vocabulary
   SLO 2.2: Distinguish one critical view from another
   SLO 2.3: Position texts in historical/cultural contexts
   SLO 2.4: Demonstrate ability to respond to others' opinions about literature

3. Research library, Internet, and field sources to understand texts and contexts
   SLO 3.1: Compile an annotated bibliography of primary and secondary sources for a literary analysis essay
   SLO 3.2: Select appropriate primary and secondary sources for a literary analysis essay
   SLO 3.3: Apply MLA documentation conventions

4. Write in the mode(s) appropriate to your English track
   SLO 4.1: Write a balanced, unified literary argument
   SLO 4.2: Write clearly
   SLO 4.3: Write in a voice appropriate to your topic and audience

5. Use the discipline of English to examine your beliefs and values
   SLO 5.1: Articulate how a particular literary text cultivates moral, aesthetic, and/or existential understanding

6. Apply your English degree as you learn, work, and live in community with others
   SLO 6.1: Produce a résumé that incorporates skills developed through the English major
   SLO 6.2: Recognize transferable skills developed in the English major and used in community life or the work place

Writing Student-Learning Outcomes:
1. Read challenging texts closely and analytically
   SLO 1.1: Demonstrate close reading of course texts
   SLO 1.2: Read texts to understand components of craft

2. Articulate and discuss informed opinions about literature and literary craft
   SLO 2.1: Demonstrate understanding of genre conventions
   SLO 2.2: Incorporate vocabulary of the discipline into academic course writing

3. Research library, Internet, and field sources to understand texts and contexts
   SLO 3.1: Incorporate research material into academic writing
   SLO 3.2: Document sources according to MLA standards

4. Write in mode(s) appropriate to your English track
   SLO 4.1: Use components of craft effectively in creative work

5. Use the discipline of English to examine your beliefs and values
   SLO 5.1: Practice writing that examines the human condition

6. Apply your English degree as you learn, work, and live in community with others
   SLO 6.1: Produce a résumé that incorporates skills developed through the English major
   SLO 6.2: Recognize transferable skills developed in the English major and used in community life or the workplace.

Example 4: French
Common goals for French courses at Concordia College are:
1. for students to acquire the four language skills - listening, speaking, reading and writing - at various levels of proficiency. (GLL 2, ACTFL Standards 1.1, 1.2, and 1.3)
2. to develop the ability in students to communicate with people of other cultures in their language. (GLL 4, ACTFL Standards 2.1, 2.2, 4.1, and 4.2)
3. to give students the opportunity to have direct contact with speakers from France and the Francophone world (GLL 4, ACTFL Standards 3.2, 4.1, and 4.2)
4. to appreciate the contributions by people of the target civilizations to history, the arts, literature and their established institutions, etc. (GLL3, ACTFL Standards 3.1 and 3.1)
5. for students to acquire a better understanding of the English language and the U.S. culture through comparison with other languages and cultures. (GLL 4, ACTFL Standards 3.2, 4.1, and 4.2)
6. to stimulate the curiosity and the imagination of students and motivate them to continue the study of languages beyond college to full proficiency. (GLL 1, ACTFL Standard 5.2)

Measurable student learning outcomes:

1. Students will demonstrate Intermediate High proficiency with regard to their speaking proficiency and Advanced Low proficiency with regard to their listening, reading, and writing abilities according to the ACTFL national standards. (Direct measures: Oral Proficiency Interviews (OPIs), writing samples, and standardized tests)
2. Students will be able to communicate in French with people from other cultures. (Indirect measures: Linguafolio and senior survey)
3. Students will have direct contact with speakers from France and the Francophone world. (Indirect measure: senior survey)
4. Students will demonstrate knowledge of Francophone history, art, literature, etc. in their coursework. (Direct measures: writing samples and standardized tests. Indirect measure: senior survey)
5. Students will compare and articulate differences between the US culture / English and French-speaking cultures / French. (Direct measures: writing samples, Oral Proficiency Interviews, standardized tests. Indirect measures: SRPI, senior survey)
6. Students will show motivation to continue the study of French beyond Concordia. (Indirect measure: senior survey)

Example 5: Nursing

The most important goal for student learning remains consistent from year to year and focuses on developing thoughtful and informed students who are able to successfully integrate their liberal arts education into their chosen profession as demonstrated in their achievement of liberal learning goals across the nursing curriculum. The nursing department's assessment plan continues to address five baccalaureate outcomes and three curricular concepts/themes. These outcomes are derived from the professional standards of nursing practice and dictated by the AACN. The outcome measures provide a basis for curricular revision and act as quality indicators for continued program accreditation. The concepts of vocation, professional role, and caring, are also embedded within the nursing curriculum and assessment plan. The departmental assessment plan is designed to measure student performance on these baccalaureate outcomes, which indicate students:

1. apply concepts from the arts, humanities, and sciences to professional nursing practice;
2. communicate clearly and effectively;
3. apply critical thinking skills in deliberative decision making;
4. provide nursing care in accordance with the American Nurses' Association (ANA) standards of Clinical Nursing Practice; and
5. provide nursing care in accordance with the ANA Code of Ethics for Nurses.

All departmental syllabi address these outcomes, which are measured through students' successful completion of course specific assignments. Student outcomes are also measured specific to Minnesota Board Abilities. Students must demonstrate competence in knowledge and skill across 78 designated abilities to advance in and successfully complete the major.

Graduate outcomes articulated for students in the nursing major are ultimately designed to measure their likelihood of success in passing the professional registered nurse licensure examination (NCLEX-RN) on their first attempt.

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Example 6: Social Work
Goals:
1. Provide curricula that build on a liberal arts perspective to promote critical thinking, breadth of knowledge, and responsible engagement in the world.
2. Provide social work education grounded in the profession's history, purposes, and philosophy.
3. Provide social work education that enables students to integrate the knowledge, values and skills of the social work profession and develop the social work knowledge base through research.
4. Prepare students to use an informed perspective in creating change with diverse and oppressed populations.
5. Prepare graduates for generalist social work practice as competent and effective bachelor's level professionals.
6. Prepare students to provide social leadership in developing effective service delivery systems that promote social and economic justice.

Student Learning Outcomes:
1. Apply critical thinking skills within the context of professional social work practice; (PG 1, 4, 5)
2. Understand the value base of the profession and its ethical standards and principles and practice accordingly; (PG 1, 2, 3, 5, 6)
3. Practice without discrimination and with respect, knowledge, values, and skills related to clients' age, class, color, culture, disability, ethnicity, family structures, gender, marital status, national origin, race, religion, belief, sex and sexual orientation; (PG 2, 3, 4, 5)
4. Understand the forms, mechanisms and global interconnectedness of oppression and discrimination and apply strategies of advocacy and social changes that advance social and economic justice; (PG 1, 3, 4, 5, 6)

5. Understand and interpret the history of the social work profession and its contemporary structures and issues - locally, nationally, and globally; (PG 1, 2, 5, 6)
6. Apply the knowledge and skills of evidence-based generalist social work practice with systems of all sizes; (PG 2, 3, 5)
7. Use theoretical frameworks (including biological, psychological, social, spiritual, and cultural frameworks) supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals, families, groups, organizations, and communities; (PG 1, 3, 4, 5)
8. Analyze, formulate, and influence social policies; (PG 1, 4, 5, 6)
9. Evaluate research studies, apply research findings to practice and evaluate their own practice interventions; (PG 1, 3, 4, 5)
10. Use communication skills differentially across client populations, colleagues, and communities; (PG 3, 5, 6)
11. Use supervision and consultation appropriate to generalist practice; (PG 2, 3, 5)
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (PG 1, 4, 5, 6)

2. Examples of Assessment Schedules/Matrices:

Below are examples of matrices or schedules from departments across campus representing a variety of disciplines. As shown by these exemplars, there are many ways to approach the assessment schedule. It is important to have both direct and indirect assessment measures; however, every measure need not be administered every year.

Example 1: Chemistry

1. Administration of American Chemical Society (ACS)-standardized exams in:
   - General Chemistry II (Chem 128)
   - Analytical Chemistry (Chem 232)
   - Organic Chemistry II (Chem 342)
   - Physical Chemistry II (Chem 352)
   - Biochemistry II (Chem 374)
   - Advanced Inorganic Chemistry (Chem 462)

   Goal is an average of the 60_{th} percentile or above.
   Administered yearly.

2. Administration of Educational Testing Service (ETS) Major Field Test in chemistry for all senior chemistry majors (in Chem 404). Goal is an institutional score in the 60_{th} percentile or above.
   Administered yearly.

3. Compilation of Graduate Record Exam (GRE) scores reported to the Department, both general and subject.
   Compiled yearly.

4. Lab skills self-assessment survey given to seniors (first administered in 2002 in Chem 404).
   Administered yearly.

5. Departmental survey of graduating seniors (first administered in 2009 in Chem 404).
   Administered yearly.

6. College survey of graduating chemistry majors.
   Administered on college-determined schedule (first in 2005).

7. Chemistry alumni survey to accompany the college-wide alumni survey.
   Administered every 3-4 years.

8. Survey of supervisors of students participating in co-ops, internships, and off-campus research programs.
   Compiled yearly.

9. Email survey of first and second year graduate students.
   Administered every other year.

10. Faculty evaluation of senior seminars given in Chem 404.
    Compiled yearly.

11. Faculty evaluation of senior papers written for Chem 404
    Compiled yearly.

12. Discussion of assessment data at pre-fall semester retreat.
    Held each August.

13. Compilation of student data regarding participation in undergraduate research and post-graduation activities.
    Seniors surveyed for research information in Chem 404 each year. Post-graduation activities updated as received. All information entered in spreadsheet.

Example 2: Biology

Assessment Tool	SLO(s) Measured	When / Where SLO is Measured	Start Date
Major Field Test	1.1 - 1.2	• Schedule January evening for graduating seniors • Incentivize with prizes for TBD cutoff score	currently implemented
SALG	4.1 - 4.3	January for graduating seniors	Spring 2013
Scientific Reading, Writing, and Oral Presentation Rubric	3.1 – 3.6	• 221 (poster writing & presentation) • 222 (scientific paper and oral presentation) • upper level courses where applicable • research groups	2013-2014
Experimental Design and Implementation, Lab and Field Techniques Rubric	2.1 – 2.4	• 121 lab (experimental design) • 221 (experimental design, field techniques) • 222 (experimental design, lab techniques) • upper level courses where applicable • research groups	2012-2013

Example 3: English

Assessment Timeline:
- English Education revision discussions = 2011-2012
- IWC portfolio assessment = 2012
- Department Self-Study = 2012-2013
- IWC portfolio assessment, Literature capstone essay and annotated bibliography assessment, Multi-Media Journalism(?) = 2013
- IWC portfolio assessment, Writing portfolio assessment = 2014
- IWC portfolio assessment = 2015

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Example 4: French and Russian

Level	Method	Results in 2009 - 2010 (averages)	Results in 2010 - 2011 (averages)		Comments
FREN 111	Writing Samples (Direct)	8.6 / 18	Not yet available		
FREN 112, Section 1	DELF (Standardized exam, Direct)	Not yet available	Verbal Expression	22.48 / 25	Students need at least a score of 5 on each individual category as well as an overall score of at least 50% to demonstrate proficiency at this level. **All of our students met and exceeded these expectations.**
			Writing	19.16 / 25	
			Reading Comprehension	17.76 / 25	
			Listening Comprehension	14.96 / 25	
			Overall Average (Spring 2011, n = 30)	74.26%	
FREN 112, Section 2	DELF (Standardized exam, Direct)	Not yet available	Verbal Expression	21.74	**All of our students met and exceeded international expectations.**
			Writing	21.08	
			Reading Comprehension	23.15	
			Listening Comprehension	19.43	
			Overall (Spring 2011, n = 23)	85.41%	
FREN 112, Section 3	DELF (Standardized exam, Direct)	Not yet available	Verbal Expression	21.78	While we were consistently above minimum standards, across all three sections from 2010 – 2011, we see a pattern emerging showing lower scores in listening comprehension. We will examine how much of the target language we are speaking and the ways we can incorporate more recorded material (songs, broadcasts, films) into this level.
			Writing	22.56	
			Reading Comprehension	23.22	
			Listening Comprehension	17.33	
			Overall (Fall 2010, n=6)	84.88%	
FREN 211	Writing Samples (Direct)	12.6 / 18			
FREN 211	Linguafolio (Indirect)	Listening	4.6 / 10	Listening		This data means that our FREN 211 students are consistently self-rating their proficiency in the above areas to be at the Intermediate Low level. The 2010 – 2011 data for this course was not collected. We have already collected one section of data this fall.
		Reading	4.3 / 10	Reading		
		Person to Person	4.3 / 10	Person to Person		
		Spoken Production	4.3 /	Spoken Production		

			10			
		Writing	4.6 / 10	Writing		
FREN 311	Writing Samples (Direct)			12.85 / 18		Fall 2010, random sample, in-class essay, n=5. This shows improvement from the first-year samples we evaluated. As we consider the categories, the thesis development / organization is an area we want to address. We agreed that, as the teachers, we want to formulate better questions for our students. This sample showed nice integration of culture.
FREN 331	Linguafolio (Indirect)	Listening	6.8 / 10	Listening	7.3 / 10	A rating of 7 or higher shows evidence of Advanced Low (AL) proficiency, which is our goal for listening, reading, and writing by the end of the major. 6 shows Intermediate High (IH) proficiency, which is our goal for speaking by the end of the major. This data shows improvement from 2010 to 2011 in all categories. This data also shows learning / progress made between FREN 211 and FREN 331 in our program with regard to student's self-assessment of their proficiency levels in the basic skills.
		Reading	6.6 / 10	Reading	6.9 / 10	
		Person to Person	5.9 / 10	Person to Person	6.8 / 10	
		Spoken Production	6.1 / 10	Spoken Production	7 / 10	
		Writing	6.2 / 10	Writing	6.56 / 10	
FREN 340	OPIs (Direct)	5 students at IM		1 at IM 1 at IH 1 at AL (some data missing at this point)		This shows improvement from 2010 to 2011, but the sample sizes are very small. More data is needed.
FREN 340	Writing Samples (Direct)			12.8 / 18 (or 15.1 / 18 if the one is eliminated)		Spring 2011, random sample, outside assignment, n = 3. One sample was significantly lower than the other two and felt like an outlier. We will pay attention future data to see if our perception is accurate. This score does not show significant improvement over the FREN 311 sample. We do not feel it is a representative sample for a variety of reasons and we plan to evaluate the in-class writing assignment that was collected to see if we can confirm our hypothesis. The one essay was below

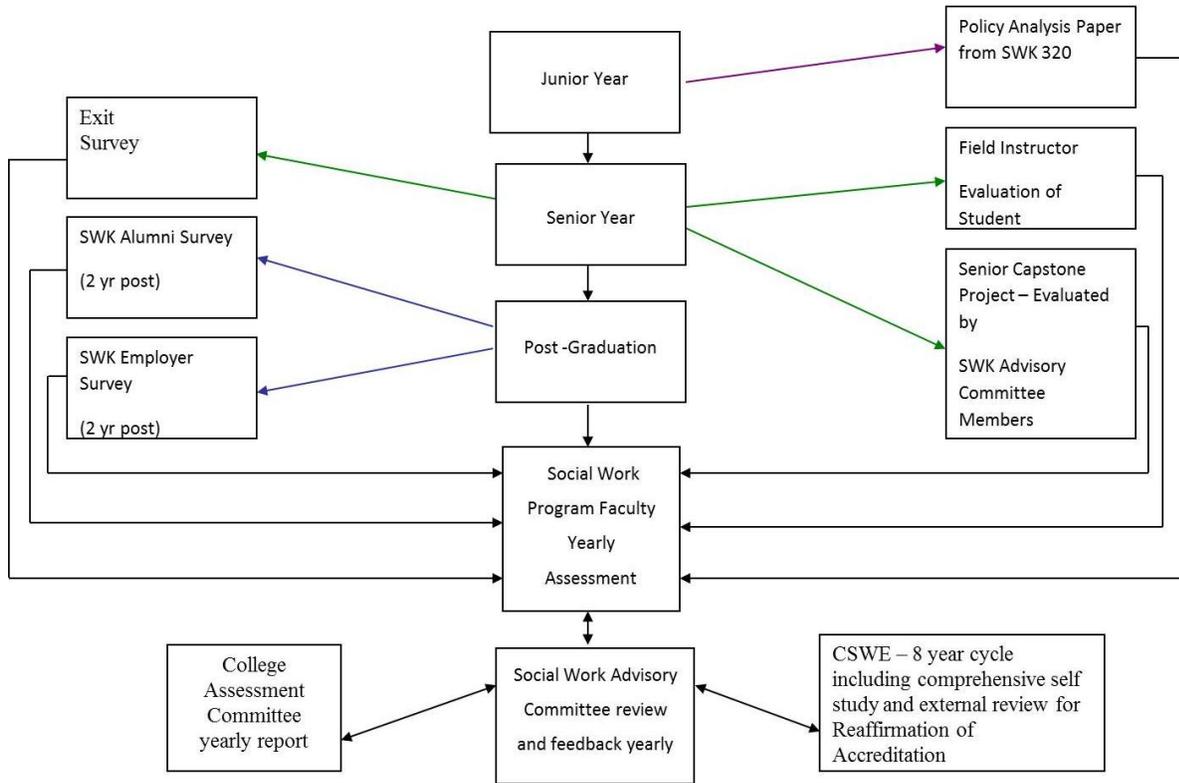|					
					on every category and did not follow assignment instructions. The other essays showed marked improvement in every category when compared to the FREN 311 results, which is what we would anticipate. We may also consider reading the papers from the entire class instead of just the sample.
Study Abroad	Level assessments done by university partners about our students' levels (Pre, Direct)	B1 (IM): 4 students B2 (IH): 2 students C1 (AL): 1 student (n = 7)	1 at C1 (AL) (n=1)		
Study Abroad	SRPI (Pre, Indirect)		Communication	7.6 / 10	N = 5. Programs represented: Practicum and Tours. 7 = Advanced proficiency, 6 = IH Our students self-rate themselves to be advanced in all skill areas, except culture. We expect that the Post-SRPI would show improvement in regards to the culture rating.
			Listening Comprehension	7.2 / 10	
			Reading Comprehension	7.2 / 10	
			Writing	7.4 / 10	
			Cultural Knowledge	6.2 / 10	
Study Abroad	OPIs (Pre, Direct)		IL (n=1)		
Senior Survey to major and minors	SRPI (Post, Indirect)		Communication	8 / 10	We fell short our goal for listening comprehension although a statistical analysis would need to be done to see if .33 is relevant. However, we met or exceeded our goals in all other categories.
			Listening Comprehension	6.67 / 10	
			Reading Comprehension	7.33 / 10	
			Writing	7.67 / 10	
			Cultural Knowledge	7.67 / 10	
Senior Survey to majors and minors	Alumni Survey (Indirect)		Mission	4 / 5	First administered in 2011. We are still considering the data. Preliminary results on how we met our goals are included here. N=6. 15 people invited for a return rate of 40%. We have included the mean scores here.
			Goal 1	3.17/ 5	
			Goal 2	3.67 / 5	
			Goal 3	4 / 5	
			Goal 4	4 / 5	
			Goal 5	4.17 / 5	
			Goal 6	4 / 5	

Example 5: Nursing

Assessment Component	Target Group	Assessment Timeline
ATI examination	Juniors and seniors (accelerated; traditional; & combined cohorts)	Completed across the majority of courses in the final 4 semesters of the 5 semester major
Baccalaureate outcomes	Juniors and seniors (accelerated and traditional cohorts)	Completed across all courses in the 5 semester major
MN Board Abilities	Juniors and seniors (accelerated and traditional cohorts)	Completed across the majority of courses and clinicals in the 5 semester major
NCLEX-RN pass rates	Graduates	Data reported quarterly (Jan. – Mar.; Apr. – June; Jul. – Sept.; Oct. – Dec.)
Graduates self-assessment	Program alumni (accelerated and traditional cohorts)	1 year and 5 year post graduation (Mailed in May)
Employer assessment of graduates	Program alumni (accelerated and traditional cohorts)	1 year post graduation (Mailed in August)

Example 6: Social Work

Concordia College
Social Work Program Assessment Map

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                                    ┌──────────────────────┐
                                    │  Policy Analysis Paper│
                                    │  from SWK 320         │
          ┌─────────────┐           └──────────────────────┘
          │ Junior Year │ ───────►
          └─────────────┘          ┌──────────────────────┐
┌──────────┐                       │ Field Instructor     │
│ Exit     │ ◄───                  │                      │
│ Survey   │                       │ Evaluation of        │
└──────────┘      ┌─────────────┐  │ Student              │
                  │ Senior Year │  └──────────────────────┘
┌──────────────┐  └─────────────┘
│ SWK Alumni   │ ◄───              ┌──────────────────────┐
│ Survey       │                   │ Senior Capstone      │
│ (2 yr post)  │                   │ Project – Evaluated  │
└──────────────┘  ┌──────────────┐ │ by                   │
                  │ Post         │ │                      │
┌──────────────┐  │ -Graduation  │ │ SWK Advisory         │
│ SWK Employer │ ◄│              │ │ Committee            │
│ Survey       │  └──────────────┘ │ Members              │
│ (2 yr post)  │                   └──────────────────────┘
└──────────────┘  ┌──────────────┐
                  │ Social Work  │ ◄───
                  │ Program Faculty│◄───
                  │ Yearly       │ ◄───
                  │ Assessment   │
                  └──────────────┘
  ┌────────────┐  ┌──────────────┐  ┌────────────────────────┐
  │ College    │  │ Social Work  │  │ CSWE – 8 year cycle    │
  │ Assessment │◄►│ Advisory     │◄►│ including comprehensive│
  │ Committee  │  │ Committee    │  │ self study and external│
  │ yearly     │  │ review and   │  │ review for             │
  │ report     │  │ feedback     │  │ Reaffirmation of       │
  │            │  │ yearly       │  │ Accreditation          │
  └────────────┘  └──────────────┘  └────────────────────────┘
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3. __List of links__

__Goals__

- *Assessment Primer: Goals, Objectives and Outcomes*
  http://assessment.uconn.edu/primer/goals1.html

- *Goals, Objectives, Outcomes… What's the difference?*
  http://lesley.edu/provost/institutional_research/content/goals_objectives_outcomes.pdf

- *How to Write Program Objectives/Outcomes*
  http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf

- *Learning about Learning Outcomes: A Liberal Arts Professor Assesses*
  http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ936578&site=ehost-live&scope=site

- *Summary of the Assessment CyberGuide for Learning Goals & Outcomes in the Undergraduate Psychology Major*
  http://www.apa.org/ed/governance/bea/assess.aspx

__Outcomes__

- *9 Principles of Good Practice for Assessing Student Learning*
  http://www.sacscoc.org/institute11/Monday/cleary4-9_Principles.pdf

- *Outcomes Assessment in Higher Education: Challenges and Future Research in the Context of Voluntary System of Accountability*
  http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ940996&site=ehost-live&scope=site

- *Sample Action Verbs for Writing Outcomes*
  http://www.uta.edu/irp/unit_effectiveness_plans/assets/ActionVerbList.pdf

- *Writing Measurable and Meaningful Outcomes*
  http://studentaffairs.uga.edu/assess/ateam/sessions/200708/Session_2/Writing%20Measurable%20and%20Meaningful%20Outcomes-%20Bresciani%20Article.pdf

- *Writing Measurable Learning Outcomes*
  http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf

Tools

- *assessmentfocus.com: educational assessment instruments and test development tools*
  http://www.assessmentfocus.com/index.php

- *Internet Resources for Higher Education Outcomes Assessment*
  http://www2.acs.ncsu.edu/UPA/assmt/resource.htm

- **RubiStar**
  http://rubistar.4teachers.org/

Data

- *The State of Undergraduate Learning*
  http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ918068&site=ehost-live&scope=site

- *Using Mixed Methods to Study First-Year College Impact on Liberal Arts Learning Outcomes*
  http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ891406&site=ehost-live&scope=site

Action

- *Closing the Assessment Loop*
  http://college.wfu.edu/assessment/wp-content/uploads/Closing_The_Assessment_Loop-Banta_Blaich-2011.pdf

- *Closing the Loop: Linking Planning and Assessment*
  http://www.google.com/url?sa=t&rct=j&q=closing%20assessment%20loop&source=web&cd=41&ved=0CCQQFjAAOCg&url=http%3A%2F%2Fphobos.ramapo.edu%2F~vasishth%2FAssessing%2520Learning%2520Outcomes%2FMiddaugh-Linking%2520Planning%2520and%2520Assessment.pdf&ei=Zv7YTvemCcrs2QW4_szUDg&usg=AFQjCNHWUOz5q4K-izSf6x_s2N0ZGIndoQ&cad=rja

- *Enhancing Student Learning Through Evidence, Self-Assessment, and Accountability: Closing the Loop*
  http://www.uni.edu/coe/jaaep/journals/newWilson-HerringFinalf7-29.pdf

D. ASSESSMENT RESULTS FOR GOALS FOR LIBERAL LEARNING:

National Survey of Student Engagement (NSSE)

Definition
The National Survey of Student Engagement (NSSE) is an assessment of students' perception of their collegiate experience. Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

Results
For a summary of Concordia's NSSE results, please see NSSE link on previous page.

When and Who
Concordia's five year assessment plan includes the NSSE on an annual schedule for the next five years. The survey is offered in the spring of each academic year to First-Year students and graduating seniors.

Five Benchmarks
The NSSE instrument is organized around five benchmarks. Those benchmarks are:

Level of Academic Challenge (LAC)
- Hours spent preparing for class
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 9 pages, and fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of ideas, experiences or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Active and Collaborative Learning (ACL)
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Tutored or taught other student (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as a part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction (SFI)
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Enriching Education Experiences (EEE)
- Hours spent participating in co-curricular activities
- Practicum, internship, field experiences, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of a different race or ethnicity than your own
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging. Etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment (SCE)
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc)
- Campus environment provides the support you need to thrive socially
- Quality of relationship with other students
- Quality of relationships with faculty members

Comparison Groups

Each time Concordia participates in the NSSE, we are invited to choose three groups of institutions with which to compare our own results. Typically, we choose from a group of local, state and regional public colleges and/or universities; a group of our peer private colleges and/or universities; and the total NSSE participating colleges and/or universities.

The colleges and/or universities included in each comparison group vary from year-to –year due to the testing schedule of the institution.

NSSE Group Comparisons

Selected Public Institutions -- Regional publics that completed the NSSE in 2011:
* Bemidji State University
* Dickinson State University
* Minnesota State University - Moorhead
* Minnesota State University - Mankato
* North Dakota State University
* St. Cloud State University
* University of Iowa
* University of North Dakota
* University of Northern Iowa
* Winona State University

Peer Private Institutions -- Those peers that completed the NSSE in 2011:
* Augsburg College
* Augustana College
* The College of Saint Scholastica
* Elon University
* Luther College
* Millikin University
* Nebraska Wesleyan University
* St. Olaf College
* University of St. Thomas
* Whitworth University

All U.S. NSSE 2011 Institutions -- View list at
http://www.nsse.iub.edu/pdf/2011_comparison_group3.pdf