



STUDENT LEARNING ASSESSMENT PLAN

**OFFICE OF STUDENT LEARNING ASSESSMENT
JANUARY, 2012**

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I. Excellence in Student Learning Assessment

The frequently cited *Principles of Good Practice for Assessing Student Learning* (1992) of the American Association of Higher Education scaffold current student learning assessment at Eastern University. These characteristics of good assessment include: assessment as a means to educational excellence rather than an end in itself; assessment that is integrative, multi-dimensional and cyclic; assessment rooted in clearly articulated goals; assessment that measures the learning process and not just outcomes; assessment that is cumulative resulting in continuous improvement; assessment that expands to incorporate the wider university and educational communities; assessment that drives planning, budgeting and staffing; and finally, assessment that provides essential information to all educational stakeholders (Retrieved from: <https://condor.depaul.edu/acaflpc/aahe.htm>).

Implicit in these principles is “a vision of education that entails high expectations for all students, active forms of learning, coherent curricula and effective out of class opportunities.” The university’s mission of Faith, Reason and Justice imbues this academic vision with the imperatives of holistic Christian education. United in service to its mission and its vision, the entire university community collaborates in the creation of an academic culture marked by respect for diversity and for the unique, God-given potential of every student. To ensure the vibrancy and the ongoing renewal of its mission and its vision, Eastern University embraces a culture of assessment rooted in its foundational commitments.

II. The Role of Student Learning Goals and Outcomes in Academic Student Learning Assessment

The university mission, vision and institutional commitments pervade the culture of Eastern University providing the context for institutional assessment, planning, data analysis and data reporting at every academic level. The value of this academic assessment data initially inheres in the articulation of clearly defined student learning assessment outcomes that originate in the classroom and link to program, general education and institutional student learning goals.

These outcomes and goals are hierarchic and structure assessment at every academic level as illustrated by Miller and Leskes (2005) in Figure 2. Faculty design or adopt assessments linked to specific goals and indicators at the institutional, general education, program and course levels to create a full-orbed system of academic assessment. The academic deans, the Director of Assessment and the members of the SLA Committee offer direction as needed in developing this system.

Figure 1.
Levels of Assessment: From the Student to the Institution



III. Relationship of Student Learning Goals and Outcomes to the University Mission and to One Another

A. Institutional Student Learning Goals

Institutional Student Learning Goals rest on the foundational commitments of the university. These goals concretize the university mission and vision by stating in behavioral language the student learning inherent in the university's foundational commitments. Through course-based and programmatic learning as well as co-curricular and extra-curricular activities, these goals are achieved. For the 2011-2012 academic year, Eastern University is articulating the correspondence between Program Student Learning Goals and their assessments with the university's Institutional Student Learning Goals in the Student Learning Assessment Plans (SLA Plans) and End-of-the-Year Student Learning Assessment Reports (SLA Reports). For examples of specific program SLA Plans and their corresponding goals, see their respective IE / SL Blackboard sites.

B. General Education Student Learning Goals

General Education Student Learning Goals express the liberal arts educational philosophy of the university; incorporate essential knowledge, cognitive abilities and an understanding of values and ethics; enhance students' intellectual growth; draw students into new areas of intellectual experience; expand their cultural and global awareness and sensitivity; and prepare them to make enlightened judgments outside as well as within their academic specialty. Toward these ends, Eastern University has developed a core general education curriculum for all students in the Associate of Arts and baccalaureate programs. Embedded in these cores, the General Education Student Learning Goals flow from Eastern University's Institutional Student Learning Goals (see Appendix H-4).

C. General Education Goals for the Core Curricula of the College of Arts and Sciences and Templeton Honors College

The core curricula of the College of Arts and Sciences (CAS) and the Templeton Honors College (THC) include all the university general education student learning goals. However, the CAS and THC cores also address a further student learning goal and associated indicators founded on their liberal arts missions. This student learning goal, Broad Knowledge, flows out of these colleges' liberal arts mission.

D. Department/Program Student Learning Assessment Goals

These are broad discipline-related characteristics of a graduate of the department or program. A Department or Program Student Learning Goal should: a) encompass several key aspects of learning desired by the department/program; b) link to the Eastern University Institutional Learning Goals; c) relate to the knowledge designated by a professional accrediting body associated with the discipline or an employer hiring a student from this major. At Eastern University, General Education, with its own associated program goals, is an academic unit equivalent to that of an academic department or program.

E. Indicators

Indicators are measurable, demonstrable components of a student learning goal (skills, knowledge, attitudes) which, when combined, evidence competency of that student learning goal. Indicators are: a) taught developmentally in the curriculum (introduced, reinforced/practiced and ultimately applied/integrated into the practice of the discipline in higher level courses); b) the foundation of course outcomes in the syllabi; c) the foundation for assessments at the course and department/program level. Indicators specify behaviorally the taxonomy of student learning. Individually, they address demonstrable learning components subsumed in the program goal or course outcome. In the aggregate, they define measurable student learning more globally articulated in the program goal or course outcome.

F. Course Student Learning Assessment Outcomes

Course-level student learning outcomes specify the student learning that constitutes successful mastery of the content of a specific course. A student learning course outcome should: a) encompass a key aspect or aspects of learning required for mastery of course content and b) link to a specific program goal and indicator. Course grades are not sufficient assessment measures, in and of themselves, because grades aggregate values from a number of assessment measures assessing a number of outcomes. Linkage of assessment data to specific outcomes measures provides the necessary transparency for meaningful data analysis and reporting. Additionally, grades do not provide comparable data across sections.

G. Strategies

These are the specific methods employed to measure the indicators of each student learning goal. Multiple strategies are utilized, some of which may measure several indicators. The results of these strategies are then analyzed at the end of the assessment cycle in order to make conclusions about how to enhance student learning around a particular student learning goal. To achieve programmatic level measurement using course assignments, the results of selected assignments may be aggregated. Culminating assignments which require students to show competencies learned across the program are best for this purpose. For each indicator, a minimum of one direct and one indirect strategy is recommended.

Strategies are assessment measures linked to specific indicators. For each indicator, a minimum of one direct and one indirect strategy is recommended. Direct strategies include, but are not limited to: quizzes, tests, reports, essays, research projects, oral presentations, capstone measures, field observations, case studies, interviews and standardized examinations. Indirect measures include, but are not limited to: course grades, surveys of student perceptions and satisfaction, course evaluations, retention and persistence data and departmental or program review data (see Eastern University Student Learning Assessment Handbook on the IE / SL Enhancing Student Learning Blackboard site).

IV. Categories of Student Learning Assessment at Eastern University

The university's learning assessments can be divided into two general categories: assessments of reflections and assessments of behaviors. According to Suskie (2009), assessments of reflections are valuable in fostering higher-order thinking skills, such as metacognition and synthesis (185). Eastern's

programs incorporate a range of formative and summative assessments that foster this type of learning. As for behavioral assessments of values and attitudes, these are rooted in concrete rather than abstract reference and best assessed by self-report. In addition to self-reports embedded in course and programmatic assessments, Eastern University has been administering a number of nationally benchmarked surveys, such as SSI, IPS, CIRP, FSI, FY, NSSE, CSS, FSI-STR, alumni surveys, and other university measures that provide relevant data on the institutional level that can be mapped to Institutional Student Learning Goals and to one another (see Appendix D). The university performs a full-range of assessments spanning these curricular, co-curricular and extra-curricular domains.

Program assessments are additionally categorized as course-embedded or holistic. Eastern University's programs include an array of programmatic holistic program student learning assessments listed by Suskie (2009) as: capstone experiences, field experiences, portfolios and published tests (8), to name only a few. Both course-embedded and holistic types of assessments are linked to their corresponding goals at the indicator level and articulated in the SLA Plans (see IE / SL Enhancing Student Learning Assessment Blackboard site). For every goal, at least two indicators map the goal to assessment strategies, both direct and indirect. General Education Student Learning Goals are assessed as a discrete program with individualized SLA Plans and SLA Reports.

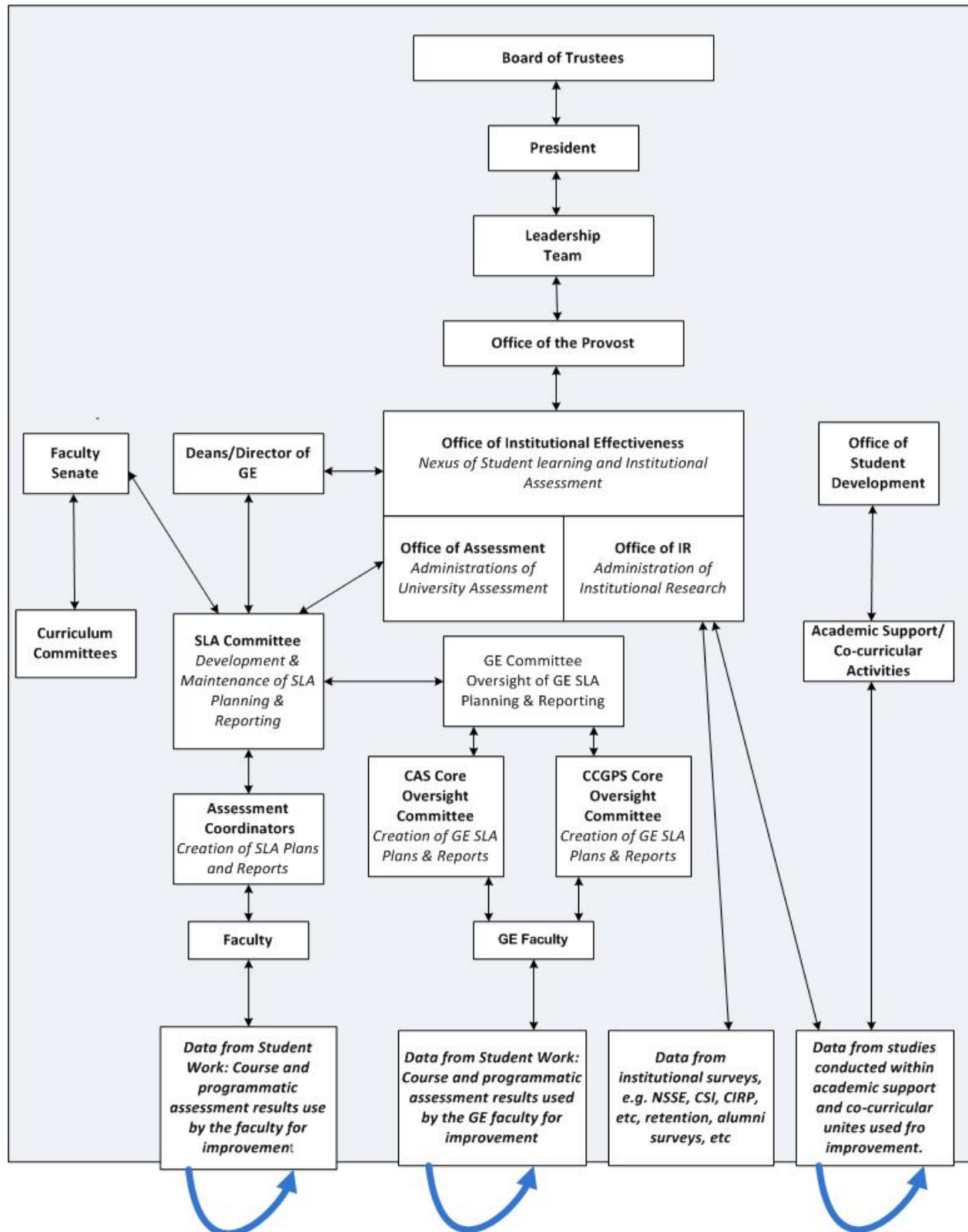
Suskie (2009) stresses that current best practice includes the faculty's "reflecting on how well students as a whole are achieving the course's key learning goals" (6). Such holistic reflections can result in revisions to the course outcomes (Suskie's "goals"), indicators and assessment strategies. Eastern uses specific terminology: "goals" for institutional and program learning and "outcomes" for course learning. Subject to review each term or semester and archival in their respective colleges, syllabi articulate course-level assessment outcomes. The academic deans schedule syllabi reviews each semester or term as appropriate.

V. Student Learning Assessment Data Flow

The mission of the university imbues its culture of assessment, and the synergies created facilitate communication among the various university constituencies. Clear linkages among the university's levels of academic and institutional assessment administration ensure reciprocal data flows (see Figure 3).

Because the cycle of assessment is systematic and continuous, data flows in both directions. These linkages facilitate reporting and integration of data into university planning and budgeting. At every level, relevant data informs decision making and provides indicators of academic and institutional effectiveness to relevant stakeholders. As the flow of reporting ascends to senior leadership levels, the incremental addition of data provides these decision makers with the data on student learning needed to facilitate planning and budgeting. Because the effectiveness of assessment processes and reporting are evaluated annually at a minimum, the resulting feedback disseminates this data to relevant stakeholders and serves to assure that the data flow is responsive to university growth and renewal.

Figure 2.
Student Learning Assessment Data Flow for Decision-Making

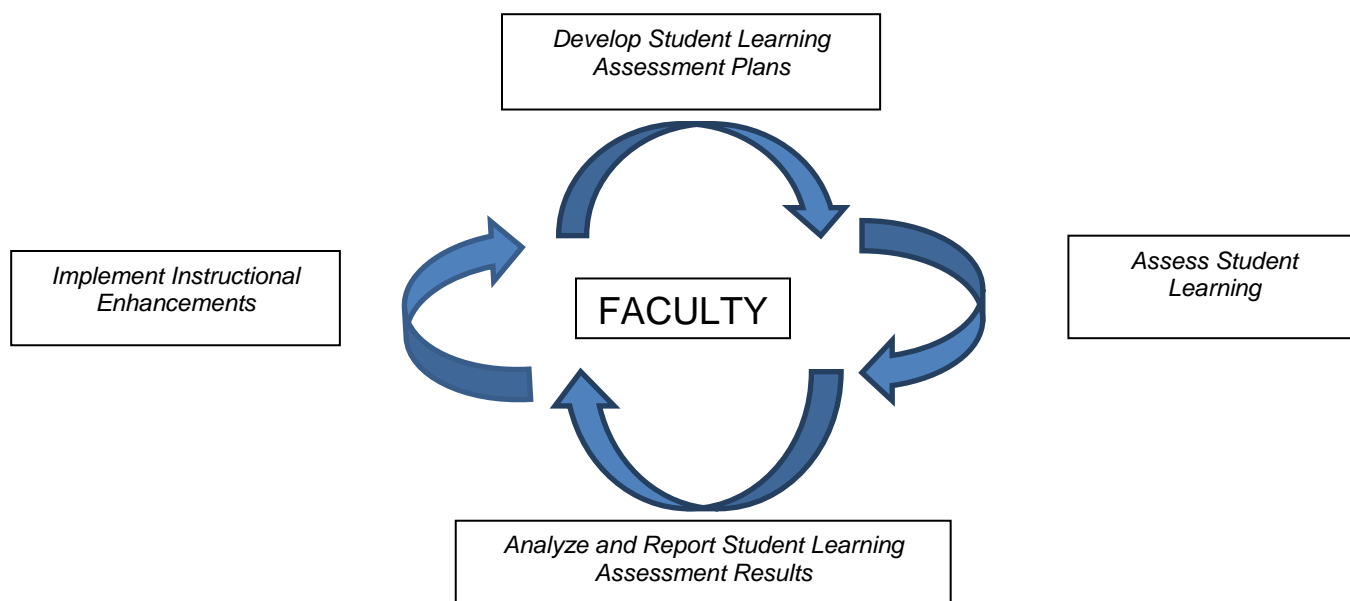


VI. Organization of Student Learning Assessment

The Student Learning Assessment Committee (SLA Committee)

The faculty function at the core of student learning and its assessment at Eastern University. Animated by its mission, the faculty are, by definition, people who profess, whose knowledge is infused by deeply-held belief and whose work informs the Christian mission of the university. Since its inception in November 2006, the Student Learning Assessment Committee (SLA Committee), a standing committee of the Faculty Senate, has played a significant leadership role in university-wide academic assessment. The SLA Committee oversees the creation, implementation and review of the SLA Plans and SLA Reports. In collaboration with the deans and university administrators, the committee has pioneered the current system of programmatic assessment at the university. In preparation for the MSCHE Self-Study, the committee merged with the MSCHE Steering Committee's Student Learning Assessment Working Group 7 to incorporate additional administrative and instructional design perspectives (see IE / SL Enhancing Student Learning Assessment Blackboard site).

Figure 3.
Student Learning Assessment Instructional Cycle



The General Education Assessment Advisory Committee

Conducting parallel and complementary work to that of the SLA Committee, the General Education Advisory Committee (GE Assessment Advisory Committee), composed of faculty and administrative colleagues from the College of Arts and Sciences (CAS), the Templeton Honors College (THC), the Campolo College of Graduate and Professional Studies (CCGPS) and Esperanza College (EC) led the development of current general education assessment initiatives. General Education was categorized as an independent program consisting of multiple courses crossing a number of programs. Founded in February 2010, this group articulated General Education Student Learning Goals and aligned these with

existing university assessments. Advisory group members collaborated with faculty in creating the outline for a General Education Student Learning Plan and a cycle of assessments that assured compliance with MSCHE fundamental elements while respecting the specific role of each of the four colleges. This committee was disbanded in September, 2011. The Director of General Education assumed leadership of GE assessment planning and implementation at that time.

The University General Education Committee

The Director of University General Education, a position created in August 2011, administers university general education and will chair the University General Education Committee. This Committee will be charged with oversight of GE assessment planning and reporting to the SLA Committee. The Director and the committee also will work collaboratively with the academic deans, the CAS Core Oversight Committee, the CCGPS Core Oversight Committee, the THC Faculty Advisory Committee and the EC Specialists Assessment Committee to oversee the continuous improvement of the university's general education curricula.

CAS Core Oversight Committee

This committee monitors the CAS core assessment planning and administration for the CAS core courses. CAS SLA Plans and Reports are vetted by the committee and forwarded to the University General Education Committee. The CAS Core Oversight Committee integrates review of CAS general education student learning assessment policies and procedures into the cyclic revalidation of the CAS general education courses.

CCGPS Core Oversight Committee

This committee monitors the CCGPS core assessment planning, and administration for the CAS core courses. SLA Plans and Reports are vetted by the committee and forwarded to the University General Education Committee. The CCGPS Core Oversight Committee integrates review of CCGPS general education student learning assessment policies and procedures into the cyclic revalidation of the CCGPS general education courses.

THC Faculty Advisory Committee

This committee monitors the THC core assessment, planning, and administration for the THC core courses. SLA Plans and Reports are vetted by the committee and forwarded to the University General Education Committee. The THC Faculty Advisory Committee integrates review of THC general education student learning assessment policies and procedures into the cyclic revalidation of the THC general education courses.

EC Specialists Assessment Committee

The Dean of Esperanza College and a faculty designate collaborate in oversight of the college's general education core. This collaboration occurs in the context of the EC Specialists Assessment Committee whose faculty members form teams with the dean for both the assessment and overview of the EC curricula.

The Office of Institutional Effectiveness

Expansion of the Office of the Provost to include the Office of Institutional Effectiveness in November 2010 demonstrates the university's commitment to its culture of assessment. The Office of Institutional Effectiveness serves as the nexus of university assessments at every level by providing leadership, collaboration, resources, and continuous data analysis and reporting of the university's effectiveness in achieving its mission. The Associate Provost for Institutional Effectiveness leads the Institutional Effectiveness Team in its service to the university community in its ongoing development and maintenance of a body of evidence that the institution is achieving its mission. The Associate Provost contributes to and facilitates institutional planning and renewal, and in collaboration with senior leadership and academic administrators, defines key performance indicators (KPIs) and associated metrics related to the university's strategic objectives. Through developing effective assessment processes and through proactively communicating assessment information to internal stakeholders in useful and relevant ways, the Associate Provost provides key leadership in integrating planning, budgeting and assessment. In addition to the Associate Provost, the Institutional Effectiveness Team includes the Director and Associate Director of Institutional Research, the Director of Assessment, and the Administrative Assistant to the Office of Institutional Effectiveness.

Office of Institutional Research

The Office of Institutional Research provides information about university students, faculty, staff and courses in the correct format, to the appropriate people and in a timely manner to enable informed decisions that will benefit the university. The Director supervises reporting to federal, state, and accreditation agencies. The Director supervises the administration of nationally-benchmarked assessment measures as well as student course evaluations: their data analysis, data reporting and data archival. The Associate Director of Institutional Research lends technical support to the Director.

Office of Assessment

The Office of Assessment collaborates with academic units (e.g. CAS, CCGPS, Palmer Seminary (PTS), EC, and THC) in the development and maintenance of student learning assessment models sufficient to address internal planning, decision making and external accountabilities. The Director of Assessment, collaborating with senior leadership, academic administrators and faculty, leads the development of a full-orbed student learning assessment system that integrates with academic and university planning. The Director chairs the Student Learning Assessment Committee and coordinates and delivers workshops, activities and other training programs designed to assist faculty in conducting and documenting effective and meaningful assessment activities. The director further works, in cooperation with senior leadership and academic administrators, to ensure that the university's student learning assessment models are fully integrated into academic and strategic planning.

VII. Reporting of Student Learning Assessment Results

Annual results' reporting is hierarchical and inclusive based upon the university's system of full-orbed student learning assessment. On October 1 or an equivalent calendar point for non-semester-based programs, faculty formally initiate the academic assessment planning cycle by submission of an SLA Plan for every program. Designated faculty post the SLA Plan on the Program/Department IE / SL Blackboard site and implement it. Prior to the end of the semester, the SLA Committee reviews each SLA Plan. An assessment rubric scaffolds this review. A report of the progress of the reporting is submitted to the

Associate Provost for Institutional Assessment in January. In the interim, individual meetings and group workshops by members of the SLA Committee assist those faculty whose plans are judged to require revisions. The process is ongoing and reciprocal as faculty retain their prerogatives regarding academic freedom and the differences in curricula and instructional delivery. The five academic deans and the Director of University General Education play a central role in facilitating this process and providing the necessary resources. Implementation of the SLA Plans and the inclusion of feedback throughout the process assure that these plans are responsive to instructional realities. The SLA Plans are living documents.

Faculty gather assessment data on the institutional, general education, program and course levels throughout the academic year. They use their SLA Plans as formative as well as summative assessment tools; however, the formal reporting of assessment results and their analyses are included in the SLA Reports. In the spring, faculty are invited to a work session conducted by the SLA Committee to facilitate completion of these SLA Reports. At that time, faculty will be asked to review the assessment process and to provide feedback to the committee. Committee members also encourage communication with the faculty throughout the assessment cycle. Faculty post their SLA Reports on their program/department IL|IE Blackboard sites for the final review in May by the SLA Committee. The committee then collates the SLA Reports' assessment data in its annual report. This summary report specifies the percentage of benchmarks achieved and other relevant assessment data to provide a principal indicator of the university's overall yearly progress in building its culture of assessment.

Faculty teaching general education courses collaborate for student assessment planning, implementation, reporting and data archival. Their collaboration results in the General Education SLA Plan submitted October 1 or an equivalent calendar point for non-semester-based programs for review by the CAS Core Oversight Committee or the CCGPS Core Oversight Committee. Upon approval, the committees forward the plans to the University General Education Committee for review and posting on the GE IE|SL Blackboard site for review by the SLA Committee (see the various IE|SL Blackboard sites). These plans are reviewed by the SLA Committee and feedback provided via the GE IE / IL Blackboard site. The site is accessible to general education faculty and committee members. In May the same system scaffolds the General Education SLA reporting cycle. At that time, the GE committees review GE assessment policies and procedures.

In June, the Director of Assessment prepares the *Annual Report on Student Learning Assessment* that subsumes the SLA Reports' data as well as integrating data on student learning assessments gathered by the Director of Institutional Research and additional university offices, such as the Office of Student Development and the Office of the Director of Alumni Relations. This summary report is then referenced in the *Annual Institutional Assessment Report* generated by the IRC and Associate Provost for IE. This report is disseminated to relevant constituencies. Annual assessment reports are supplemented by *ad hoc* reporting requested of the Office of Institutional Effectiveness, the Office of Institutional Research and the Office of Student Learning Assessment.

The process of development and continuous review of the Student Learning Assessment Committee's policies and procedures evolved from the time of the creation of the committee. A history of that development is available in the Working Group 7: History of Student Learning Assessment at Eastern University (see Document 41.22.7.29). This development intensified with the creation of the Office of Institutional Effectiveness and the staffing of the position of Director of Assessment. The committee instituted a system of inter-coder reliability with the Fall 2011 review of the Student Learning Assessment Plans. At monthly or bi-monthly committee meetings, members respond to university

developments and current research findings to evaluate the ongoing progress of university student learning assessment. Formal annual review occurs after the May faculty assessment workshop.

VIII. Eastern University Institutional Student Learning Assessments

Eastern University integrates nationally-normed assessment with university measures to create an array of survey assessments from entering undergraduate students to graduate students, alumni, faculty and staff. Following is a short overview; however, for detailed information concerning purpose, populations, assessment mode and frequency refer to Appendix D.

Entering Undergraduate Students

The schedule for entering students includes annual administration of the College Student Inventory (CSI) for CAS and Esperanza students enrolled in INST 150: Introduction to Faith, Reason and Justice. In addition to introducing these students to the university's mission and values, section assignment in INST 150 is by "major area of interest," and the section teacher serves as the students' first-year academic advisor. Other surveys for first-year CAS and EC students administered in the Fall include: the Student Satisfaction Inventory (SSI) administered every two years and the College Freshmen Survey (CIRP) administered every four years. CIRP is also administered to first year CCGPS students on that same schedule. Fall administration of the Furnishing the Soul Inventory (FSI) every three years to undergraduates provides a spiritual metric for assessing Christian-specific goals.

Every four years a sample of first-time baccalaureate students in CAS sit for the National Survey of Student Engagement (NSSE) in the spring of their first year of study. All CAS, CCGPS and Esperanza first-year students also take the AICUP First Year Student Survey (FYSS) annually.

Second and Third Year Students

The Furnishing the Soul Inventory (FSI) is administered every three years in the spring to second-year exiting AAS students and senior-status EC students. The Student Satisfaction Inventory (SSI) is administered every two years to all undergraduates in CAS and EC.

Senior Students

A sample of senior-classification CAS and CCGPS baccalaureate students sit for the College Senior Survey (CSS) every four years, National Survey of Student Engagement (NSSE) testing every three years and bi-annual administration of the Student Satisfaction Inventory (SSI).

Adult Students

A sampling of CCGPS second, third and fourth year adult students are assessed using the Adult Student Priorities Survey (ASPI) every two years (term-based programs in odd years and semester-based programs in even years).

Alumni

Alumni five years after graduation with current addresses receive the Association of Independent Colleges and Universities (AICUP) Baccalaureate Outcomes Survey.

Faculty and Staff

Two surveys measure the correspondence between student expectations/perceptions with faculty perceptions of these student responses: the Institutional Priorities Survey (IPS) administered every five years and the Faculty Survey of Student Engagement (FSSE) administered every three years. Additional faculty/staff surveys include the *Great Colleges Survey* by *The Chronicle of Higher Education* administered every other year and the Institutional Performance Survey (IPS) by the National Center for Higher Education Management Systems (NCHEM) administered every five years.

Full-time faculty also complete an annual Professional Activity Report (PAR). Students complete teacher course evaluations for two courses enrolling four or more students per term for full-time faculty and course evaluations for part-time faculty at the discretion of the department chair.

EU Surveys

All students in classes of four or more are annually assessed by the EU Institutional Survey and the EU Intercultural Competence Survey.

IX. Examples of Student Learning Assessment Survey Data

Nationally-normed data gleaned from measures with widely recognized validity and reliability are being analyzed for correlations with student and faculty survey data gained from local institutional and program assessment measures as well as correlations to data from academic assessments. For example, in the *CIRP 2010 Construct Reports*, analysis of the data revealed that first-year Eastern students scored competitively with two comparison groups in all domains with the highest scores recorded in *Social Agency and Likelihood of College Involvement*. In the *CIRP 2010 Theme Reports*, the same students scored higher than the two comparison groups on all 19 items in the theme: *Active and Collaborative Learning* with scores in two items being significantly higher: (1) *Likelihood to explore questions on their own, even though not required for a class* and (2) *Discusses course content with students outside of class*.

Another example from NSSE testing yielded data from multi-year benchmarks for sampled populations. The *NSSE 2009 Multi-Year Benchmark Report* compared results from 2006 and 2009. The report showed that EU senior mean scores were comparable to (CCCU), Carnegie Class, and IPEDS Key Comparison Groups. In the case of the domain, *Enriching Educational Experiences (EEE)*, EU results were statistically significant. In 2009 EU first-year students scored a mean of 31 versus 49.7 for seniors in that same year indicating a higher level of senior satisfaction in *EEE*. EU first-year students' 2009 mean scores also exceeded those of the above-mentioned three comparison groups across all domains: *Level of Academic Challenge (LAC)*, *Active and Collaborative Learning (ACL)*, *Student Faculty Interaction (SFI)*, *Enriching Educational Experiences (EEE)* and *Supportive Campus Environment (SCE)*. Senior scores exceeded two of the comparison groups: Carnegie Peers and NSSE 2006 in those same domains. Because NSSE data maps directly to MSCHE Standard 14, this data, particularly in the area of general education assessment, adds student self-report data to data from other measures of student learning.

For example, the 2010 Noel Levitz Adult Students Priorities Survey (ASPS) reporting data from 2006, 2008 and 2010 showed a statistically significant decline in the 2008 results for the item: *Part-time faculty are competent as classroom instructor*. This decline stood in marked contrast to national results trending upward. Interventions were implemented, and the 2010 results rebounded. Although the

2008 results could have been an anomaly, and causality cannot be inferred, the university has continued to place greater emphasis on the orientation and faculty development of adjunct faculty.

X. Assessment Processes and Planning

Two of the university goals articulated in the institution's strategic plan, *Advancing Our Mission of Faith, Reason and Justice: A Plan for Transformative Interventions to Achieve and Secure Eastern University's Future, 2012-2017* are directly linked to student learning and assessment:

Goal Two: Enhance the quality of teaching, learning and scholarship

Goal Three: Promote holistic student formation and authentic Christian community for a diverse population

A range of academic and institutional assessments evaluate achievement of the other three strategic goals:

Goal One: Extend the University reputation locally, regionally, nationally and internationally

Goal Four: Secure the financial strength of the University

Goal Five: Cultivate a humane Christian culture of learning, collaboration & work

Fitted to the different constituencies in the university, Eastern's schedule of institutional assessments links to these five strategic goals as indicated in Appendix D-1. These linkages facilitate reporting and integration of data into university planning and resource allocation. Linkages of these strategic goals to academic planning coincide with the reporting spirals for student learning assessments (see Appendix H-5).

The Director of Assessment, working with the Director of Institutional Research, integrates the analysis and reporting of this data and collaborates with colleagues in its collection and dissemination. Institutional guidelines, resources, coordination, and support for assessment scaffold assessments across the university. Supported by clear policies and procedures resident in the office or committee charged with student learning assessment administration, the university supports robust, organized and sustained assessment processes. Thus, student learning assessment is responsive to the changing realities of the university's growth and renewal.

APPENDICES

Appendix A
STUDENT LEARNING ASSESSMENT PLAN
2011-2012

Department/Program: _____

Major/Degree: _____

Assessment Coordinator: _____

I. MISSION STATEMENT OF DEPARTMENT/PROGRAM:

This is the broad statement of purpose and aspiration of the department or program. It should be closely aligned to the University's mission statement and should be semi-permanent. (It would be reviewed during departmental or program review; however it is not changed annually).

II. 3-7 DEPARTMENT/PROGRAM STUDENT LEARNING GOALS:

These are broad discipline-related characteristics of a graduate of the department or program. A Student Learning Goal should: a) encompass several key aspects of learning desired by the department/program; b) link to the Eastern University Institutional Learning Goals¹; c) relate to the knowledge designated by a professional accrediting body associated with the discipline or an employer hiring a student from this major.

- 1.
- 2.
- 3.
- 4.

III. 2 (OR MORE) INDICATORS FOR EACH DEPARTMENT/ PROGRAM LEARNING GOALS:

Indicators are measurable, demonstrable components of a Student Learning Goal (skills, knowledge, attitudes) which when combined evidence competency of that Student Learning Goal. Indicators are: a) taught developmentally in the curriculum (introduced, reinforced/practiced and ultimately applied/integrated into the practice of the discipline in higher level courses); b) the foundation of course outcomes in the syllabi; c) the foundation for assessments at the course and department/program level.

Goal 1:

Indicator:

- 1.1
- 1.2
- 1.3

Goal 2:

Indicator:

¹ Please identify any Student Learning Goal (or indicator) which shows correspondence with one of Eastern University's Institutional Learning Goals listed in the Appendix (last page of this document). For example, Indicator 5.1: Identify Christian theological assumptions for understanding human nature, human problems, and human growth/change [This indicator corresponds to Institutional Learning Goal #4].

IV. PROGRESSIVE CURRICULUM MAP:

This map charts the indicators for each Student Learning Goal and identifies courses where each indicator is “introduced” (I), **practiced/reinforced** (R), and “**applied**” (A). (NOTE: A separate Excel or Word template is uploaded on Blackboard if desired for programs with many more courses to map).

Courses → Student Learning Goals/ Indicators ↓	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
Goal #1										
Indicator 1.1.										
Indicator 1.2.										
Indicator 1.3										
Goal #2										
Indicator 2.1.										
Indicator 2.2.										
Goal #3...										

V. PROGRAM/DEPARTMENT LEVEL ASSESSMENT STRATEGIES

These are the specific methods employed to measure the indicators of each Student Learning Goal. Multiple program-level strategies are to be utilized, some of which may measure several indicators. The results of these strategies are then analyzed at the end of the assessment cycle in order to make conclusions about how to enhance student learning around a particular Student Learning Goal.

Please note: Grades alone (in courses or on course assignments) are not sufficient measures of programmatic outcomes. To achieve programmatic level measurement using course assignments, the SLA Committee recommends aggregating results of select assignments (culminating assignments which require students to show competencies learned across the program are best for this purpose). This can be done by selecting a random sample of those assignments (from separate sections if there is more than one), grading these using a common rubric, calculating the average score of the sample and then comparing it to the benchmark previously determined for success. The Committee also recommends the use of externally-benchmarked strategies.

The following chart should be used to ensure the methodology of each strategy is fully explained. (NOTE: The two right hand columns are samples for completing the chart. These can be replaced with actual strategies, and extra columns added as needed).

Assessment Strategy & Indicators Measured → Details about Assessment Strategy Methodology ↓	Assessment Strategy #1: Indicators Measured:	Assessment Strategy #2: Indicators Measured:	An example for a standardized assessment... Strategy #1: ETS subject test in Psychology Indicators: 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, & 4.1	An example for a course-level assignment. . . Strategy #2: Psychology Capstone Project Indicators: 1.1, 3.2, 3.3, & 4.2
Description of Strategy (e.g., test, rating scale, culminating assignment)			Nationally-normed, standardized test	Culminating Research project in PSY 420
Assessment Result yielded (e.g. rubric score, test score means)			Mean scores	Mean percentage score on a common rubric
Benchmark (Criteria for Success)			At or above national mean	Score of at least 85%
Sample Size and Source			100% of psychology majors in senior year (N=150)	10% of projects, randomly selected (N=15)
Administrator			ETS	all 4 full-time psychology faculty
Time of Administration of Assessment Strategy			Every February	Every January
Results maintained/archived where and by whom			Departmental assessment coordinator, [name]	Departmental assessment coordinator, [name]
Time of Analysis of Results			When results are received from ETS (usually mid-April)	February
Analyzed by			Department chair, [name]	Departmental assessment coordinator, [name]
Feedback to Faculty/ Discussion			May faculty work session and first department meeting of new academic year (late August).	February department meeting

VI. SUMMARY

This should be a concise summary of the major changes to the current Student Learning Assessment Plan. A brief rationale should be provided (e.g., reference to the previous year's Results Report where changes were proposed due to assessment results OR attempts to integrate feedback provided on previous SLA Plan, etc.).

Appendix B
END OF YEAR STUDENT LEARNING ASSESSMENT RESULTS REPORT
ACADEMIC YEAR 2010-2011

Department/Unit:

Major/Degree:

Date:

Assessment Coordinator:

Mission Statement of Department/Program:

Student Learning Goal List all SLGs from the 2010-11 SLA Plan (3-7 recommended).	Indicator (Expected Learning Outcome) List all indicators of the given SLG (1-3 indicators suggested for each SLG).	Assessment Strategy and benchmark Note: The same instrument/tool (e.g., an external exam, a capstone project, or other cumulative experience) may be used to assess multiple indicators.	Assessment Results Summarize the results found for each indicator.	Use of Results Summarize the actions planned to improve student learning.

EASTERN UNIVERSITY
END OF YEAR STUDENT LEARNING ASSESSMENT RESULTS REPORT
ACADEMIC YEAR 2010-2011

One Page Narrative Summary

Major Findings of the 2010-11 Assessment Cycle:

At least one paragraph synthesizing results (e.g., benchmarks met/not met for specific Student Learning Goals/Indicators).

Notable Changes intended for next year's Assessment Cycle:

At least one paragraph explaining changes indicated in light of student learning assessment results (especially for Student Learning Goals/indicators where benchmarks were not met and/or for any changes needed to the Student Learning Assessment Plan). Please specify who will initiate the changes and when.

Appendix C

Eastern University Institutional Learning Goals

1. Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning.
2. Students develop their critical thinking, reflection, analysis and communication skills.
3. Students develop knowledge and competencies in the arts, sciences and professions.
4. Students develop and expand their Christian worldview, grounded in the Scriptures.
5. Students discern the ethical consequences of decisions and actions.
6. Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice.
7. Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them.
8. Students increase in self-awareness and in their sensitivity towards others and others' needs and situations.
9. Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.

Appendix D

Institutional Learning Goals Correlated with General Education Goals.

Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning; correlates with:
Argument and Analysis – able to identify, classify, contextualize, evaluate, and create warranted claims.
Scientific Reasoning – able to make claims and predictions about empirical phenomena by collecting and analyzing empirical data.
Quantitative Reasoning – able to correctly use numbers, symbols, measurements and the relationships of quantities to make decisions, judgments, and predictions.
Information Literacy – able to identify, obtain, evaluate, and responsibly utilize information through online and traditional research methods.
Students develop their critical thinking, reflection, analysis and communication skills; correlates with:
Written Communication Skill – able to write in a coherent and persuasive manner using the practices of standard American English.
Oral Communication Skill – able to communicate orally in clear and coherent language appropriate to purpose, occasion and audience.
Technological Skills – able to appropriately use contemporary technology tools for communication and productivity.
Argument and Analysis – able to identify, classify, contextualize, evaluate, and create warranted claims.
Students develop knowledge and competencies in the arts, sciences and professions; correlates with:
Scientific Reasoning – able to make claims and predictions about empirical phenomena by collecting and analyzing empirical data.
Knowledgeable about the Western Tradition – able to demonstrate understanding of the historical, theological, and cultural contexts and interpret key texts and perspectives of the Western intellectual tradition and to situate themselves within that tradition.
Students develop and expand their Christian worldview, grounded in the Scriptures; correlates with:
Biblically Informed – able to identify essential elements of the historical, cultural, and theological content of all the major divisions of the Bible.
Knowledgeable in Doing Justice – able to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.
Students discern the ethical consequences of decisions and actions. correlates with:
Formed in Christian Thought – able to express a reasoned understanding of the Christian faith, its mission, doctrines, traditions, and ways of life as well as reflect critically on one's own life in light of this understanding.
Knowledgeable in Doing Justice – able to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.

Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice; correlates with:

Formed in Christian Thought – able to express a reasoned understanding of the Christian faith, its mission, doctrines, traditions, and ways of life as well as reflect critically on one's own life in light of this understanding.

Knowledgeable in Doing Justice – able to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.

Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them; correlates with:

Technological Skills – able to use contemporary tools for communication and productivity.

Students increase in self-awareness and in their sensitivity towards others and others' needs and situations; correlates with:

Knowledgeable about Global Diversity – able to demonstrate understanding of and interact productively within the diversity that characterizes human cultures, particularly those of the Western tradition.

Knowledgeable in Doing Justice – able to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.

Students contribute to fostering an environment where diversity is appreciated and reconciliation is practice; correlates with:

Knowledgeable about Global Diversity – able to demonstrate understanding of and interact productively within the diversity that characterizes human cultures, particularly those of the Western tradition.

Knowledgeable in Doing Justice – able to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.

The Core Curricula of the College of Arts and Sciences and the Templeton Honors College

The core curricula of the College of Arts and Sciences and the Templeton Honors College includes coursework which addresses all the university general education student learning goals and indicators. The CAS and THC cores also address a further student learning goal, *Broad Knowledge* with associated indicators, which flows out of these colleges' liberal arts mission: An education rooted in the tradition of the liberal arts and sciences helps one develop a broad base of knowledge and a spirit of inquiry. It allows one to better understand the order of creation, as well as the nature of humans and the institutions they create, through engagement with coursework in the Arts and Humanities, Social Sciences and Natural Sciences.

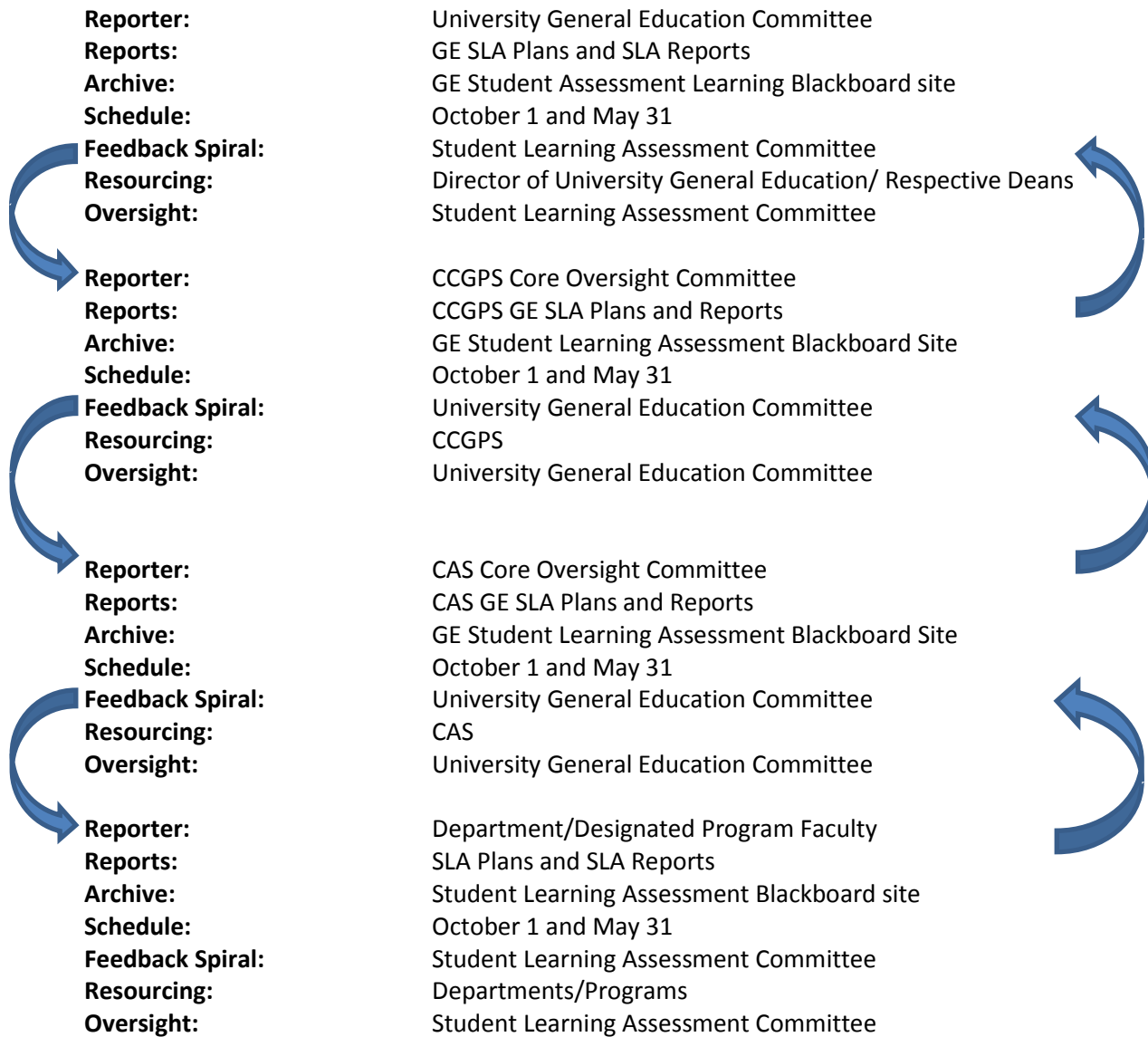
Students develop knowledge and competencies in the arts, sciences and professions; correlates with:
<i>Aesthetically Informed</i> – able to demonstrate knowledge of the arts as creative and transformative expressions of individuals and cultures through study grounded in combinations of history, literature, theory, and/or practice of the arts.
<i>Knowledgeable within the Social Sciences</i> – able to demonstrate knowledge of socio-cultural aspects of human experience through systematic, critical, and applied engagement with one or more of the social sciences.
<i>Knowledgeable about the Natural Sciences</i> – able to demonstrate knowledge of the natural laws and processes that describe the order observed in God’s Creation through the application of scientific reasoning, quantitative reasoning, and laboratory or field methodologies to investigate the universe, the physical world, or the biosphere.
Students develop and expand their Christian worldview, grounded in the Scriptures; correlates with:
<i>Fit for Life</i> – able to demonstrate a biblically based understanding of bodily stewardship and physical fitness as it relates to good health.

Note: Institutional Student Learning Goals are highlighted in orange; General Education Goals are highlighted in blue, and text highlighted in green applies only to the College of Arts & Sciences and Templeton Honors College.

Appendix E

Spirals of Student Learning Assessment Reporting





Appendix F

GLOSSARY OF ACRONYMS

Acronym	Name	Description
AICUP	Association of Independent Colleges and Universities in Pennsylvania	Statewide organization that serves exclusively the interests of private higher education in Pennsylvania
ASPS	Adult Student Priorities Survey	Measures adult student satisfaction
BOC	Baccalaureate Outcomes Survey	AICUP measure of personal and academic growth
CAS	College of Arts and Sciences	An academic division of Eastern University
CCCU	Council of Christian Colleges and Universities	International association of intentionally Christian colleges and universities with 110 members in North America and 75 affiliate institutions in 24 countries
CCGPS	Campolo College of Graduate and Professional Studies	An academic division of Eastern University
CSI	College Student Inventory	Administered to first-year undergraduate students enrolled in INST 150
CSS	College Student Survey (senior version of CIRP)	Administered to senior classification undergraduates in CAS and CCGPS
EC	Esperanza College	A Christian College dedicated to serving the Hispanic community in Philadelphia
EU	Eastern University	A co-educational, Christian university of the arts , sciences and professions which seeks to provide an education rooted in a unifying Christian worldview
FSI	Furnishing the Soul Inventory [formerly the (STI) Spiritual Transformation Inventory]	Administered to students during the Freshman and Senior year
FSSE	Faculty Survey of Student Engagement	Companion survey to NSSE; Facilitates a comparison of faculty and student perceptions
FYS	First Year Student Survey	Measures spiritual development
GCS	Great Colleges Survey Institutional Plan for	Measures faculty/staff satisfaction Serves as the institution's "roadmap" for a systematic,

IPAR	Assessment and Renewal	on-going, yet dynamic process of collecting and evaluating information to improve the overall effectiveness of the institution.
IPEDS	Integrated Post-Secondary Education Data System (USDOE)	Data collection site of the US Department of Education; Reporting is required of institutions that receive and distribute Title IV Federal funds
IPS	Institutional Priorities Survey	Measures faculty/staff perceptions of student satisfaction
IRC	Institutional Renewal Committee	Responsible for an annual review of IPAR results.
MSCHE	Middle States Commission on Higher Education	The unit of the Middle States Association of Colleges and Universities and Schools that accredits degree-granting colleges and universities in the Middle States region.
NCHEMS	National Center for Higher Education Management Systems	Private nonprofit organization whose mission is to improve strategic decision making in higher education
NSSE	National Survey of Student Engagement	Survey of student learning participation
PTS	Palmer Theological Seminary	An academic division of Eastern University
SLA Committee	Student Learning Assessment Committee	Eastern committee that oversees student learning assessment
SLA Plan	Student Learning Assessment Plan	Plan from each academic program to assess student learning; overseen by the Director of Assessment and SLAC
SLA Report	End-of-the-Year Student Learning Assessment Report	Annual student learning assessment report from each academic program; overseen by the Director of Assessment and the SLA Committee
SSI	Student Satisfaction Inventory	Measures student satisfaction
THC	Templeton Honors College	An academic division of Eastern University
WG	Working Group	An activity unit within the Eastern University Self-Study organization