

POINT LOMA NAZARENE UNIVERSITY

PLNU ASSESSMENT PLAN

2009 – 2012

Office of Institutional Effectiveness

2010

3900 LOMALAND DRIVE, SAN DIEGO, CA 92106

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POINT LOMA NAZARENE UNIVERSITY

INSTITUTIONAL EFFECTIVENESS PLAN

Institutional Effectiveness at Point Loma Nazarene University (PLNU) is the gathering, synthesis and utilization of information in order to facilitate on-going improvement in the institution's effectiveness to achieve its mission and to achieve learning objectives in major academic programs and general education. PLNU is committed to high quality general education and academic programs in an environment of vital Christianity. In 1996 an ad hoc assessment committee defined assessment at PLNU to be the gathering, synthesis and evaluation of information in order to enhance decision making and institutional effectiveness.

This plan outlines the process whereby PLNU will achieve the vision, mission, core values and institutional learning outcomes. Section A summarizes the entire process, Section B outlines responsibilities and levels of assessment and Sections C and D further elaborate on the process at two more levels – Institution and Program.

MODEL OF INSTITUTIONAL EFFECTIVENESS PLAN

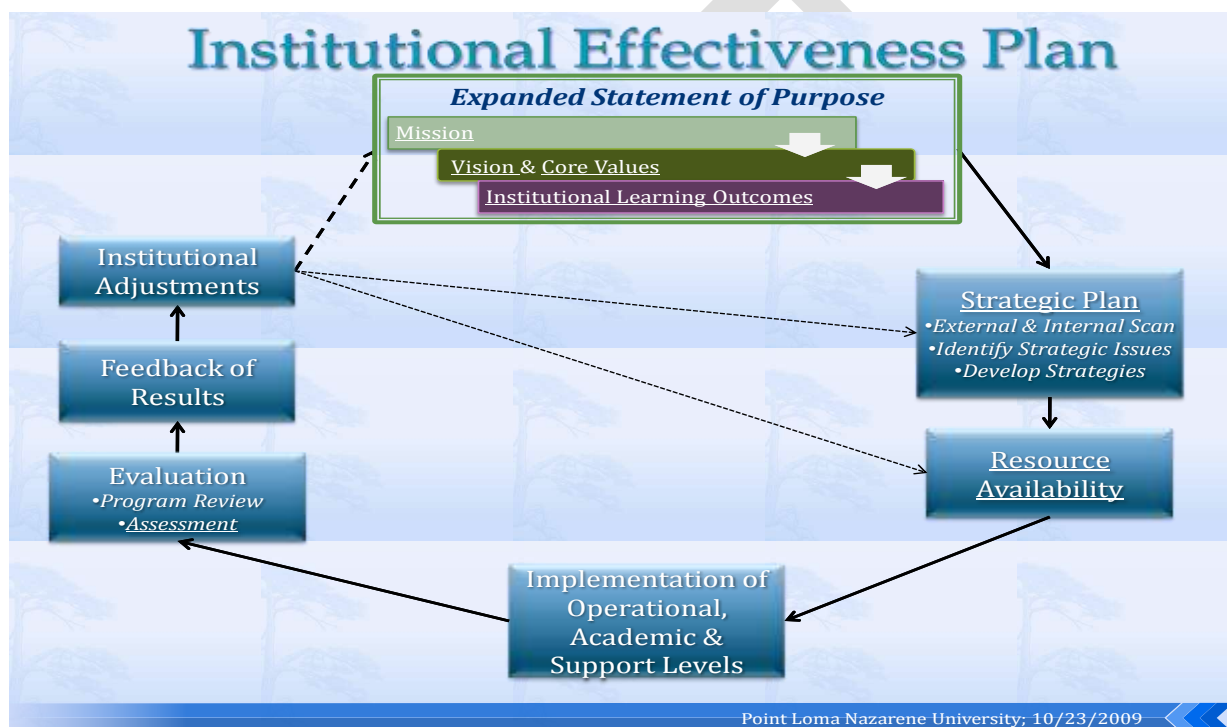
PLNU adopted the Nichols Model of institutional effectiveness and educational (student) outcomes assessment in 2001 in preparation for their upcoming reaccreditation review. (See Section B Division, School or Department and Program Learning Outcomes, page 23 for review of the model.)

Section A. Overview of Institutional Effectiveness Process at PLNU

Faculty and staff guidance and oversight for the Institutional Effectiveness Plan is provided by the Office of Institutional Effectiveness (OIE.) This office is engaged in developing and implementing the Institutional Effectiveness Plan, analyzing and interpreting assessment results, developing appropriate reports and disseminating assessment results to the university community. PLNU provides administrative support through the position of the Director of

Institutional Effectiveness and the Research Analyst in the Office of Institutional Effectiveness and additional collaboration with the Institutional Effectiveness Committee.

The Institutional Effectiveness Plan at PLNU includes an expanded Statement of Purpose which incorporates the university Vision and Mission Statements, the Core Values, University Seal and the Institutional Learning Outcomes. The University Institutional Learning Outcomes are aligned to the Mission and Core Values of PLNU. The plan is overarching and includes all aspects of the university, students, faculty and staff.



❖ EXPANDED STATEMENT OF PURPOSE

Point Loma Nazarene University provides a statement of its institutional identity and goals in its Expanded Statement of Purpose which includes the Vision Statement, the Mission Statement, Institutional Core Values and the Institutional Learning Outcomes. These statements, created and adopted by the institution and the Board of Trustees, include the goal of the institution, To Teach, To Shape and To Send.

○ VISION STATEMENT

Point Loma Nazarene University will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church – known for excellence in academic preparation, wholeness in personal development, and faithfulness to mission.

The University will be recognized for:

- Spiritual vitality centered on the Lordship of Jesus Christ.
- A robust scholarly community that promotes excellence in teaching, research, and service.
- A collegial community characterized by civility and respect, where all members are valued and encouraged to fulfill their potential.
- A distinctive undergraduate curriculum and co-curricular experience that offer a model in higher education.
- Exceptional undergraduate programs preparing students for success in graduate school and their professions.
- Select graduate programs of quality and professional relevance.
- Participation and influence in professional and academic organizations at the national level.
- Superior student retention and graduation rates.
- A thoughtful articulation and consistent embodiment of a Wesleyan approach to faithful living.
- Effective efforts in the development of pastoral and lay leadership in collaboration with the church.
- An exemplary model of student engagement for service to community and church.
- A source of expertise, resource, and involvement for the university's surrounding communities

○ MISSION CONTEXT

- The university, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs on its campus in San Diego and select graduate and professional programs throughout the denomination's Southwest Educational Region.

○ MISSION STATEMENT

TO TEACH ~ TO SHAPE ~ TO SEND

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and

service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

- Core Values

Excellence in teaching and learning – Teaching and learning constitute the central and defining activities of Point Loma Nazarene University. Faculty believe that effective teaching includes maintaining a vital relationship with one's discipline, establishing a positive connection to students, and building bridges among the students as a community of learning with the academic material.

An intentionally Christian community – PLNU wants students to be participants in a community of learning who intentionally think and behave as Christians in all of their endeavors. Through many curricular and co-curricular activities, PLNU builds a community where women and men are challenged to explore ways to align their hearts and minds to that of Christ.

Faithfulness to our Nazarene heritage and a Wesleyan theological tradition – While working cooperatively with the whole church of Jesus Christ, the university is committed to maintaining and celebrating our denominational ties with the Church of the Nazarene and embracing the distinctives of that tradition.

The development of students as whole persons – A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world.

A global perspective and experience – PLNU students should be equipped to become "world citizens." The university provides academic coursework, international study, field research, and ministry experiences that aid students in becoming conversant with the complexities of life in the global community.

Ethnic and cultural diversity – PLNU recruits women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world. The university therefore actively pursues ideas, practices, and relationships that honor diversity and encourages engagement with others different from oneself in order to grow in community with and be reconciled to one another.

The stewardship of resources – PLNU considers itself to be caretaker of all that has been entrusted to the university (people, facilities, money, and knowledge), using resources in a way that reflects the purposes of God and protects the goodness of God's creation.

Service as an expression of faith – The university community understands itself to be stewards, not owners, of time, talent, and selves. Part of the call to Christians is to serve the world, working to better the condition of humankind both locally and globally.

○ THE UNIVERSITY SEAL

The university seal is used on all official documents. It consists of a shield picturing the symbols of VENIA (Grace), VERITAS (Truth) and SANCTITAS (Holiness), themes that—in keeping with the heritage of Point Loma Nazarene University—have been identified with the Wesleyan-holiness tradition.

○ INSTITUTIONAL LEARNING OUTCOMES

The Institutional Learning Outcomes will include learning informed by our faith, growing in a faith community, and serving in a context of faith.

Members of the Point Loma Nazarene University community will demonstrate the following characteristics:

Learning, Informed by our Faith in Christ

Outcome:

Members of the PLNU community will display openness to new knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively.

Mission: *Minds Engaged and Challenged*

Core values:

- **Excellence in teaching and learning** - Teaching and learning constitute the central and defining activities of Point Loma Nazarene University. Faculty believe that effective teaching includes maintaining a vital relationship with one's discipline, establishing a positive connection to students, and building bridges among the students as a community of learning with the academic material.
- **A global perspective and experience** - PLNU students should be equipped to become "world citizens." The university provides academic coursework, international study, field research, and ministry experiences that aid students in becoming conversant with the complexities of life in the global community.

Growing, In a Christ-Centered Faith Community

Outcome:

Members of the PLNU community will demonstrate God-inspired development and

understanding of others, living gracefully within complex environmental and social contexts.

Mission: *Character Modeled and Formed*

Core values:

- **The development of students as whole persons** - A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world.
- **Ethnic and cultural diversity** - PLNU recruits women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world. The university therefore actively pursues ideas, practices, and relationships that honor diversity and encourages engagement with others different from oneself in order to grow in community with and be reconciled to one another.
- **An intentionally Christian community** - PLNU wants students to be participants in a community of learning who intentionally think and behave as Christians in all of their endeavors. Through many curricular and co-curricular activities, PLNU builds a community where women and men are challenged to explore ways to align their hearts and minds to that of Christ.

Serving, In a Context of Christian Faith

Outcome:

Members of the PLNU community will engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility, serving both locally and globally.

Mission: *Service an Expression of Faith.*

Core values:

- **Service as an expression of faith** - The university community understands itself to be stewards, not owners, of time, talent, and selves. Part of the call to Christians is to serve the world, working to better the condition of humankind both locally and globally.
- **The stewardship of resources** - PLNU considers itself to be caretaker of all that has been entrusted to the university (people, facilities, money, and knowledge),

using resources in a way that reflects the purposes of God and protects the goodness of God's creation.

❖ PLNU Strategic Plan

The PLNU Strategic Plan is presented in two sections, the plan for 2006-2009 and the plan for 2010-2012.

2006-2009

EXPANDED STATEMENT OF PURPOSE

Strategic Goals

1. *Expand our voice in higher education, the community, and the church.*
2. *Articulate our community's Wesleyan identity and practice.*
3. *Promote collaboration within the institution to enhance our holistic learning environment.*
4. *Design and initiate practices that use technology to improve institutional effectiveness.*

2010-2012

EXPANDED STATEMENT OF PURPOSE

Strategic Planning Themes

1. *Access: We will explore new avenues of access to a PLNU education.*
2. *Agility: We will seek to increase the agility of our educational programs to respond proactively to the changing environment of higher education and meet the needs of tomorrow's students.*
3. *Accountability: We will continue to shape our programs to meet the needs of a knowledge economy and demonstrate learning outcomes in these programs.*

❖ Resource Availability

Resource availability at PLNU is the alignment of the strategic plan, the results of program review and the results of assessment with the budgeting process. The budgeting process

begins in November with the approval of budget assumptions, culminating in a budget presentation to the Board of Trustees at their meeting in March.

❖ **Implementation of Operational, Academic and Support Levels**

Implementation of the strategic issues for PLNU is conducted at the operational, academic and support levels.

❖ **Evaluation**

In the academic programs evaluation takes the form of assessment and program review. Evidence from the annual assessment reports informs the program review.

- PROGRAM REVIEW

Program Review Outline
Draft 7/1/10

What does a successful program review look like?

1. Honest appraisal of strengths and weaknesses.
2. Understanding the role of department within the university.
3. Grounded in Student Learning Outcomes.
4. Addresses the question of increased quality.
5. Provides a sense of direction to the department over the next several years.

New Committee to be added: Academic Program Review Committee

The thinking is that this would be a heavy lifting committee that should have specific criteria for who gets placed on it including issues of representation, qualification and familiarity with best practices in assessment and review. Note that this committee needs to have a connection with APC (perhaps some cross members).

Process: The two phases can take between 9 and 18 months (depending on the needs of the department), with the reviews on a 5 or 6 year cycle.

Phase 1: Internal Scan

- Address the mission of the department and its alignment to the university mission and institutional learning outcomes
- Reflect on 5 years of departmental assessment data

- Reflect on the “standard data set” provided to the department
- Provide an update on progress made on recommended from previous program review
- Identify the lines of inquiry for the current program review: the ideas can include studying existing programs, investigating specific areas of concern or researching new ideas.

Output: 7-8 page report to Program Review Committee (*appendices extra pages*)

Phase 2: External Scan, Analysis and Action Plan

- Respond to Program Review Committee comments about data and lines of inquiry
- Carry out the lines of inquiry
 - Consider the strengths and weaknesses of the department
 - Identify any opportunities for the department
 - Involve student and alumni feedback in the lines of inquiry as appropriate
- Review curriculum (if not part of lines of inquiry)
 - Use guild standards and/or comparator institutions and best practices
 - Consider learning outcomes, curricular maps, assessment plans, etc.
 - Evaluate changes made in the curriculum as the result of the previous program review
- Formulate preliminary recommendations base on the program review
- Send the report to outside reviewers for comment (one member of the Program Review Committee and at least one other person at another institution or in another department at PLNU) – Reviewer should see samples of student work as well as the report.
- Respond to outside comments and finalize recommendations in light of those comments

Output: 10-12 page report to Program Review Committee (*appendices extra pages*)

After the review

- Vet action items with appropriate administrative units
- Assemble and submit curricular proposals (with learning outcomes stated) as needed
 - ASSESSMENT PLAN for 2009-2012

PLNU considers assessment to be an integral component of the daily operations of every unit on campus, both in the classroom setting and outside of the classroom. Faculty and staff at PLNU actively engage in a variety of assessment activities. Every area of the university has established goals and measures the attainment of those goals. A summary of actions taken as a

result of the assessment activities is reported to the Director of Institutional Effectiveness on an annual basis.

The following reflects a more detailed description of the overall assessment process at Point Loma Nazarene University.

Each school or department and program is responsible for developing, implementing, and evaluating their own individual assessment plans. This process becomes part of the annual report of the school or department and program to the University President and the Provost. The Institutional Effectiveness Committee (IE Committee) collects and periodically reviews these assessment plans, offering support to the individual schools or department and programs in their ongoing assessment plan development and implementation. A copy of the rubric used in assessment of these department and programs plans is included in Appendix A. In addition, the IE Committee monitors the broader-based assessment tools used by PLNU, and regularly evaluates these tools for effectiveness in measuring student learning and development.

❖ **Feedback of Results**

Results from the Assessment and Program Review process are initially reviewed at the departmental or school level. Programmatic adjustments are made and forwarded to the appropriate Academic Committee (Graduate Studies Committee for graduate programs and Academic Program Committee for undergraduate programs.) From the department/school level, to the academic committees, the recommendations for course changes go to the Faculty Session for approval. The financial implications of these decisions are sent to the President's Cabinet for review and inclusion in the institutional budgeting process.

❖ **Institutional Adjustments**

From the budget departments/schools make adjustments. These adjustments are reviewed, implemented and assessed as the department/school moves forward for the next Annual Assessment Plan and Report.

Section B: Responsibilities and Levels of Assessment

The following reflects a more detailed description of the overall assessment process and plan at PLNU.

❖ Sustaining a Culture of Assessment

As PLNU provides a wide range of challenging academic programs at various levels (including bachelor's, certificate and master's) and within many different areas of specialty, each college, school, department, and program has also formally adopted its own expanded statement of purpose. Each of these statements of purpose include more particularized student learning goals that relate back to the Institutional Learning Outcomes (ILOs) adopted by PLNU.

As an important part of its effort to meet these ILOs, PLNU engages in ongoing assessment of student learning. Assessment is a focused effort to provide evidence of how well PLNU is fulfilling its mission, and identifying areas of improvement.

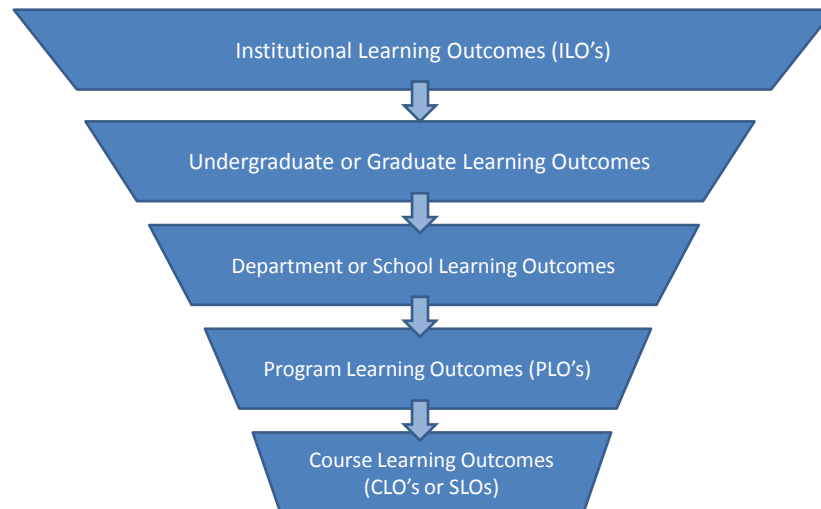
The assessment of Institutional Effectiveness at PLNU is an evaluation of the:

- Overall effectiveness in meeting the Institutional Learning Outcomes (ILOs);
- Effectiveness in assuring that students achieve the appropriate learning outcomes; and
- Efficient use of resources to meet the learning outcomes.

❖ Levels of Assessment

The levels of assessment at PLNU are aligned to the Institutional Learning Outcomes:

Alignment of Learning Outcomes



➤ Institutional Level Assessment

Institutional Learning Outcomes

In order to provide a means for the larger PLNU community to incorporate the Institutional Learning Outcomes (ILOs) into their assessment plans, each of the ILOs have been further subdivided to facilitate ease of assessment.

Members of the Point Loma Nazarene University community will demonstrate the following characteristics:

1. Learning, Informed by our Faith in Christ

Outcome:

Members of the PLNU community will

- 1.a** display openness to new knowledge and perspectives;
- 1.b** think critically, analytically, and creatively; and
- 1.c** communicate effectively.

2. **Growing**, In a Christ-Centered Faith Community

Outcome:

Members of the PLNU community will

- 2.a** demonstrate God-inspired development and understanding of others,
- 2.b** living gracefully within complex environmental and social contexts.

3. **Serving**, In a Context of Christian Faith

Outcome:

Members of the PLNU community will

- 3.a** engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility,
- 3.b** serving both locally and globally.

➤ **Assessment Plan for Institutional Learning Outcomes:**

- Timeline for Assessment of Institutional Learning Outcomes

Year: 2009-2010

- Approve Institutional Learning Outcomes (ILO's)
- **Activity:**
 - ***Align Institutional Learning Outcomes to School/Department Learning Outcomes***

Year: 2010-2011

- Assess Institutional Learning Outcome 1: **Learning**, Informed by our Faith in Christ
 - ILO will be assessed by:
 - Gathering information from School of Education (TaskStream) and Schools of Business and Nursing (LiveText) on the communication outcome;
 - Gathering information from the Annual Assessment Reports on Learning Outcomes.

- Data will be gathered by: Office of Institutional Effectiveness
- Data will be analyzed by: Office of Institutional Research and Institutional Effectiveness
- Results will be discussed with Provost Council

➤ **Activity:**

- ***Align School/Department Learning Outcomes to Program Learning Outcomes***
- ***Development and Review of all School/Department Learning Outcomes***
 - ***Alignment of ILOs to General Education Learning Outcomes***
 - ***Complete review of School/Department Learning Outcomes***
- **Result:** School/Department and General Education Learning Outcomes included in PLNU Course Catalog

Year: 2011-2012

➤ Assess Institutional Learning Outcome **2: Growing, In a Christ-Centered Faith Community**

- ILO will be assessed by:
 - Gathering information from School of Education (TaskStream) and Schools of Business and Nursing (LiveText) on the communication outcome;
 - Gathering information from the Annual Assessment Reports on Learning Outcomes.
- Data will be gathered by: Office of Institutional Effectiveness
- Data will be analyzed by: Office of Institutional Research and Institutional Effectiveness
- Results will be discussed with Provost Council

➤ **Activity:**

- ***Align Program Learning Outcomes to Course Learning Outcomes***
- ***Review of all Program Learning Outcomes***

- Revised Program Learning Outcomes included in PLNU Course Catalog

Year: 2012-2013

- Assess Institutional Learning Outcome 3: **Serving, In a Context of Christian Faith**
 - ILO will be assessed by:
 - Gathering information from School of Education (TaskStream) and Schools of Business and Nursing (LiveText) on the communication outcome;
 - Gathering information from the General Education Learning Outcomes;
 - Gathering information from the Annual Assessment Reports on Learning Outcomes.
 - Data will be gathered by: Office of Institutional Effectiveness
 - Data will be analyzed by: Office of Institutional Research and Institutional Effectiveness
 - Results will be discussed with Provost Council
 - Institutional Adjustments will occur in the review of curriculum and budgeting process
- **Activity: Review of all Course Learning Outcomes**
 - Informs course description in PLNU Course Catalog
- **Activity: Interim Report due to WASC, November 1, 2012**

Year: 2013 - 2014

- Review of the ILOs and the process of assessing the ILOs
 - ILOs will be assessed by the Institutional Effectiveness Committee
 - Data on the ILOs will be gathered from the previous 3 annual reports
 - Data will be analyzed by the Office of Institutional Research and Institutional Effectiveness
 - Results will be discussed with
 - Provost Council

- President's Administrative Cabinet
- Faculty Session
- Institutional Adjustments will occur in the review of curriculum and budgeting process
- **Activity:**
 - Summary and reporting of results for each of the 3 Institutional Learning Outcomes
 -
 - Review alignment of Institutional Learning Outcomes to School/Department Learning Outcomes
 - Review alignment of School/Department Learning Outcomes to Program Learning Outcomes
 - Review alignment of Program Learning Outcomes to Course Learning Outcomes
- **Activity: Institutional Proposal due to WASC, May 15, 2014**

Year: 2014 – 2015

- Assess Institutional Learning Outcome 1: **Learning**, Informed by our Faith in Christ

Year: 2015-2016

- Assess Institutional Learning Outcome 2: **Growing**, In a Christ-Centered Faith Community

Year: 2016 – 2017

- Assess Institutional Learning Outcome 3: **Serving**, In a Context of Christian Faith
- **Activity: *Capacity and Preparatory Review due to WASC, Fall, 2017***

Year: 2017- 2018

- Review of the ILOs and the process of assessing the ILOs
 - ILOs will be assessed by the Institutional Effectiveness Committee

- Data on the ILOs will be gathered from the previous 3 annual reports
- Data will be analyzed by the Office of Institutional Research and Institutional Effectiveness
- Results will be discussed with
 - Provost Council
 - President's Administrative Cabinet
 - Faculty Session
- Institutional Adjustments will occur in the review of curriculum and budgeting process

Year: 2018-2019

➤ **Activity: Educational Effectiveness Review due to WASC, Spring, 2019**

➤ **The Office of Institutional Effectiveness (OIE):**

Mission Statement

In order to enhance the university mission PLNU's Office of Institutional Effectiveness supports all university programs and services in ongoing assessment planning, data gathering, and evaluation of progress towards learning/performance outcomes.

- Supports the use of program and institutional assessment to improve the quality of student learning
- Collaborates with faculty, staff, students, and administrators to establish meaningful, manageable, and sustainable assessment
- Disseminates assessment-related information by a variety of methods

Specific office activities include the following:

- Workshops for faculty
- Consultations with faculty
- Reports
- Assessment in collaboration with faculty members
- Dissemination of good assessment practices, examples, guides

❖ Assessment Outcomes for Office of Institutional Effectiveness:

1. The Office of Institutional Effectiveness has in place an infrastructure to sustain a culture of assessment.
2. Academic degree programs complete the assessment cycle, which includes faculty members using assessment results to improve student learning.
3. Department leaders and administrators use student learning assessment results to guide planning.
4. The campus community (faculty members, administrators, staff, students) perceives program-level assessment as supporting student learning.

Relationship of IE Office Activities to IE Office Outcomes

IE Outcomes	1	2	3	4	5
IE Office Activities	Infrastructure in place	Faculty engage in the scholarship of teaching and learning	Academic programs complete the assessment cycle	Dept chairs and administrators use results to guide planning	Community perceives program-level assessment as supporting student learning
Workshops for faculty	X		X		
Consultations with faculty	X		X		
Events for students, faculty, administrators	X	X	X	X	X
Publicity	X	X	X		X
Assessment in collaboration with faculty	X	X	X	X	X
Dissemination of good assessment practices, etc.		X	X	X	X

"X" = activity contributes to achieving the outcome

❖ Institutional Effectiveness: Program Logic Model

Assessment Planning

- ❖ Outcome: Infrastructure for IE Office in place

Inputs

- Workshops for faculty
- Consultations with faculty
- Events for students, faculty, administrators
- Publicity
- Assessment in collaboration with faculty

Activities/Processes

- The OIE is in the process of gathering exemplary plans to post them here as a guide.

Outputs

- 85 faculty attend workshops per year
- 20 schools/departments receive consultations per year
-

Outcomes Measures:

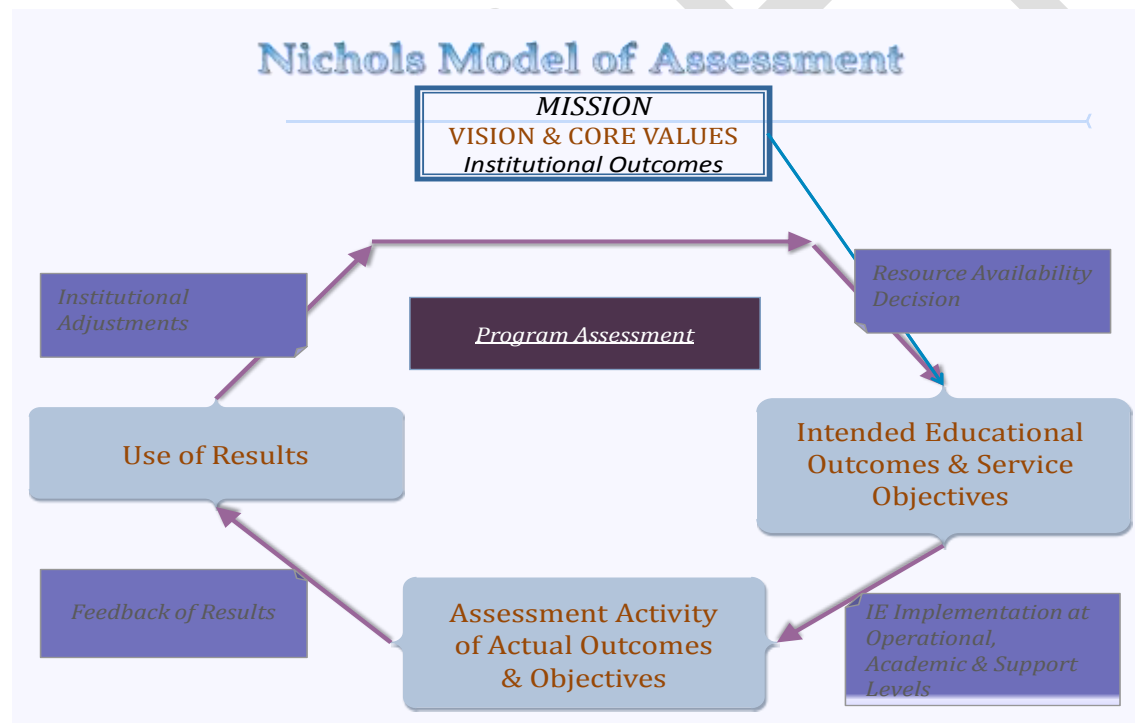
- Faculty members attend to program effectiveness by assessing student learning
- Faculty members have rich conversations about learning with people in and outside of their program

- ❖ Outcome: Faculty engage in the scholarship of teaching and learning
 - Activity:
- ❖ Outcome: Academic degree programs complete the assessment cycle
 - Activity:
- ❖ Outcome: Department chairs and administrators use results to guide planning
 - Activity:
- ❖ Outcome: Community perceives program-level assessment as supporting student learning
 - Activity:

❖ Division, School or Department and Program Learning Outcomes

○ Nichols Model of Assessment

The Nichols Model of Assessment was adopted by PLNU in 2001 as the framework that would guide the assessment activity of the university. This model includes an Expanded Institutional Purpose, the vision, mission, core values and institutional learning outcomes as adopted by PLNU. The Expanded Institutional Purpose is reviewed from time to time, generally on an as-needed basis. Then each school/department and support unit develops their intended learning outcomes, aligned with the institutional learning outcomes. Assessment activity of the learning outcomes takes place in each unit and the school/department and support unit will collect feedback from these assessment activities. A critical component of the Nichols Model of Assessment is the use of results. These results will inform institutional adjustments, to program activities, budgets, personnel, etc. Each school/department or support unit then continues with program assessment, following the model again.



❖ Developing an Assessment Plan

The PLNU Assessment Plan calls for every curricular and co-curricular program, center and support unit, including general education, to have an assessment plan and engage in

assessment activities annually in order to evaluate student learning as measured against program learning outcomes.

➤ **Steps in Development of Assessment Plans**

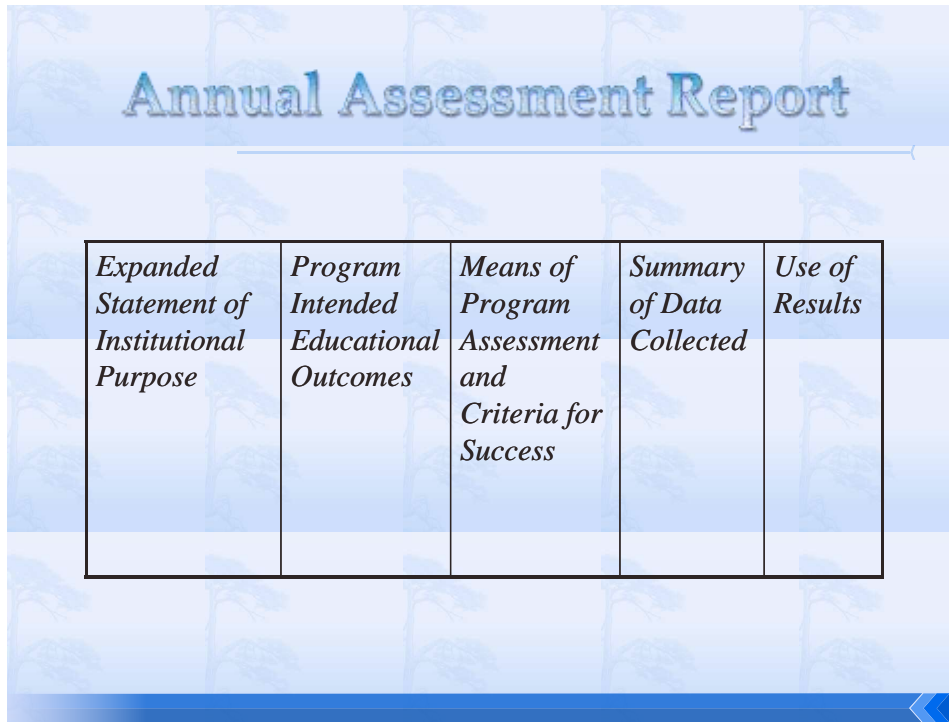
- Step 1: Create a comprehensive list of program learning outcomes
- Step 2: Develop measurement tools for the outcomes
- Step 3: Construct alignment tools (Curriculum Map)
- Step 4: Measure Learning Outcomes
- Step 5: Collect Assessment Data
- Step 6: Analyze the Assessment Data; review results and conclusions
- Step 7: Determine improvements, revisions, and planned changes to the curriculum and the program based on assessment information
- Step 8: Develop a multi-year, sustainable assessment plan
- Step 9: Develop an action timeline for implementation of findings and obtaining approvals
- Step 10: Obtain Student Involvement in creating and using rubrics; ensure that syllabi include program and course learning outcomes. Syllabi reside in each academic school or department.
 - Review of Academic Assessment Plans

The Annual Assessment Plans are reviewed by the Institutional Effectiveness Committee (IE Committee) using a rubric that has been developed by the Committee and distributed to the department chairs and school deans. The results of the review of the Annual Assessment Plans are reviewed with each department and school by members of the IE Committee.

Departments schools are encouraged to work with the members of their departments and schools, using the resources of the Center for Teaching and Learning, the Office of Institutional Effectiveness, and the Instructional Technology staff in Institutional Technology to review their data collection methods and their use of results.

The Annual Assessment report is as follows:

Annual Assessment Report



The image shows a presentation slide titled "Annual Assessment Report". Below the title is a table with five columns. The background of the slide features a faint, repeating pattern of the PLNU logo.

<i>Expanded Statement of Institutional Purpose</i>	<i>Program Intended Educational Outcomes</i>	<i>Means of Program Assessment and Criteria for Success</i>	<i>Summary of Data Collected</i>	<i>Use of Results</i>

- *The annual report consists of a summary page in the five-column Nichols model format, with attachments containing the tools (direct and indirect instruments as appropriate), raw data (summary form), and evidence supporting the summary and conclusions. The summary page includes content that clearly explains all elements of the five-column model:*
 - **Column 1: Program Mission** (link to institutional mission)
 - **Column 2: Intended Educational Program Learning Outcomes** (linked to Institutional Learning Outcomes). Each school or department submits 3-5 program learning outcomes for each major program in the department
 - **Column 3: Means of Assessment & Criteria for Success** (how you know students are learning, and to what degree you have been successful). Each department submits the means whereby the department will know it is achieving the learning outcome of each major program in the department.
 - **Column 4: Summary of Data Collected** (interpret data and analyze what you have learned at the program level). Each department collects the data. The

deans, the Director of Institutional Effectiveness, and the office of Institutional Research will provide as much support as possible.

- **Column 5: Use of Results** (how you will improve your program). During department meetings, departments should discuss the findings of assessment activities to make improvements in their programs.

❖ **Using Results to Guide Planning**

Results from program review and assessment are used to guide the strategic plan and the operational and academic planning.

❖ **Program Level and Course Level Assessment supports student learning**

PLNU has adopted an e-portfolio tool, LiveText, to assess both program and course learning outcomes. Reports from the LiveText system can be formatted at the program, course, student level and give rich data that supports student learning and improvement.

○ **Writing Program Learning Outcomes**

Definition: Program Learning Outcomes (PLO's) will describe what a student should be able to KNOW – UNDERSTAND - DO as a result of their learning experience in program.

Characteristics:

- Should describe what student will learn in the program (not what faculty will or should do);
- Should be set in a context of the program not an individual course;
- Should align with the institutional, divisional or unit Learning Outcomes;
- Should focus on the central concepts of the discipline; this is where you may want to use national standards (learning outcomes) from the national or professional organization of your discipline;
- Ideal number of PLO's: 4 – 6;
- Should help faculty in the discipline design their courses;
- Should follow the SMART framework:
 - PLO's are:
 - **S**pecific – These learning outcomes would be specific to the program that you are assessing. The PLO would specify what the student would know – understand – do as a result of participating in this program.

- **M**easurable – The learning outcomes would be stated in measurable terms. It is possible (and feasible) to collect accurate and reliable data.
- **A**ttainable – The PLO would include reasonable targets – the student may have to stretch a little – but where would you like them to be at the end of this program?
- **R**esults-Oriented – The PLO would focus on student behaviors or responses – not on the program processes.
- **T**imely – The PLO would indicate when this result would be reached.
- PLO's answer the questions:
 - Who: The population under consideration
 - What: The program level learning that is desired
 - Where: The program or unit where the learning occurs
 - How much: The desired result
 - When: The timeframe for achievement

Example:

For Biology Majors:

Upon successful completion of the major, our students will be able to:

1. Apply the scientific method to biological questions and the ability to critically evaluate experimental design

Resources:

Allen, Mary J. *Assessing Academic Programs in Higher Education*. Anker Publishing Co., Inc., Bolton, MA, 2004.

Bresciani, Marilee J. *Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices*. Stylus Publishing, LLC, Sterling, Virginia, 2006.

Walvoord, Barbara E. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. Jossey-Bass, San Francisco, CA, 2004.

Web Resources:

Bloom, Benjamin S. Taxonomy of Educational Objectives.

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

○ Writing Student Learning Outcomes

Definition: Student Learning Outcomes will describe what a student should be able to KNOW, UNDERSTAND, DO as a result of their learning experience in a course.

Characteristics:

- Should describe what student will learn in the course (not what faculty will or should do);
- Should be set in a context of the program not an individual course;
- Should align with the institutional, divisional or unit AND program learning outcomes;
- Should focus on the specific concepts of the discipline;
- Ideal number of SLO's: 8 – 10; remember each outcome will need to be assessed, aligned to the PLO's;
- Should help faculty teaching the course design the assignments to align with the SLO's;
- Should follow the SMART framework:

SMART Framework: SLO's are:

Specific – These learning outcomes would be specific to the course that you are assessing. The SLO would specify what the student would know – understand – do as a result of taking this course.

Masurable – The learning outcomes would be stated in measurable terms. It is possible (and feasible) to collect accurate and reliable data.

Attainable – The SLO would include reasonable targets – the student may have to stretch a little – but where would you like them to be at the end of this course?

Results-Oriented – The SLO would focus on student behaviors or responses – not on the program processes.

Timely – The SLO would indicate when this result would be reached.

SLO's answer the questions:

Who: The population under consideration

What: The specific learning that is desired

Where: The program or unit where the learning occurs

How much: The desired result

When: The timeframe for achievement

EXAMPLE:

85% of first-time freshmen participating in program X will demonstrate accurate understanding of policy A, B and C after completion of the program.

85% (target – how much?) of first-time freshmen (who?) participating in program X (where?) will demonstrate accurate understanding of policy A, B and C (what?) after completion of the program. (when?)

Resources:

Allen, Mary J. *Assessing General Education Programs*. Anker Publishing Co. Inc., Jossey-Bass, San Francisco, CA, 2006.

Angelo, Thomas A. and Cross, K. Patricia. *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd Edition. Jossey-Bass, San Francisco, CA, 1993.

Driscoll, Amy and Wood, Swarup. *Developing Outcomes-Based Assessment for Learner-Centered Education: A Faculty Introduction*. Stylus Publishing, Inc., Sterling, Virginia, 2007.

Web Resources:

Allen, Mary J. *CSU, Institute for Teaching & Learning: Student Learning Outcomes and Assessment, Using Scoring Rubrics*. http://www.calstate.edu/itl/sloa/links/using_rubrics.shtml

Bloom, Benjamin S. *Taxonomy of Educational Objectives*.
<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

CSU, Student Learning Outcomes in the CSU, links to Examples of Scoring Rubrics
<http://www.calstate.edu/itl/sloa/links/rubrics.shtml>

How to write An Effective Learning Outcome Statement, Oct. 8, 2008.
<http://vpaa.liu.edu/docs/sv>

APPENDICES

Appendix A: Rubric for Review of Academic Assessment Plans

Appendix B: Bloom's Taxonomy

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Appendix A: Rubric for Review of Academic Assessment Plans

Review of Academic Assessment Plans – Status and Implementation

Elements	Undeveloped	Developing	Established	Exemplary
Program goals and intended student learning outcomes	Absence of program goals and intended student learning outcomes	Program goals are developed, but intended student learning outcomes are only partially developed	Program goals and intended student learning outcomes are developed but lack disciplinary uniqueness	Program goals and intended student learning outcomes are developed and reflect the uniqueness of the program
Systematic assessment of student learning (methodologies and capture points appropriate to the discipline)	Absence of methods of assessment, or plan for implementation	Methods of assessment, and procedures for implementation are partially developed, but lack multi-method and multi-measure approach	Implementation of several assessment activities (methods and procedures) are developed to assess most learning goals and intended outcomes	Systematic assessment of student learning using multiple qualitative and quantitative measure, and reflects the uniqueness of the academic program and discipline
Feedback from key stakeholders (indirect measures)	No evidence of collection of feedback from students, alumni, or employers at the program level	Feedback is gathered from some stakeholders on a limited basis, for limited purposes	Feedback is gathered from key stakeholders (at least current students and alumni) through a number of methods, and is disseminated for analysis at the program level	Feedback is gathered from all key stakeholders (current students, faculty, alumni, employers of graduates, graduate schools, etc.)
Use of Results/ "Closing the Loop"	No analysis/use of assessment data is evident; no action or response identified or implemented	Some evidence of a periodic review or use of assessment data for some program goals or learning outcomes; response or action identified but not implemented	Evidence of formal review process of assessment data for most program goals or outcomes; responses or actions are supported by evidence or feedback on program goals or learning outcomes	Evidence of a formal and effective feedback & improvement mechanism: program faculty are engaged in a regular assessment of data, with student learning and stakeholder feedback routinely used to improve curriculum, instruction, and/or learning


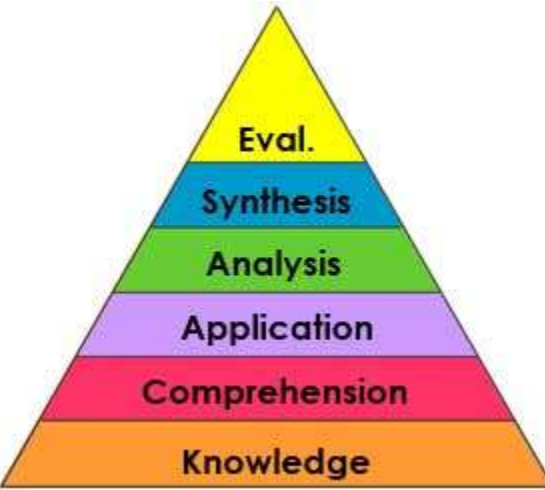
University Assessment Office, Illinois State University – March 2, 2009



Appendix B: Bloom's Taxonomy

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Bloom's Taxonomy

 <p>New Version</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.</p> <p><i>Note that the top two levels are essentially exchanged from the Old to the New version.</i></p>	 <p>Old Version</p>
<p>Remembering: can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>	
<p>Understanding: can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>	
<p>Applying: can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
<p>Analyzing: can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	
<p>Evaluating: can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p>Creating: can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write.</p>	

Richard C. Overbaugh
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