

# St. Ambrose Assessment & Evaluation

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## Resources

SAU Assessment .....	<a href="http://www.sau.edu/Assessment.html">www.sau.edu/Assessment.html</a>
Association of American Colleges & Universities (AAC&U) .....	<a href="http://www.aacu.org/resources/assessment">www.aacu.org/resources/assessment</a>
VALUE Rubrics .....	<a href="http://www.aacu.org/value">www.aacu.org/value</a>
Association for Institutional Research (AIR) .....	<a href="http://www.airweb.org">www.airweb.org</a>
Measuring Quality Inventory .....	<a href="http://apps.airweb.org/surveys">apps.airweb.org/surveys</a>
Higher Learning Commission of the North Central Association .....	<a href="http://www.ncahlc.org">www.ncahlc.org</a>
Guiding Values .....	<a href="http://guiding-values-new-criteria-for-accreditation.html">/guiding-values-new-criteria-for-accreditation.html</a>
Assumed Practices .....	<a href="http://policy.ncahlc.org/Policies/assumed-practices.html">policy.ncahlc.org/Policies/assumed-practices.html</a>
Criteria & Core Components for Accreditation .....	<a href="http://policy.ncahlc.org/Policies/criteria-for-accreditation.html">policy.ncahlc.org/Policies/criteria-for-accreditation.html</a>
National Council on Measurement in Education (NCME) .....	<a href="http://ncme.org">ncme.org</a>
National Institute for Learning Outcomes Assessment .....	<a href="http://www.learningoutcomeassessment.org">www.learningoutcomeassessment.org</a>
Degree Qualifications Profile .....	<a href="http://www.learningoutcomeassessment.org/DQPCorner.html">www.learningoutcomeassessment.org/DQPCorner.html</a>
New Leadership Alliance for Student Learning & Accountability .....	<a href="http://www.newleadershipalliance.org">www.newleadershipalliance.org</a>
Rubric Library .....	<a href="http://rubriclibrary.com">rubriclibrary.com</a>
Some Nationally Normed Instruments Administered by SAU	
Collegiate Learning Assessment (CLA+) .....	<a href="http://cae.org/performance-assessment/category/cla-overview/">cae.org/performance-assessment/category/cla-overview/</a>
National Survey of Student Engagement (NSSE) .....	<a href="http://nsse.iub.edu">nsse.iub.edu</a>
Student Satisfaction Inventory .....	<a href="http://noellevitz.com">noellevitz.com</a>

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## Institutional Environment

### Mission

St. Ambrose University – independent, diocesan and Catholic – enables its students to develop intellectually, spiritually, ethically, socially, artistically and physically to enrich their own lives and the lives of others.

### Vision

St. Ambrose will be recognized as a leading Midwestern university rooted in its diocesan heritage and Catholic Intellectual Tradition. Ambrosians are committed to academic excellence, the liberal arts, social justice and service.

### Guiding Principles

**Catholicity:** We treasure and build on our strong Catholic identity in relationship with the Diocese of Davenport. As an independent institution of higher learning, St. Ambrose University embodies our faith tradition through teaching, learning, scholarship, and service, through openness to those of other faith traditions, and through the pursuit of justice and peace.

**Integrity:** We believe that as individuals we are capable of living in the fullest measure when our lives are freely based on values that acknowledge a loving God and a life-affirming moral code. Therefore, we teach, learn, and work in a climate of mutual respect, honesty, and integrity where excellence and academic freedom are cherished.

**Liberal Arts:** We are committed to the richness of the liberal arts tradition through quality instruction that fosters development of a broad awareness of humanity in all its dimensions. Ambrosians use their knowledge, talents, and career skills in service to others.

**Life-long Learning:** We believe that people at all stages of life need educational opportunities. Therefore, we offer learning programs with student-centered teaching that lead to baccalaureate and professional graduate degrees in curricula through the doctoral level as well as non-degree offerings at the undergraduate and graduate levels. To meet the needs of our diverse student body, we use a variety of delivery systems and formats in the Diocese of Davenport, the State of Iowa, and other authorized locations. We collaborate with other organizations to offer further opportunities around the world.

**Diversity:** We believe in the inherent God-given dignity and worth of every person. Therefore, we strive to develop an understanding of human cultures, achievements, capabilities, and limitations to promote justice and peace and use our talents in service to others and the world. We welcome people from other countries and cultures to study, learn, and work at St. Ambrose. Likewise, we encourage Ambrosians to teach, learn, engage in scholarship, and serve abroad.

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## External Environment

### Excerpts from the HLC Guiding Values related to assessment:

#### 1. Focus on student learning

*A focus on student learning encompasses every aspect of students' experience at an institution... [including] the breadth, depth, currency, and relevance of the learning they are offered; their education through co-curricular offerings; the effectiveness of their programs; what happens to them after they leave the institution.*

#### 4. A culture of continuous improvement

*A process of assessment is essential to continuous improvement and therefore a commitment to assessment should be deeply embedded in an institution's activities. Assessment applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness. For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice, or benchmarks in their assessments.*

#### 5. Evidence-based institutional learning and self-presentation

*Assessment and the processes an institution learns from should be well-grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality assurance function of accreditation, evidence is critical.*

## HLC Assumed Practices related to assessment:

### A. Integrity: Ethical and Responsible Conduct

6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

### B. Teaching and Learning: Quality, Resources, and Support

2. Faculty Roles and Qualifications
  - c. Faculty participate substantially in:
    4. analysis of data & appropriate action on assessment of student learning & program completion

### C. Teaching and Learning: Evaluation and Improvement

6. Institutional data on assessment of student learning are accurate & address the full range of students who enroll

### D. Resources, Planning, and Institutional Effectiveness

4. The institution maintains effective systems for collecting, analyzing, and using institutional information

## HLC Criteria for Accreditation and Core Components related to assessment:

### Criterion Three. Teaching and Learning: Quality, Resources, and Support

- 3.A. The institution's degree programs are appropriate to higher education.
  2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
- 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
  1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
- 3.E. The institution fulfills the claims it makes for an enriched educational environment.
  2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Criterion Four. Teaching and Learning: Evaluation and Improvement

- 4.A. The institution demonstrates responsibility for the quality of its educational programs..
  1. The institution maintains a practice of regular program reviews.
  6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
  1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
  2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
  3. The institution uses the information gained from assessment to improve student learning.
  4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Criterion Five. Resources, Planning, and Institutional Effectiveness

- 5.C. The institution engages in systematic and integrated planning.
  2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
- 5.D. The institution works systematically to improve its performance.

## Guidelines on Assessment endorsed by the HLC:

### 1. Set ambitious goals

- The institution's statements of learning outcomes clearly articulate what students should be able to do, achieve, demonstrate, or know upon the completion of each undergraduate degree.
- The outcomes reflect appropriate higher education goals and are stated in a way that allows levels of achievement to be assessed against an externally informed or benchmarked level of achievement or assessed and compared with those of similar institutions.
- Institutional practices, such as program review, are in place to ensure that curricular and co-curricular goals are aligned with intended learning outcomes.
- The institution and its major academic and co-curricular programs can identify places in the curriculum or co-curriculum where students encounter or are expected or required to achieve the stated outcomes.
- Learning outcome statements are presented in prominent locations and in ways that are easily understood by interested audiences.

### 2. Gather Evidence of Student Learning

- Policies and procedures are in place that describe when, how, and how frequently learning outcomes will be assessed.
- Assessment processes are ongoing, sustainable, and integrated into the work of faculty, administrators, and staff.
- Evidence includes results that can be assessed against an externally informed or benchmarked level of achievement or compared with those of other institutions and programs.
- Evidence also includes assessments of levels of engagement in academically challenging work and active learning practices.
- Results can be used to examine differences in performance among significant subgroups of students, such as minority group, first-generation, and non-traditional-age students.

### 3. Use Evidence to Improve Student Learning

- Well-articulated policies and procedures are in place for using evidence to improve student learning at appropriate levels of the institution.
- Evidence is used to make recommendations for improvement of academic and co-curricular programs.
- There is an established process for discussing and analyzing these recommendations and moving from recommendation to action. Where feasible and appropriate, key recommendations for improvement are implemented.
- The impact of evidence-based changes in programs and practices is continuously reviewed and evaluated.

### 4. Report Evidence and results

- Regular procedures are in place for sharing evidence of student learning with internal and external constituencies.
- Internal reporting includes regularly scheduled meetings, publications, and other mechanisms that are accessible to all relevant constituencies (e.g., faculty, staff, administrators, students, the governing body).
- Reporting to external constituencies via the institutional website includes evidence of learning as well as additional descriptive information and indicators of institutional performance (e.g., retention rates, time to degree).
- Reporting on student learning outcomes is both accessible to and appropriate for the relevant audience.
- The results of evidence-based changes in programs and practices are reported to appropriate internal and external constituencies.

Source: New Leadership Alliance (2012). Committing to Quality: Guidelines for Assessment and Accountability in Higher Education

### Synthesized from 1995, 2004, and 2011 Assessment Plans:

St. Ambrose University has been involved in the process of assessing institutional student learning outcomes for more than 65 years. Archival data shows that SAU participated in the National College Sophomore Testing Program from 1947-1954 and tested first-year students as early as 1950.

A more coordinated approach to assessment began in 1991, with the formation of a task force on mission, values, and assessment. This task force, along with the Educational Policies Committee, Faculty Development Committee, General Education Task Force, and the Strategic Plan Action Team, examined how best to assess students. This work led to the development of the University's first academic assessment plan, which was approved by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education in 1995.

"American education has become evaluation-conscious. Objective tests and other instruments that are not so objective have been used and misused to evaluate individuals, instructors, departments, colleges, and even the educational systems of entire states. Some of this evaluation is significant and useful. Much of it is harmless and also useless."

- Edward E. Cureton, The Report of the 8th Annual National College Sophomore Testing Program April 17 to May 5, 1939.

In 2004, in planning for a 2007-08 HLC site visit, the Assistant Vice President of Academic Affairs for Assessment and the University Assessment Coordinator evaluated the University Assessment Plan in comparison to guidelines provided by the HLC.

"The purpose of doing assessment at St. Ambrose University is to systematically gain information regarding how well our students are learning what we intend them to learn, and to use this knowledge to improve their educational experience."

- 1995 St. Ambrose Assessment Plan

In response to this evaluation, the Assessment Plan was updated to include the assessment of co-curricular programs and to identify specific assessments aligned to institutional outcomes. Further work in preparation for the HLC site visit included developing a common assessment vocabulary; creating a warehouse of assessment resources and programmatic assessment plans; refining the assessment requirements for academic and co-curricular program reviews; training faculty to write

student learning outcomes; developing an annual assessment review process; aligning institutional assessments with institutional outcomes; developing an Office of Institutional Research and Assessment; and developing an institutional assessment website.

The 2004 revision of the SAU Assessment Plan declared, "The primary purposes of assessment are to determine whether St. Ambrose University is currently meeting its goals and objectives for teaching and learning, and to improve the quality of teaching and learning in the future. At times, students will be asked to participate in the assessment process by completing specialized assessment activities. These assessment activities can be completed in a variety of settings (such as the classroom, at home, or at a testing center) as well as in a variety of ways (such as online, paper-and-pencil, in small or large groups) depending upon the activity. All students, regardless of class level or enrollment status, are asked to assist with this important process." This statement of purpose received approval from the Educational Policies Committee in Fall of 2002.

"The mission of the ad hoc St. Ambrose University Assessment committee is to evaluate current university-wide assessment activities; prepare a systematic and institutional model for university-wide assessment; and implement a systematic university-wide assessment program."

- Mission of the 2003 Assessment Task Force

In 2003, in parallel with the development and evaluation of the University Assessment Plan, the task force on assessment was reconstituted. From 2003-2008, this task force evolved from an ad hoc group to a presidentially appointed University Assessment and Evaluation Advisory Board. This Advisory Board, described later in this document, continues to evaluate the progress of assessment and evaluation activities at SAU.

In 2011, the plan received a major revision reflecting what was learned through cycles of implementing and evaluating institutional assessment activities. This 2011 Institutional Assessment & Evaluation Plan documented the continuing development of a culture of learning at St. Ambrose and instituted an annual assessment process for academic programs.

This 2013 revision to the Assessment Plan reflects the evolution in our assessment practices in the face of new internal and external demands. It reflects the increased expectations we have for assessment at the institution- and program-levels. It also introduces an assessment process for our new General Education program and student learning outcomes.

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## Purpose and Values of Assessment

### Purpose

The mission of St. Ambrose, focused on student development, demands that we investigate the extent to which learning occurs and the degree to which our institutional activities contribute to that learning. **The purpose of assessment at St. Ambrose is to provide useful feedback to students, faculty, and external stakeholders required for benchmarking and improving institutional effectiveness.**

"The primary purposes of assessment are to determine whether St. Ambrose University is currently meeting its goals and objectives for teaching and learning, and to improve the quality of teaching and learning in the future."  
– 2004 St. Ambrose Assessment Plan

"The purpose of assessment at SAU is to improve institutional effectiveness in fulfilling its mission, vision, & goals. Assessment documents the extent to which students achieve the intended learning outcomes. Assessment results can be used to determine the extent to which institutional activities contribute to student learning."

– 2011 St. Ambrose Institutional Assessment & Evaluation Plan

### Values

The following values guide the implementation and evaluation of assessment at St. Ambrose.

1. Effective assessment provides timely results used to improve student learning & institutional effectiveness
2. Effective assessment is efficient & feasible, using existing instruments, data, & procedures when possible
3. Effective assessment meets both internal demands and external expectations
4. Effective assessment synthesizes information from high-quality assessment instruments for benchmarking
5. Effective assessment is developed & sustained by faculty & staff, with strong support from campus leaders
6. Effective assessment is continuously evaluated and improved
7. Effective assessment aligns with our institutional commitments to student development & integrated learning
8. Effective assessment comes in many forms, but is informed by scholarship and good practice

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## Assessment & Evaluation Committee

### Purpose

The purpose of the Assessment & Evaluation Advisory Board is to promote a culture of student learning by:

- serving as a consultative body to SAU and its curricular and co-curricular units.
- sharing assessment and evaluation resources and results with the university community
- evaluating the progress of university-wide assessment and evaluation activities

### Membership

Members of the Committee are appointed by the President in consultation with the Vice President for Academic and Student Affairs. The Committee includes the University Assessment Coordinator (Chair), the Dean for Academic Programs, faculty from each College, and staff.

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## Assessment vs Evaluation

### Terminology

As was stated on the St. Ambrose Assessment web page in 2005:

*We are reserving the term 'assessment' for activities specifically related to student learning outcomes. The term 'evaluation' relates to all other activities that we develop goals and objectives for, measure outcomes for, and work to improve those outcomes to ensure that we are meeting our goals and objectives.*

### General Education Student Learning Outcomes

Graduates of St. Ambrose University will:

- Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world
- Develop competencies that produce Liberal Arts perspectives in order to influence culture
- Evaluate truth claims derived from Philosophy & Theology in order to scrutinize the relationship between faith and reason
- Critically explore complex issues using knowledge and skills from the liberal arts and catholic intellectual tradition

### How Students Address General Education Outcomes

- Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world

This outcome will be addressed by students demonstrating competency in:

- critical thinking,
- teamwork,
- globalization, and
- diversity, especially through such fundamental skills and knowledge as:
  - oral and written communication,
  - research,
  - quantitative reasoning,
  - health,
  - creative expression, and
  - a second language.

- Develop competencies that produce Liberal Arts perspectives in order to influence culture

This outcome will be addressed by students examining the global richness of the liberal arts, including:

- the natural sciences,
- the arts,
- the social sciences, and
- the humanities.

- Evaluate truth claims derived from Philosophy & Theology in order to scrutinize the relationship between faith and reason

This outcome will be addressed by students reflecting on the core truth claims and spiritual and ethical values derived from philosophy and theology especially in the Catholic intellectual tradition, including:

- diversity,
- peace, and
- service.

- Critically explore complex issues using knowledge and skills from the liberal arts and catholic intellectual tradition

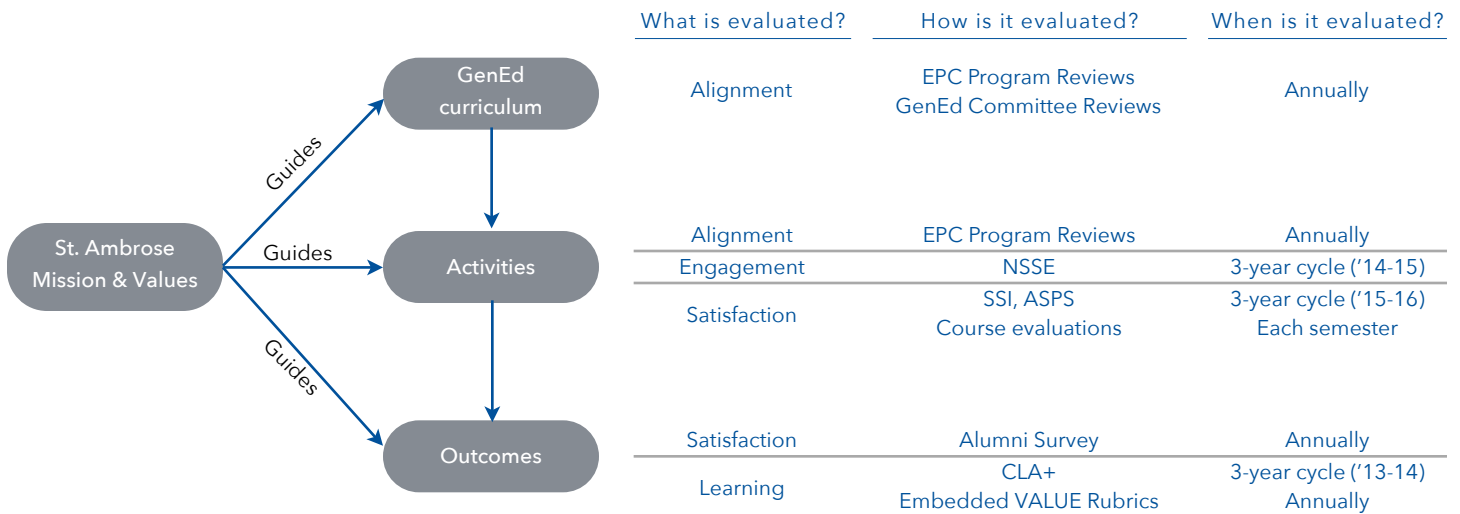
This outcome will be addressed by students integrating these various dimensions of a signature Ambrose education through:

- signature integration concentrations,
- interdisciplinary minors,
- second majors in Economics or the Arts & Sciences, or
- participation in Honors 1.

## Model of Assessment and Evaluation

The 2011 Assessment Plan established the following simplified model of student learning:

- The institutional mission and vision guide curriculum development, educational activities, and student learning outcomes.
- The curriculum guides educational activities for students (in- and out-of-class).
- Participation in educational activities influences student learning.



## Evaluating Curriculum Alignment

If the curriculum guides educational activities (which, in turn, influence student learning), then the curriculum must be aligned with the intended student learning outcomes. For SAU, this means that the General Education curriculum must be aligned with General Education student learning outcomes.

The degree to which the General Education curriculum aligns with institutional outcomes is evaluated, primarily, through the academic program review process. As part of the Educational Policy Committee's (EPC) program review process, each academic program offering General Education courses must identify how outcomes from those courses align with General Education student learning outcomes. For a program review to be approved by EPC, programs must obtain a letter of support from the Director of General Education.

### Links to Assessment Instruments:

ASPS (Adult Student Priorities Survey)  
CLA+ (Collegiate Learning Assessment)  
NSSE (National Survey of Student Engagement)  
SIR II (Student Instructional Report)  
SSI (Student Satisfaction Inventory)  
VALUE Rubrics

Beginning in January of 2014, EPC's *Course Summary Sheet* will require faculty who propose new General Education courses to:

1. Identify the General Education outcomes addressed by the course
2. Develop student learning outcomes for the course that align with the identified General Education outcomes
3. Describe how student attainment of each outcome will be assessed in the course
4. Determine the percentage of a student's grade that will be determined by their attainment of each outcome

As EPC implements this new *Course Summary Sheet*, the University Assessment Coordinator will synthesize this information to determine the degree to which the curriculum aligns with the General Education outcomes.

The alignment of existing courses with the General Education outcomes will be evaluated primarily through the use of VALUE rubrics embedded within General Education courses (see pages 11-12). As part of this process, faculty teaching General Education courses identify the extent to which their course content and activities align with VALUE rubric components that have been identified as assessing our General Education outcomes. For more information, see pages 11-12.



## Evaluating Student Engagement with Institutional Activities

In 2003, George Kuh, founding Director of the Center for Postsecondary Research and the National Survey of Student Engagement, summarized more than two decades of research into the impact of postsecondary education on student development by stating:

*... the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.... Those institutions that more fully engage their students in the variety of activities that contribute to valued outcomes of college can claim to be of higher quality in comparison with similar types of colleges and universities*

- Kuh, G. (2003). *The National Survey of Student Engagement: conceptual framework and overview of psychometric properties*, p.1

Recognizing this link between student engagement and student learning, St. Ambrose evaluates the level of engagement of its students as they work towards attaining our General Education student learning outcomes.

The degree to which students are engaged at SAU is evaluated, primarily, through the National Survey of Student Engagement (NSSE). NSSE, a nationally-normed survey, defines student engagement in terms of two features:

1. the amount of time and effort students put into their studies and other educationally purposeful activities.
2. how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning

Student responses to NSSE items are combined to form five benchmarks of student engagement:

1. Level of academic challenge
2. Active and collaborative learning
3. Student-faculty interaction
4. Enriching educational experiences
5. Supportive campus environment

Scores on these benchmarks can be tracked over time and compared to meaningful peer groups.

At SAU, the NSSE has been administered on a 3-year rotation to freshmen and seniors since 2005-06. This 3-year rotation allows for status comparisons (comparisons to national norms for the administration year), cross-sectional comparisons (seniors compared to freshmen for the administration year), and longitudinal comparisons (seniors compared to the scores from the year they were freshmen).

The NSSE is administered by the test publisher and coordinated by the University Assessment Coordinator. The summer following administration, the University Assessment Coordinator analyzes NSSE results in comparison to national norms, Carnegie peers, and a consortium of Catholic Colleges and Universities. Results are summarized and disseminated to university constituents the following Fall. Some of the most recent NSSE results can be found in Appendix E.

## Evaluating Student Satisfaction with Institutional Activities

Student satisfaction with educational activities, and many other aspects of SAU, is primarily evaluated with data from the Student Satisfaction Inventory (SSI) published by Noel-Levitz. The 98 items on the SSI provide information about 12 scales:

- |                                |                                          |                                   |
|--------------------------------|------------------------------------------|-----------------------------------|
| 1. Academic Advising           | 5. Concern for the individual            | 9. Service Excellence             |
| 2. Campus Climate              | 6. Registration Effectiveness            | 10. Student Centeredness          |
| 3. Campus Support Services     | 7. Responsiveness to Diverse Populations | 11. Campus Life                   |
| 4. Instructional Effectiveness | 8. Safety and Security                   | 12. Recruitment and Financial Aid |

Within the Instructional Effectiveness scale, the SSI asks students to rate the following:

- 3. Faculty care about me as an individual
- 8. The content of the courses within my major is valuable
- 16. The instruction in my major field is excellent
- 25. Faculty are fair and unbiased in their treatment of individual students
- 39. I am able to experience intellectual growth here
- 41. There is a commitment to academic excellence on this campus
- 47. Faculty provide timely feedback about student progress in a course
- 53. Faculty take into consideration student differences as they teach a course
- 58. The quality of instruction I receive in most of my classes is excellent
- 61. Adjunct faculty are competent as classroom instructors
- 65. Faculty are usually available after class and during office hours
- 68. Nearly all of the faculty are knowledgeable in their field
- 69. There is a good variety of courses provided on this campus
- 70. Graduate teaching assistants are competent as classroom instructors

Responses to these items provide evidence of student satisfaction with our General Education activities.

Similar to the NSSE, the SSI has been administered to freshmen and seniors on a 3-year rotation since 2000. The Assessment Research Analysts summarizes results from the SSI and disseminates them to the campus community for review. An example of recent SSI results is displayed in Appendix F.

In 2007 and 2012, the Adult Student Priorities Survey (ASPS) was also administered. The ASPS is designed to assess the satisfaction of adult learners. The Assessment Research Analysts summarizes results from the SSI and disseminates them to the campus community for review.

## Course Evaluations

Course evaluations completed by students at the end of each semester also provide evidence of student satisfaction with General Education activities. St. Ambrose administers the SIR II course evaluation survey. Published by ETS, the SIR II provides an externally benchmarked measure of 8 dimensions of instruction:

- |                                     |                                         |
|-------------------------------------|-----------------------------------------|
| 1. Course organization and planning | 5. Instructional methods and materials  |
| 2. Faculty communication            | 6. Course outcomes                      |
| 3. Faculty/student interaction      | 7. Student effort and involvement       |
| 4. Assignments, exams and grading   | 8. Course difficulty, workload and pace |

The Dean of University Academic Programs maintains SIR II results and disseminates them to faculty teaching the courses and College Deans. As we implement the new General Education program, we can synthesize SIR II results from General Education courses to determine student satisfaction.

A summary report of SIR II results from 2012-13 is provided in Appendix G.

## Evaluating Student Learning

To assess the degree to which students attain General Education outcomes, St. Ambrose employs two methods:

1. The administration of externally-benchmarked, standardized assessments
2. The use of externally-developed rubrics to rate student performance on key assignments in General Education courses

### Externally-benchmarked, Standardized Assessments

To allow for comparisons with students at other institutions, SAU has administered externally-normed, standardized assessments of student achievement. In 1996, the Academic Profile (published by ETS) was administered to students as part of an overall assessment of the General Education program. In 2002, the Collegiate Assessment of Academic Proficiency (CAAP, published by ACT) was administered to assess institutional critical thinking outcomes.

The 2004 revision to the University Assessment Plan then set a 3-year rotation for administering standardized measures to assess institutional student learning outcomes. This led to the administration of the Academic Profile (AP) in 2004-05 and 2007-08 (then renamed the MAPP - Measure of Academic Proficiency and Progress). In both 2004 and 2007, the exams were administered to approximately 200 freshmen in New Student Seminar classes and to 30-60 senior volunteers.

In 2010, the University Assessment Coordinator evaluated the alignment of the AP/MAPP exam with St. Ambrose General Education outcomes, the participation rates we were able to obtain, and the usefulness of the results. Based on this analysis, and a comparison to other available standardized assessments, it was recommended to replace the multiple-choice AP/MAPP with the constructed-response Collegiate Learning Assessment (CLA).

The CLA was piloted to a sample of freshmen and 100 seniors in 2011-12. Satisfied that the CLA assesses some important General Education outcomes, the CLA was put on a 3-year rotation. In 2013-14, we will administer the updated version of the instrument: the CLA+.

The CLA+, which combines constructed- and selected-response items, attempts to measure the following skills:

- |                               |                                                  |
|-------------------------------|--------------------------------------------------|
| 1. Critical Thinking          | 5. Writing mechanics                             |
| 2. Writing                    | 6. Recognition of logical fallacies in arguments |
| 3. Analysis & problem solving | 7. Scientific and quantitative reasoning         |
| 4. Writing effectiveness      | 8. Critical reading and evaluation               |

The alignment of the CLA+ with our General Education outcomes is displayed on page 13.

The University Assessment Coordinator administers the CLA+ to seniors and disseminates results to the campus community. An example of a CLA results report is provided in Appendix H.

### Externally-developed Rubrics to Rate Key Assignments Embedded Within General Education Courses

While the CLA+ and other externally-developed assessments provide valuable data for external benchmarking, these standardized measures do not assess all St. Ambrose General Education student learning outcomes. Because of this, the "Embedded Assessment System" was developed and piloted in 2006.

The Embedded Assessment System capitalizes on faculty expertise to synthesize data from assignments, assessments, and instructor observations of student performance in General Education courses. At the end of the Fall 2006 semester, faculty teaching General Education courses in the Humanities disciplines were asked to record the number of students in their courses who made unsatisfactory, basic, proficient, or distinguished progress towards meeting the General Education student learning outcomes addressed in their courses. Faculty were also asked to identify the artifacts used to assess each student's level of progress.

Because a common rubric was used to rate student performance across all General Education courses, the descriptors were intentionally left vague:

**Below expectations:** Student performance is regularly below expectations for students at this level. Substantial improvement is needed.

**Approaching:** Student performance does not meet expectations consistently; student performance is approaching expectations.

**Meeting:** Student performance consistently meets expectations for students at this level in this student learning outcome.

**Exceeding expectations:** Evidence suggests student performance in this outcome regularly exceeds expectations for students at this level.

(continued on the next page)

Following the Fall 2006 pilot, the Embedded Assessment System was implemented in Spring 2007 for outcomes related to the Humanities and in Spring 2008 for outcomes related to the Natural Sciences. Data were collected by the Associate Vice President for Assessment and Institutional Research.

The Embedded Assessment System was suspended from 2009-2012, as the General Education Committee worked to develop a new program and student learning outcomes. During this time, the embedded assessment process was evaluated and modified. A new, refined embedded assessment system will be reinstated during the 2013-14 academic year.

This new embedded assessment system, like the previous system, still takes advantage of key assignments, assessments, and faculty expertise embedded within General Education courses. Instead of using a vague common institutional rubric, however, the new system takes advantage of the VALUE rubrics developed by AAC&U in 2010.

The VALUE (Valid Assessment of Learning in Undergraduate Education, see Appendix A) rubrics provide a standardized set of definitions, criteria, and characteristics that can be used to evaluate the quality of student work in the following areas:

- |                        |                            |                                     |
|------------------------|----------------------------|-------------------------------------|
| • Civic Engagement     | • Creative Thinking        | • Critical Thinking                 |
| • Ethical Reasoning    | • Information Literacy     | • Inquiry and Analysis              |
| • Integrative Learning | • Intercultural Competence | • Foundations for Lifelong Learning |
| • Oral Communication   | • Problem Solving          | • Quantitative Literacy             |
| • Reading              | • Teamwork                 | • Written Communication             |
| • Global Learning      |                            |                                     |

Faculty teaching General Education courses will be asked, at the end of the semester, to rate their students' performance using the rubric that is most appropriate for their course. For example, instructors in a General Education communication class will be asked to rate student performance using the oral communication rubric. The alignment of the VALUE rubrics with our General Education outcomes is displayed on page 13.

These faculty will then be asked to submit the number of students in their course falling within each category of the rubric (e.g., 3 students scored a 2 on organization, 12 students scored a 3, etc.). In the future, as we further develop this assessment system, we hope to record this information at the student-level (e.g., Student A scored a 3 in organization, a 4 in delivery, etc.).

Additionally, faculty submitting VALUE rubric results will be asked to identify the sources of evidence they used to rate student performance. To evaluate the usefulness of the rubric and the alignment of the course with our General Education outcomes, faculty will also be asked to evaluate the extent to which their course content and activities address the criteria and characteristics as defined in the rubric. Faculty will also be asked to provide feedback on how the rubric can be adapted to better align with our General Education outcomes and institutional culture.

Data from this Embedded Assessment System will be collected and synthesized by the University Assessment Coordinator each summer and disseminated to the Director of General Education.

## Evaluating Student Satisfaction With Learning

To evaluate how satisfied SAU graduates are with their learning while at SAU, an alumni survey is administered annually. The survey, developed and administered by the Career Center since 2003, is sent each year to students who graduated (a) during the previous year and (b) five years earlier. In addition to asking students about their employment status and professional development, the survey asks students to rate:

- Their perception of the importance of each General Education student learning outcome
- Their level of satisfaction with the preparation they received in each of the General Education outcomes
- Their satisfaction with 15 aspects of their academic department and major
- Their overall level of satisfaction with SAU

The Assessment Research Analyst analyzes and disseminates results from this survey. Satisfaction with General Education student learning outcomes are shared with the Director of General Education

## Alignment

### Alignment of Assessments With General Education Outcomes

To summarize the approaches used to assess General Education student learning outcomes, the following table displays the alignment between outcomes and the various assessment methods. The table, which is maintained by the University Assessment Coordinator, shows the assessment items and/or score scales that can be used to assess each General Education outcome.

Student Learning Outcome	NSSE	CLA+	Alumni Survey	Embedded VALUE	Other	Options
<b>Fundamental Skills and Knowledge</b>						
Critical thinking		Critical Thinking Logical Fallacies	X	Critical Thinking		UniLOA
Teamwork			X	Teamwork		
Globalization			X	Global Learning	Global Perspectives Inventory	
Diversity			X	Intercultural Competence		UniLOA
Oral communication	1b, 11d		X	Oral Communication		UniLOA
Written communication	1c, 1d, 3c, 3d, 3e, 11c	Mechanics, Effectiveness	X	Written Communication	CBASE, WAC data, Placement essay	UniLOA
Research	6c, 11d	Critical Evaluation	X	Information Literacy	Information Literacy Exam	SAILS, WGCTA, iSkills
Quantitative reasoning	4a, 4b, 11f, 11m	Quantitative Reasoning	X	Quantitative Literacy	ALEKS Placement, CBASE	
Health	1k, 6b, 7b, 9d, 11o		X			
Creative expression			X	Creative Thinking		
Second language	7e, 7f		X		STAMP4S	
<b>Liberal Arts Perspectives</b>						
Natural Sciences		Scientific reasoning	X	Inquiry & Analysis	Bio/Chem Placement, CBASE	
Arts	6a		X	Creative Thinking		
Social Sciences		Analysis Prob. Solving	X	Inquiry & Analysis		
Humanities	3ab		X	Reading		
<b>Catholic Intellectual Tradition</b>						
Justice	6c, 11n		X	Ethical Reasoning		Defining Issues Test
Peace			X			
Service	11l, 6e, 8a, 8b, 8c		X	Civic Engagement		UniLOA
<b>Integrated Learning</b>						
	1i, 2c, 7c, 7h		X	Integrative Learning, Problem Solving, Lifelong Learning	Capstone rubric	

Notes: This table displays the alignment between various institutional assessments and SAU General Education student learning outcomes. Cells display the assessment items or score scales that align with each outcome  
 NSSE items are from NSSE version 1.0  
 “Other” assessments may not be administered to representative samples of SAU students

## Rotation

### Scheduled Rotation of Assessments

During the 2013-14 academic year, the University Assessment Coordinator will review the [Measuring Quality Inventory](#) and update the scheduled rotation of assessments. It's anticipated that some assessments, such as the CLA+ and NSSE, will remain on a 3-year rotation, while other instruments may move to a 6-year rotation.

For now, the following table displays the scheduled rotation of General Education assessment activities:

Assessment Instrument	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Embedded VALUE Rubric	Fundamental Skills	Liberal Arts	CIT	Evaluate Assessment	Fundamental Skills	Liberal Arts	CIT
CLA+	Fall/Spring			Fall/Spring			Fall/Spring
NSSE		Spring			Spring		
SSI/ASPS			Spring			Spring	
Alumni Survey	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer	Spring/Summer
EPC Program Reviews	Throughout	Throughout	Throughout	Throughout	Throughout	Throughout	Throughout
Workshops		Using VALUE Rubrics					
Other	STAMP4S	STAMP4S					

The Assessment & Evaluation Committee will develop and maintain a more detailed calendar of activities each year.

## Logistics

### Administering, Analyzing, Reporting Results from General Education Assessments

The following table displays the logistics of administering, analyzing, and disseminating results from institutional assessments:

Assessment	Administered...			Analyzed...		Disseminated...	
	when	by	to	by	when	how	by
Embedded VALUE	Each semester	Univ. Assessment Coordinator	faculty teaching GenEd courses	Univ. Assessment Coordinator	Following summer	Presentation, Blackboard	Univ. Assessment Coordinator
CLA+	Fall & Spring semesters	Univ. Assessment Coordinator	200 seniors	Univ. Assessment Coordinator	Following summer	Presentation, Website	Univ. Assessment Coordinator
NSSE	Spring semester	Univ. Assessment Coordinator	Freshmen & Seniors	Univ. Assessment Coordinator	Following summer	Presentation, Website	Univ. Assessment Coordinator
SSI/ASPS	Spring semesters	Assessment Research Analyst	Freshmen, Seniors, Adult Students	Assessment Research Analyst	Following summer	Presentation, Website	Assessment Research Analyst
Alumni Survey	Spring/Summer	Career Center	Graduating seniors & 5-year alumni	Assessment Research Analyst	Following summer	Presentation, Website	Assessment Research Analyst
EPC Program Reviews	Throughout the year	EPC	Programs with GenEd courses	Assessment Coordinator & Director of GenEd review GenEd assessment		EPC Minutes	Chair of EPC
Workshops	As needed	Univ. Assessment Coordinator	Faculty who need or request help				

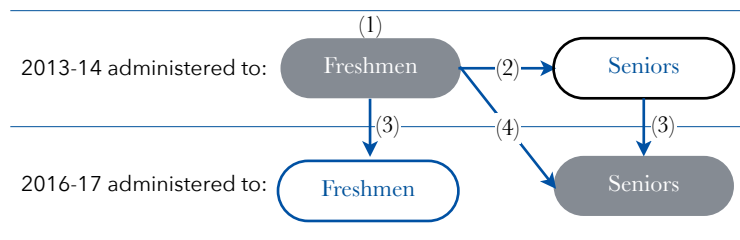
### Using General Education Assessment Results

To encourage the use of assessment data in guiding strategic planning, summaries of all assessment and evaluation results will be shared with the Vice President for Academic Affairs. The results will also be shared with University stakeholders by posting summaries online and/or hosting presentations.

The Dean of University Academic Programs and University Assessment Coordinator will work to develop an annual report summarizing results from assessment and evaluation activities.

### General Analysis Methods

Beginning with the 2004-05 administration of the Academic Profile, most standardized assessments have been administered to freshmen and seniors on a 3-year rotation. The following diagram demonstrates this 3-year rotation:



As the diagram shows, this 3-year rotation allows for 4 different analyses:

#### 1. Current Status

The results can be used to determine the current status of freshmen and seniors in 2012-13. From this, areas of relative strength and weakness can be identified.

#### 2. Cross-sectional analysis

Results can also be compared between freshmen and seniors within a single year. This would provide weak evidence of institutional effectiveness. A value-added analysis would strengthen this evidence.

#### 3. Longitudinal analysis

Results from 2012-13 freshmen can be compared to from freshmen in 2015-16. This would provide evidence for the effectiveness of any changes to the first-year curriculum/experience.

#### 4. Cohort analysis

The results can be used to determine the current status of freshmen and seniors in 2012-13. From this, areas of relative strength and weakness can be identified.

### General Analysis Methods

Value-added analyses attempt to estimate the contribution of SAU to student learning outcomes, controlling for other factors such as incoming student ability. Some assessments, such as the CLA, provide value-added scores by controlling for student SAT/ACT scores. While the use of value-added scores to evaluate individual instructors has been controversial, value-added modeling will be carefully used to estimate overall institutional effectiveness whenever possible.

### Analysis of Embedded VALUE Assessment System

As previously described, General Education course instructors will rate student performance using VALUE rubrics. Because each individual instructor has their own level of expectations for students at the end of the course, it is difficult to track results from this System over time. Appendix C in the 2011 Assessment Plan provides a statistical approach (nonparametric effect sizes) to synthesize and analyze results longitudinally. Workshops will also be provided for faculty in order to estimate and improve rater consistency.

### Establishing Criteria

To maximize the usefulness of results from institutional assessment and evaluation methods, the Assessment & Evaluation Committee will strive to set criteria (a priori) for determining if the institution is meeting its goals for each assessment. These criteria will be derived from previous results, as well as through discussions with faculty, staff, and campus leadership.

### Ongoing Evaluation of General Education Assessment

The Assessment & Evaluation Committee will conduct an ongoing evaluation of the usefulness, appropriateness, cost-effectiveness, meaningfulness, and overall quality of institutional assessment methods. This evaluation will be guided by resources from the Higher Learning Commission, such as the Assessment Culture Matrix and the Statement on the Assessment of Student Academic Achievement, as well as resources from other experts and professional organizations.

This evaluation will include a look at the quality and alignment of student learning outcomes, assessment measures, and assessment methods. It will also include evaluations of methods used to administer, analyze, and disseminate results from assessment measures to the campus community. The evaluation will also ensure assessment methods are meeting accreditation requirements.

### Evaluation of the Quality of General Education Assessment Instruments

The University Assessment Coordinator will work to document the quality of all measures used for institutional assessment and the validity of inferences made from assessment results. See the academic program review section of this plan for more information about evaluating the quality of assessment instruments.



### Overview

In addition to institutional activities related to student engagement, satisfaction, and achievement within the General Education program, St. Ambrose also requires all academic major and degree programs to participate in ongoing assessment of student learning. This assessment is implemented and evaluated through EPC program reviews and the annual assessment process.

### History of Academic Program Assessment at St. Ambrose

While EPC program reviews have long required academic departments to submit assessment-related information, it wasn't until 2006 that St. Ambrose began developing a more systematic, ongoing process of documenting the assessment of its academic programs. In the summer of that year, academic programs were encouraged to submit a simple form documenting their assessment activities for the year. The form asked department chairs to document:

1. Assessment/Evaluation Activities Engaged in During the Academic Year
2. Changes Made During the Academic Year as a Result of Assessment/Evaluation Activities
3. Changes Anticipated During the Next Academic Year as a Result of Assessment/Evaluation Activities
4. Evidence of improvements from changes made as a Result of Assessment/Evaluation Activities
5. What resources are needed, based on assessment or evaluation evidence, for improvement?

This process was intended to fulfill three purposes:

1. To encourage faculty to recognize that assessment is an ongoing process
2. To allow the institution to track assessment activities and evaluate academic program assessment
3. To encourage the use of assessment results for planning

This annual assessment process was suspended after the 2007-08 academic year due to low response rates (only 9 academic departments completed the form that year).

In an effort to meet increasing internal and external expectations for assessment, a new annual assessment process was proposed in 2011. To encourage participation, faculty were informed that participating in the annual assessment process would ensure their programs met minimum institutional assessment standards. EPC also agreed that programs could substitute the annual assessment process for the more onerous assessment section of their five-year program review. This new annual assessment process received a statement of support from the Educational Policies Committee in Spring 2011.

By the end of the 2011-12 academic year, 36 (86%) of the 42 academic departments at St. Ambrose participated in the annual assessment process, with 32 (76%) departments meeting at least some of our expectations for assessment. The University Assessment Coordinator shared the results of this annual assessment process with the Assessment & Evaluation Committee, the Academic Deans, and faculty within each College.

By the end of the 2011-12 academic year, 36 (86%) of the 42 academic departments at St. Ambrose participated in the annual assessment process, with 32 (76%) departments meeting at least some of our expectations for assessment. The University Assessment Coordinator shared the results of this annual assessment process with the Assessment & Evaluation Committee, the Academic Deans, and faculty within each College.

In discussing the annual assessment results with the campus community, the annual assessment process was once again updated during the 2012-13 academic year to reflect best practices in assessment. This 2013 update to the annual assessment process reflects increasing institutional expectations for assessment. The most significant change is that instead of requiring academic *departments* to submit annual assessment information, the process requires all *major and degree programs* to participate. The new process also expects and encourages academic programs to seek out external benchmarks, to develop curriculum maps aligning outcomes with curricular requirements, and to condense their schedule of assessments so that all program student learning outcomes are assessed at least twice every five years.

The following pages describe this annual assessment process.

## Annual Assessment Process

In August of each academic year, the University Assessment Coordinator sends department chairs a link to the online annual assessment form (see Appendix B) along with a list of major and degree programs that will participate in the annual assessment process. As the form in Appendix B shows, the annual assessment form allows programs to document:

1. Basic program information
  - a. Name of the department where the program is housed
  - b. Name of the major or degree program
  - c. Name of the Chair of the Department or Program Director
  - d. Name of an individual within the program who is willing to serve as the assessment contact
  - e. Date of the program's next EPC program review
  - f. Name of the program's external accrediting body, if applicable
2. Program assessment plan
  - a. Student learning outcomes
  - b. Assessment tools and methods used to assess each outcome
  - c. Methods used to ensure the quality of assessment tools and methods used
  - d. Identification of who will be assessed using each tool or method
  - e. Logistics
  - f. A schedule of when each assessment tool will be administered next
  - g. (option) Criteria for determining if assessment results met faculty expectations
3. Program curriculum map
4. Results from program assessment activities

The form also contains a rubric displaying institutional expectations for assessment along with space for the Assessment & Evaluation Committee to provide feedback to faculty.

Department chairs are able to update or modify information on the assessment form at any time. Likewise, members of the Assessment & Evaluation Committee are able to add comments and provide feedback on any program's annual assessment form at any time.

Then, by July 1st each year, department chairs are asked to submit results from that year's assessment activities, along with any comments they have about the feedback they received from the Assessment & Evaluation Committee.

## Evaluation of the Annual Assessment Process

The Assessment & Evaluation Committee reviews annual assessment forms throughout the academic year and provides feedback to faculty. To do this, a rubric was developed to document our institutional expectations for assessment in the following areas:

1. The assessment model
2. Student learning outcomes
3. Number and type of assessment tools or methods used
4. Quality of assessment tools and measures used
5. The schedule of assessment
6. Documented results of assessment activities

By the end of the academic year, the Assessment & Evaluation Committee summarizes their evaluations of the annual assessment forms and provides a "state of assessment report" to the Vice President of Academic & Student Affairs. A sample of this report can be found in Appendix D.

The sections that follow explain our institutional expectations for assessment in greater detail.

## Expectations for the Annual Assessment Process

As explained earlier, the overall expectation is that every degree or major program at St. Ambrose is expected to participate fully in the annual assessment process. This expectation is supported and enforced by the Educational Policies Committee during each program's annual review process.

While each academic program is free to choose the most appropriate, useful, and effective methods for assessing their student learning outcomes, the following expectations for assessment allow for an evaluation of our assessment activities.

## Expectations for Assessment Models

All academic programs are expected to document assessment models that are logical, feasible, and will yield useful information. Assessment models should assess not only the level of mastery attained by students nearing the end of the program, but the growth in student performance throughout the program.

Assessment models should also assess the degree to which program activities (courses, faculty, student opportunities) contribute to student learning. One way of documenting this contribution is through the creation of a curriculum map. The minimum expectation is that programs display how each course in the program contributes to each student learning outcome in the program. Some programs develop more detailed curriculum maps that also show how courses contribute to the progression of student performance in each outcome. The annual assessment form in Appendix B displays a template programs may use in developing their curriculum maps.

Assessment models are also expected to demonstrate how all faculty contribute to the assessment process.

## Expectations for Student Learning Outcomes (SLOs)

For quite some time, all academic departments at St. Ambrose have been expected to have documented student learning outcomes. Departments were supported in meeting this expectation through assistance from the University Assessment Coordinator (in consultation or through workshops such as the 2006 workshop on developing high-quality outcomes).

In reviewing these outcomes, it became apparent that while *departments* had outcomes, not all academic *programs* had documented SLOs. Many departments documented a single set of outcomes even though the department may have housed multiple major or degree programs.

Beginning in 2013-14, the annual assessment process was updated to require high-quality SLOs for all major and degree programs. Student learning outcomes are high quality if they are:

1. Clearly stated (not only understood by experts in the discipline)
2. Student-focused (not stated in terms of what the course instructor attempts to do)
3. Specific (not vague)
4. Statements of knowledge, skills, and/or attitudes expected for students (not statements about processes)
5. Appropriate for the level of the program (not too simple or complex for the undergraduate or graduate program)

Programs are encouraged to review SLOs developed by professional organizations or similar programs at other universities. To assist in determining if outcomes are appropriate for the level of the program, faculty are encouraged to consult the [Degree Qualifications Profile](#) developed by the Lumina Foundation.

## Expectations for the Quantity, Quality, Type, and Frequency of Assessment

Because assessment instruments differ in quality and scope, a strict number of instruments needed to adequately assess program SLOs cannot be mandated across all academic programs. Programs are encouraged to assess each SLO using as many instruments as they need to confidently (reliably) make inferences about student achievement. At a minimum, programs are expected to assess each outcome using results from at least two instruments.

To ensure inferences made from assessment data are valid, programs are expected to work to document and evaluate the quality of the instruments they use to assess each SLO. This evaluation of instrument quality requires a great deal of time and resources. Therefore, whenever possible, information from test developers or external researchers would be sourced as evidence of assessment quality. When this information is not available (for internally developed assessments), programs should work to develop plans to collect evidence of the quality of their chosen assessment instruments.

When using internally-developed measures, programs are expected to take some basic steps to ensure inferences made from these assessments are valid:

1. Consult with other faculty within the program to ensure instruments align with the intended outcomes (each measure actually assesses something relevant to the outcome).
2. When student performance is evaluated across different courses or instructors, faculty should work to locate or develop a common rubric to ensure consistency in ratings.
3. When feasible, programs should use multiple faculty to evaluate (at least a sample of) student performance.
4. When possible, programs should use an externally-benchmarked instrument.

Assessments are often classified into many different dichotomies (direct/indirect; formative/summative; objective/subjective; criterion-/norm-referenced; formal/informal; performance/written; standardized/classroom; selected-/constructed-response; internal/external), with claims made that certain types of assessment are inherently superior to other types. Programs are encouraged to remain flexible in choosing assessment procedures/instruments.

The following guidelines are intended to assist programs in choosing the types of assessment that best measure student performance:

1. Assessment instruments with documented evidence of quality are preferred to instruments with little/no available evidence of quality.
2. Externally-benchmarked assessments should be used whenever possible to allow comparisons of student performance to external norms or criteria.
3. Programs are expected to assess each SLO using information from at least one direct measure of student performance. This information may be supplemented by indirect measures.

**Direct Measures** are analyses of actual student behaviors or products. Examples: analyses of written tests, essays, portfolios, presentations, performances, and simulations

**Indirect Measures** are analyses of perceptions about student performance. Indirect measures indicate rather than provide evidence of actual student achievement. Examples: surveys, interviews, focus groups

While indirect measures do not provide valid evidence that SLOs have been achieved, they do provide useful information regarding student perceptions, satisfaction, and engagement. This information is important to collect, analyze, and use, especially in regards to institutional student engagement goals.

Course grades typically represent many factors outside any one particular SLO. Because of this, course grades and student GPAs are not recommended as measures of student performance on programmatic SLOs. Programs may use course grades if they can document evidence that course grades do represent student performance on any particular SLO (and do not include many other irrelevant factors). This could be the case if a course uses standards based assessment and grading.

Most academic program SLOs are statements of expectations for students who *complete* the program. Therefore, assessing student learning outcomes once -- near the end of the program -- could be used to determine the level at which students attained each outcome.

Even though students may not be able to meet intended outcomes until graduation, it is important to continually monitor student progress. Therefore, programs are encouraged to assess student learning outcomes multiple times throughout a student's career. Programs could assess students at a baseline level (close to the start of the program), developmental level (at a midpoint of the program), and mastery level (close to program completion) to help gauge program effectiveness. Additionally, programs should strive to assess the satisfaction, performance, and status of their alumni.

## Expectations for the Documentation of Assessment Results

Programs are encouraged to document and report assessment results in a format that best serves the needs of the program. At a minimum, programs are expected to report participation rates alongside the results. Programs should also provide a brief explanation of how assessment results compare to expectations of faculty in the program.

Programs are expected to report results from the assessment of at least one SLO every year. Over the course of five years, programs are expected to report results from the assessment of all their SLOs.

### Assessment Expectations for Program Reviews

In addition to the annual assessment process, academic program assessment activities are evaluated during the formal program review process conducted by the Educational Policies Committee. Each summer, EPC members retreat to review and modify program review standards. For the 2013-14 academic year, EPC will require the following assessment-related information:

**For each academic department:**

1. A statement of support from the Assessment & Evaluation Committee:
  - a. Is the academic program performing appropriate assessment?
  - b. Does the program appear to be meeting student learning outcomes?
  - c. Identification of areas the program should work towards strengthening prior to the next review
  - d. Identification of areas of strength
2. An evaluation of resources, strengths, weaknesses, opportunities, and threats based on trends in enrollment and productivity.

**For each academic program within the department:**

1. Program evaluation results from surveys (students, graduates, employers, stakeholders), course evaluations, departmental achievements/awards, focus groups, advisory boards, etc.
2. A collection of annual assessment forms submitted since the last program review
3. An explanation of how SLOs are appropriate to the program's mission and students
4. Documentation of how the program analyzes and uses evidence of student learning
5. A description of how faculty within the program share responsibility for student learning and its assessment
6. A reflection on assessment results and a description of findings
7. Proposals to improve SLOs or curricular requirements
8. A description of how the program evaluates and improves its assessment efforts
9. A description of how the program informs stakeholders of what and how well students are learning

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## Co-Curricular Evaluation

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### Expectations for Co-Curricular Unit Evaluation

Beginning in Fall 2005, all co-curricular and administrative offices or departments that consult with the Academic Support Committee (ASC) were required to submit an evaluation plan to the ASC. The plans were expected to contain:

- A mission statement
- Goals and objectives
- Specific plans for evaluating/assessing the goals and objectives
- A timeline for implementation
- A letter from the supervising Vice President of record indicating that he or she has reviewed and supports the plan

The Academic Support Committee reviews and evaluates annual reports of these offices and meets with directors of these offices on a regular basis, at least once every five years. ASC addresses concerns about the policies and procedures of the above offices raised by members of the campus community. ASC makes policy recommendations to the appropriate officers and directors and to the Faculty Assembly. The Committee submits regular reports to the University official responsible for assessment as part of the University's on-going assessment of academic support services to help ensure organizational excellence and accountability to the Higher Learning Commission of the North Central Association and other external agencies. Procedures for submitting reports to be considered by the Committee can be found on the ASC pages of the Chief Academic Officer webpage. After Committee review, a file of these reports is kept in the Chief Academic Officer's office.

## Appendix A: Sample VALUE Rubric



### BENCHMARKING SAU GENERAL EDUCATION OUTCOMES

Outcome 1: Develop fundamental skills and knowledge necessary to flourish in a rapidly changing world. (Fundamental Skills and Knowledge)

Instructor: \_\_\_\_\_

Course Number: \_\_\_\_\_

Section: \_\_\_\_\_

### ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact [valme@sauc.edu](mailto:valme@sauc.edu)



Complete this rubric by recording the number of students who completed the identified course with their corresponding levels (1-4) for each construct noted.

#### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Identify the source(s) of evidence used to determine the scores of your students noted above:

Consider the following questions and provide feedback: How are these 5 constructs addressed in my course? Are all addressed? If not, why? What (if anything) is missing from this rubric that is valued at SAU for Oral Communication development? Other insight gained from using this rubric to baseline student progress towards general education Outcome 1?

Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.



## Appendix B: Annual Assessment Form

### 2013-14 Annual Assessment Form

**Deadlines:** January 1, 2014: Complete **Program Info**  
Complete **Plan**  
May 15, 2014: Complete **Curriculum Map**  
July 1, 2014: Complete **Results**

As you document your assessment activities, you may want to refer to the rubric.

**Process:** \* In August, Department Chairs will receive any assessment forms previously submitted

\* During the Fall semester, faculty should work to develop and document student learning outcomes and assessment plans for each major or degree program within the department

\* During the Spring semester, the Assessment & Evaluation Advisory Board will review program assessment information and may provide feedback

\* Before the end of the academic year, faculty should work to document a curriculum map for each major or degree program within the department. The map should illustrate how curricular requirements align with intended student learning outcomes.

\* By July 1, results from the year's assessment activities should be documented.

**Note:** This document will be shared with EPC.

If you would like any help with the form or in designing an assessment plan, contact Brad Thiessen, x6160  
thiessenbradleya@sau.edu

#### Online Annual Assessment Form

Top: Page 1 (Instructions)

Bottom: Page 2 (Program Information)

### Program Information

Department: [Name of Department that houses this program](#)

Program: [Name of degree or major program \(e.g., B.A. in Assessment Studies\)](#)

Chair/Director: [Name of Department Chair or Program Director](#)

Assessment contact: [Name of individual in the program to contact with any assessment-related issues](#)

Date of next EPC review: [Date of next EPC Program Review](#)

Name of external accrediting  
body, if applicable:

Replace the blue text

## Appendix B: Annual Assessment Form

### Assessment Plan

Program: Name of degree or major program (e.g., B.A. in Assessment Studies)

Student Learning Outcomes	Assessment Methods/Instruments	Quality	Who will be assessed?	Logistics	Schedule	Criteria
1 Insert program student learning outcomes. The rubric may help you develop outcomes that meet institutional expectations.	Identify at least 2 tools/methods you intend to use to assess student performance. Try to have at least one direct measure for each outcome. If possible, identify an externally normed or benchmarked assessment for some outcomes.	How will you ensure this assessment is high-quality? Is it externally benchmarked? Will you use multiple raters or a common rubric?	Identify who will be assessed (e.g., all students in the program, a sample of students, students in a particular class, all graduating majors).	How will you administer the assessment and collect/report results? Who is responsible? Is this assessment tied to a particular class?	When do you next plan on administering this assessment? It is expected that each outcome is assessed twice in a 5-year period.	This column is optional. How will you determine if assessment results meet your expectations?
2						
3						
4						
5						
6						
7						
8						
9						
10						

Replace the blue text; continue as needed

### Online Annual Assessment Form

Top: Page 3 (Assessment Plan Template)

Bottom: Page 4 (Curriculum Map Template)

### Curriculum Map

Program: Name of degree or major program (e.g., B.A. in Assessment Studies)

		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Course 1	Assumed prerequisites					
	Level addressed					
	Assessed by					
	Mastery to pass					
	Logistics					
Course 2	Quality assurance					
	Assumed prerequisites					
	Level addressed					
	Assessed by					
	Mastery to pass					
Course 3	Logistics					
	Quality assurance					
	Assumed prerequisites					
	Level addressed					
	Assessed by					
	Mastery to pass					
	Logistics					
	Quality assurance					

This form can be populated once program information and SLOs have been submitted



### Assessment Results

Program: Name of degree or major program (e.g., B.A. in Assessment Studies)

#### Online Annual Assessment Form

Top: Page 5 (Space for reporting assessment results)

Bottom: Page 6 (space for feedback from Assessment Committee)

Feedback from the Assessment & Evaluation Advisory Committee

## Appendix C: Annual Assessment Rubric

### Rubric to evaluate Annual Assessment Forms (2013-14)

Component	Rating Scale (in terms of expectations)	Comments
<b>Assessment Model.</b> The program has developed a high-quality, feasible model to assess both the program and its majors. The model demonstrates how program requirements contribute to student learning.	0 = Below (no assessment model has been provided)	Assessment of majors is just that - measuring the degree to which majors attain the program student learning outcomes. It may be possible to assess majors in a single capstone course. Program assessment refers to measuring the degree to which program activities (courses, faculty, student opportunities) contribute to student learning (for both majors and non-majors). Typically, program assessment asks if the program's courses contribute (individually and collectively) to its planned outcomes.
	1 = Approaches (the model lacks detail; does not assess both the program and its majors; is not effective and/or feasible; ignores sources of data)	
	2 = Meets (the model is logical; assesses both program and its majors; will generate useful info; curriculum map provided; all faculty contribute)	
	3 = Exceeds (The model assesses both program and its majors; curriculum map provided; all faculty contribute; all courses contribute data)	A curriculum map demonstrates how courses align with (and contribute to the assessment of) program outcomes.
<b>SLOs.</b> Program student learning outcomes are clear and student-focused (stated in terms of what students should be able to know, think, or do as a result of program activities)	0 = Below (outcomes are not clear and/or not student-focused; outcomes are actually processes/activities)	Example: Given a description of a student with a particular disability, students identify 3+ ways to differentiate instruction.
	1 = Approaches (most outcomes are student-focused and clear; some outcomes not appropriate for the level of degree - undergraduate vs graduate)	Non-example: Students will be taught methods of differentiated instruction (not student-focused)
	2 = Meets (all outcomes are student-focused and clear; all outcomes are appropriate for the level of degree of the program)	Non-example: Students will participate in... (process; not outcome)
	3 = Exceeds (SLOs specify conditions under which students will demonstrate the behavior and criteria for success; affective outcomes are included; external benchmarks demonstrate appropriateness of outcomes)	Non-example: Students will understand differentiated instruction (too vague)
<b>Types of measures.</b> Multiple measures are used to assess each outcome, with at least one direct measure per outcome.	0 = Below (no direct measures are identified for any SLOs)	Direct assessments are analyses of actual student behaviors or products. Examples: analyses of written tests, essays, portfolios, presentations, performances, and simulations
	1 = Approaches (Multiple measures are identified for each SLO; at least one SLO does not have a direct measure)	
	2 = Meets (Multiple measures per SLO; At least one direct measure per SLO)	Indirect assessments are analyses of reported perceptions about student performance. Typically, indirect measures indicate rather than provide evidence of actual student achievement. Examples: surveys, interviews, focus groups
	3 = Exceeds (2+ measures per SLO; 1+ direct measure per SLO; at least one measure is externally benchmarked)	
<b>Quality of measures.</b> The program uses high-quality measures to assess each SLO	0 = Below (no evidence of quality is provided; measures appear to be low-quality and do not align with SLOs; measures may not generate useful info)	Example: 0 = SLO was assessed by asking students about their writing skills.
	1 = Approaches (measures appear to align with SLOs, but no evidence of quality is provided)	Example: 1 = Course instructor rated student essays for clarity and organization
	2 = Meets (evidence of quality, or a plan to collect such evidence, is provided; measures align with SLOs; measures attempt to ensure consistency - multiple raters, common rubric)	Example: 2 = Two faculty members rated student essays using departmental rubric.
	3 = Exceeds (evidence of quality is provided or identified; measures are high-quality; at least one measure is externally benchmarked)	Example: 3 = Two faculty members rated student essays using a rubric provided by a national organization.
<b>Schedule.</b> All SLOs will be assessed multiple times over a 5-year period.	0 = Below (the schedule will not assess each outcome over a 5-year period)	
	1 = Approaches (All SLOs will be assessed over a 5-year period; at least one SLO is assessed each year)	
	2 = Meets (each SLO will be assessed at least twice over a 5-year period; at least one SLO will be assessed each year)	
	3 = Exceeds (All program SLOs will be assessed at least once every 3 years)	
<b>Results.</b> The program provides a brief discussion of results to determine the degree to which SLOs were met	0 = Below (results were not provided for the SLOs to be assessed)	
	1 = Approaches (results were provided, but explanation/discussion is lacking; the degree to which the SLO was attained is unclear)	
	2 = Meets (results, including participation rates, were provided; assessment results are compared to criteria set by the program; plans for improvements are discussed)	
	3 = Exceeds (results, participation rates, and comparisons to external benchmarks are provided)	

### Participation in the Annual Assessment Process: 2011-12 and 2012-13

The 2011-12 and 2012-13 annual assessment process focused on assessment activities at the departmental-level. This was, in part, because the authority for annual assessment requirements came from EPC which required departmental-level program reviews. Now that EPC guidelines will begin to require program-level reviews, the annual assessment process will also be required for all major and degree programs beginning in 2013-14.

Based on evaluations from the Assessment & Evaluation Committee, we've established the following baseline data demonstrating our institutional capacity for academic program assessment:

#### Baseline Data: Departmental Participation

2011-13: 84% of academic departments participated in at least some of the process

2011-13: 8% of academic departments met all our expectations for assessment

2011-12: 62% of academic departments provided assessment results

2012-13: 47% of academic departments provided assessment results

#### Baseline Data: Participation of Major and Degree Programs\*

2011-13: 38% of non-externally-accredited programs met at least some of our institutional expectations for assessment

2011-13: 46% of all major and degree programs met at least some of our institutional expectations

2011-12: 36% of major and degree programs provided assessment results

2012-13: 28% of major and degree programs provided assessment results

2011-13: 5% of non-externally-accredited major and degree programs meet all institutional expectations for assessment  
(Biology, B.A. in Chemistry, Computer Science, Math Education, Women's Studies)

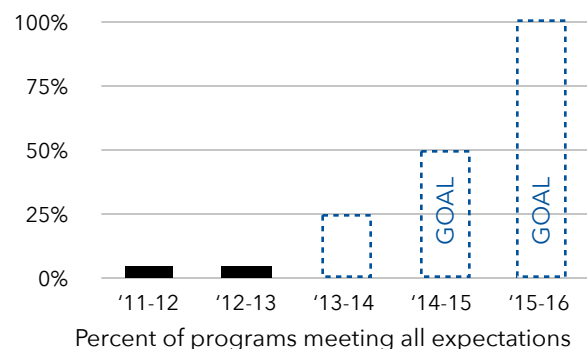
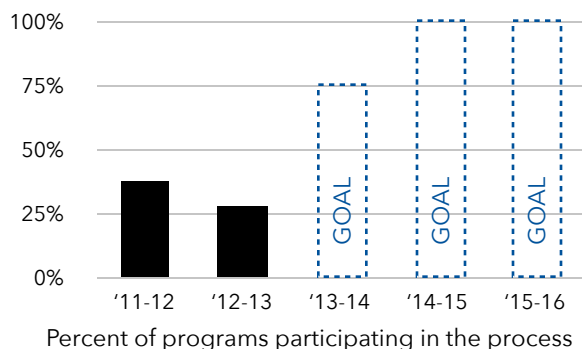
The following page summarizes the evaluation of each academic program's annual assessment reports for 2011-12 and 2012-13. The green boxes (signifying academic programs who met our institutional expectations in an area of assessment) and black boxes (signifying programs who did not participate in part of the process) demonstrate our need to improve academic program assessment at St. Ambrose.

\* Even though the annual assessment form asked for program-level assessment, that was not stressed to departments. Many departments assumed they could report departmental-level assessment as they had done as part of the program review process.

### Goals

By July 2015, our goal is to have 100% of major and degree programs fully participate in the annual assessment process.

By July 2016, our goal is to have 100% of major and degree programs meet all institutional expectations for assessment.



College	Major/Degree	Information	SLOs	Number	Quality	Schedule	2012 results	2013 Results
CAS	Art							
CAS	Book arts							
CAS	Art: Graphic Design							
CAS	Art: Painting							
CAS	Biology							
CAS	Chemistry - BS							
CAS	Chemistry - BA							
CAS	Chemistry - Criminalistics							
CAS	Chemistry - teaching							
CAS	Computer and Network Investigations							
CAS	Computer Science							
CAS	Computer Network Administration							
CAS	Elected Studies (main campus, non-ACCEL)							
CAS	Engineering - Industrial							
CAS	Engineering - Mechanical							
CAS	English							
CAS	English - Writing							
CAS	History							
CAS	International Studies							
CAS	Mathematics							
CAS	Secondary Mathematics Education							
CAS	Modern Languages and Cultures - French							
CAS	Modern Languages and Cultures - Spanish							
CAS	Music							
CAS	Philosophy							
CAS	Political Science							
CAS	Psychology - BA							
CAS	Psychology - Behavioral Neuroscience							
CAS	Psychology - BS							
CAS	Psychology - Forensic Psychology							
CAS	Psychology - Teaching							
CAS	Sociology and Criminal Justice - Criminal Justice							
CAS	Sociology and Criminal Justice - Sociology							
CAS	Theater							
CAS	Theology							
CAS	Women's Studies							
CAS	Master of Criminal Justice							
CAS	Master of Pastoral Theology							
CAS	Master of Pastoral Theology Deacon							
CAS	Master of Science in Information Technology Management							
COB	Accounting							
COB	Accounting - International							
COB	Applied Management Studies (BAMS) (main campus)							
COB	Business - Economics							
COB	Business - Finance							
COB	Business - General							
COB	Business - International							
COB	Business - Management							
COB	Communication - Journalism							
COB	Communication - Media Studies							
COB	Communication - PR and Strategic Communication							
COB	Communication - Radio/TV							
COB	Doctor of Business Administration							
COB	Master of Accounting							
COB	Master of Business Administration							
COB	Master of Finance							
COB	Master of Organizational Leadership							
ACCEL	Applied Management Studies - ACCEL (BAMS)							
ACCEL	Business Administration - ACCEL (BBA)							
ACCEL	Business Administration in Accounting - ACCEL (BAA)							
ACCEL	Elected Studies - ACCEL (BES)							
ACCEL	Special Studies - ACCEL (BSS)							
CHHS	Early Childhood & Elementary Education							
CHHS	Art: Education/Teaching							
CHHS	Business - Economics Teaching							
CHHS	Business-All Teaching							
CHHS	English - Teaching							
CHHS	General Science - teaching							
CHHS	History - Teaching							
CHHS	KIN - Exercise Science							
CHHS	KIN - General Physical Education							
CHHS	KIN - Human Performance and Fitness							
CHHS	KIN - Physical Education - Teaching							
CHHS	KIN - Sport Management							
CHHS	Mathematics - Teaching							
CHHS	Modern Languages and Cultures - Spanish - Teaching							
CHHS	Music - Teaching - General and Vocal, k-12, and Instrumental							
CHHS	Nursing - RN-to-BSN - ACCEL							
CHHS	Political Science - Teaching American Government							
CHHS	Sociology and Criminal Justice - Sociology Teaching							
CHHS	Theater - Speech and Theater teaching							
CHHS	Master of Science in Nursing Administration							
CHHS	Doctor of Physical Therapy							
CHHS	Master of Education in Educational Administration							
CHHS	Master of Education in Teaching							
CHHS	Master of Occupational Therapy							
CHHS	Master of Physician Assistant							
CHHS	Master of Social Work							
CHHS	Master of Speech-Language Pathology							

Green = met expectations; yellow = approached expectations; red = did not meet expectations; black = did not participate; grey = externally accredited program

## National Survey of Student Engagement

The following pages display some of the analyses presented to faculty and staff from the National Survey of Student Engagement.



**NSSE 2012 Multi-Year Benchmark Report**  
**Data Quality Indicators**

**Saint Ambrose University**

An important early step in conducting a multi-year analysis is to review the quality of your data in each year for both first-year and senior respondents. The precision of an institution's population estimates can vary from one year to the next. The values in this table were drawn from the *Respondent Characteristics* reports from each NSSE administration.

**Data Quality Indicators for Each NSSE Participation Year**

Year <sup>a</sup>	Mode <sup>b</sup>	Response Rate <sup>c</sup>		Sampling Error <sup>d</sup>		Number of Respondents <sup>e</sup>	
		FY	SR	FY	SR	FY	SR
2001	Paper	49%		8.6%	7.6%	103	117
2002							
2003							
2004							
2005							
2006	Web+	40%	37%	5.6%	5.1%	184	236
2007							
2008							
2009	Web-only	33%	39%	5.1%	5.0%	244	236
2010							
2011							
2012	Web-only	24%	32%	7.5%	5.2%	131	238

<sup>a</sup> All NSSE administration years since 2001 are listed regardless of participation.

<sup>b</sup> Modes include *Paper* (students receive a paper survey, with an option of completing a Web version), *Web-only* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via email; a subgroup of nonrespondents receive paper surveys).

<sup>c</sup> Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration. Before 2003, response rates were not calculated separately by class so overall response rates are reported.

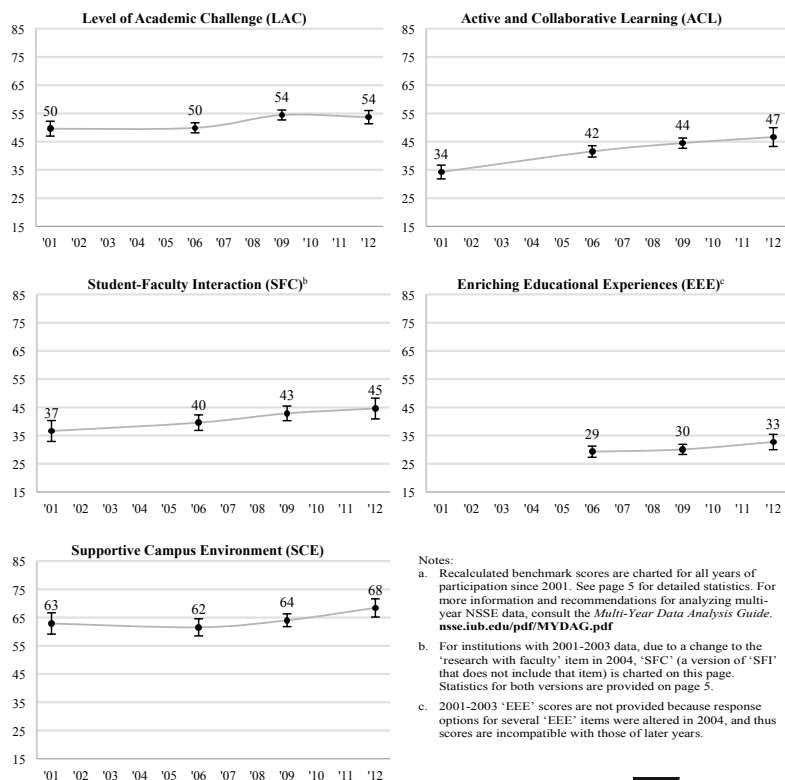
<sup>d</sup> Sampling error gauges the precision of results based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, but any results using them should be interpreted more conservatively.

<sup>e</sup> This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all census-administered and randomly sampled students. From 2001 to 2005 it may also include targeted oversamples. For this reason, the counts for 2001 to 2005 may not match those given in the detailed statistics on pages 5 and 7.

Above: NSSE Participation Report 2012

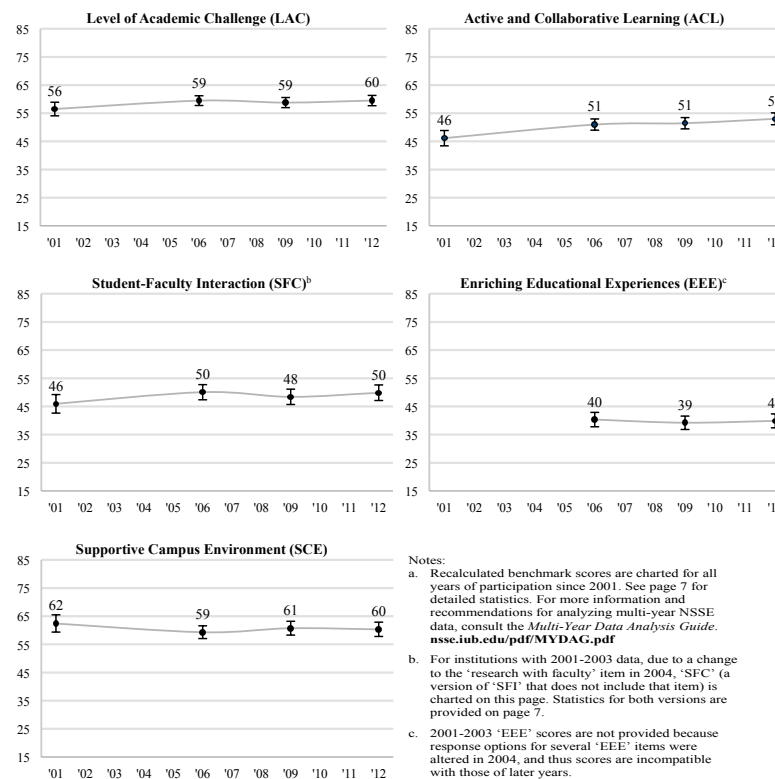
1

First-Year Students



Left: NSSE Multi-Year Benchmark Report for First-Year Students (2011-2012)

Seniors



Right: NSSE Multi-Year Benchmark Report for Seniors (2011-2012)

# Catholic College Consortium NSSE Results (2012)

## Values Development (Cronbach's alpha=.848)

The statistics are:

### First Year

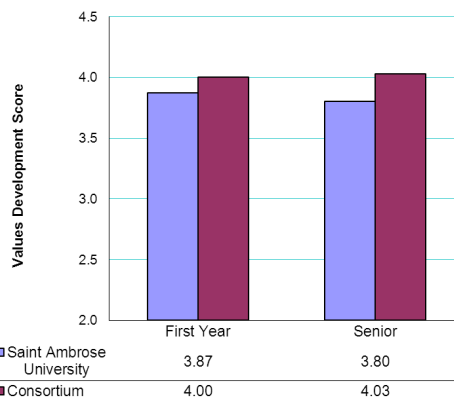
Mean 3.87  
Median 4.00  
25%ile 3.33  
75%ile 4.33

### Senior Year

Mean 3.80  
Median 4.00  
25%ile 3.33  
75%ile 4.17

**Rank** (out of 25 schools)

First Year: 20  
Senior Year: 25



As a result of my experience here, I am more aware of social justice (fairness and equality) issues in the world.

The faculty at this institution discuss the ethical implications of what is being studied.

As a result of my experience here, I am more aware of my own personal values.

## Sense of Mission (Cronbach's alpha=.899)

The statistics are:

### First Year

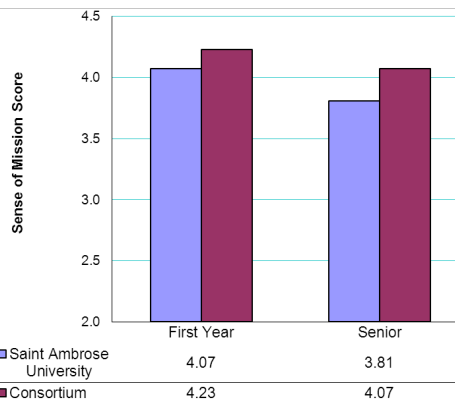
Mean 4.07  
Median 4.00  
25%ile 3.78  
75%ile 4.42

### Senior Year

Mean 3.81  
Median 3.88  
25%ile 3.44  
75%ile 4.22

**Rank** (out of 25)

First Year: 20  
Senior Year: 25



This institution offers opportunities for volunteering and community service.

This institution offers opportunities for developing leadership skills.

The heritage of the founders/founding religious community of this institution is evident here.

The mission of this institution is reflected in its course offerings.

At this institution, there are opportunities for students to strengthen their religious commitment.

Preparation for a career is an important part of the mission of this institution.

The mission of this institution is widely understood by students.

Social and personal development of students is an important part of the mission at this institution.

Ethical and spiritual development of students is an important part of the mission at this institution.

## Respect for Diversity (Cronbach's alpha=.915)

The statistics are:

### First Year

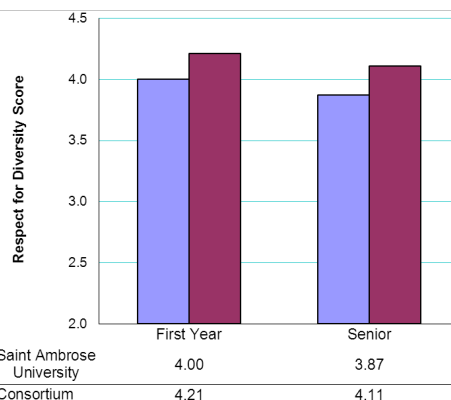
Mean 4.00  
Median 4.00  
25%ile 3.71  
75%ile 4.32

### Senior Year

Mean 3.87  
Median 4.00  
25%ile 3.43  
75%ile 4.18

**Rank** (out of 25)

First Year: 23  
Senior Year: 24



The faculty and staff here are respectful of people of different races and cultures.

The students here are respectful of people of different races and cultures.

The students here are respectful of people of different religions.

Students at this institution feel free to express their individual spirituality.

People of different sexual orientations are accepted socially here.

The environment here encourages students to develop an appreciation of diversity.

The faculty and staff here are respectful of people of different religions.

**Mission Perception Inventory**  
 (Cronbach's alpha=.942)

The statistics are:

**First Year**

Mean 4.01  
 Median 4.00  
 25%ile 3.68  
 75%ile 4.37

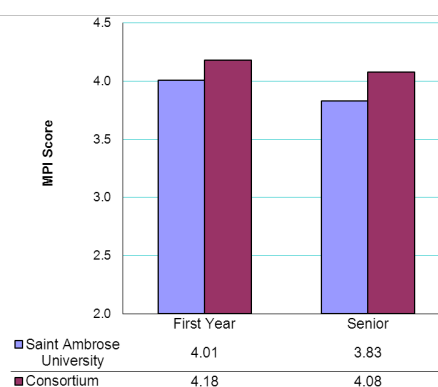
**Senior Year**

Mean 3.83  
 Median 3.86  
 25%ile 3.44  
 75%ile 4.16

**Rank** (out of 25)

First Year: 22

Senior Year: 25



Social and personal development of students is an important part of the mission at this institution.

Ethical and spiritual development of students is an important part of the mission at this institution.

As a result of my experience here, I am more aware of social justice (fairness and equality) issues in the world.

The faculty at this institution discusses the ethical implications of what is being studied.

As a result of my experience here, I am more aware of my own personal values.

Preparation for a career is an important part of the mission of this institution.

The faculty and staff here are respectful of people of different races and cultures.

The students here are respectful of people of different races and cultures.

The students here are respectful of people of different religions.

Students at this institution feel free to express their individual spirituality.

People of different sexual orientations are accepted socially here.

The environment here encourages students to develop an appreciation of diversity.

The faculty and staff here are respectful of people of different religions.

This institution offers opportunities for volunteering and community service.

This institution offers opportunities for developing leadership skills.

The heritage of the founders/founding religious community of this institution is evident here.

The mission of this institution is reflected in its course offerings.

At this institution, there are opportunities for students to strengthen their religious commitment.

The mission of this institution is widely understood by students.

**NSSE/BELIEFS AND VALUES**

(Cronbach's alpha=.818)

The statistics are:

**First Year**

Mean 2.57  
 Median 2.50  
 25%ile 2.09  
 75%ile 3.00

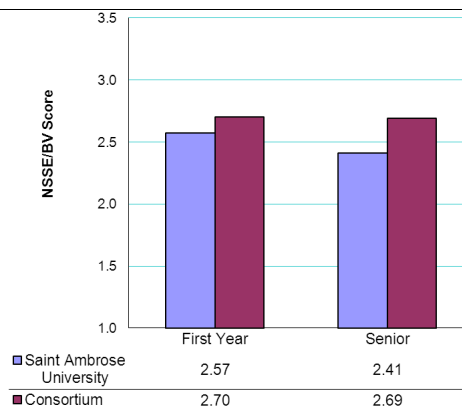
**Senior Year**

Mean 2.41  
 Median 2.42  
 25%ile 2.00  
 75%ile 2.75

**Rank** (out of 25)

First Year: 21

Senior Year: 25



Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

Institutional emphasis: Providing the support you need to thrive socially.

Institutional contribution: Understanding people of other racial and ethnic backgrounds.

Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.

Participated in a community-based project (e.g., service learning) as part of a regular course.

Had serious conversations with students of a different race or ethnicity than your own.

Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.

Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.).

Community service or volunteer work.

Developing a personal code of values and ethics.

Contributing to the welfare of your community.

Developing a deepened sense of spirituality.



# SAU Student Engagement

2001-12 NSSE Results  
Response rates: 30%-38%  
Margin of error +/- 4%

## COMPONENT #1:

HOW ST. AMBROSE DEPLOYS ITS RESOURCES AND ORGANIZES LEARNING OPPORTUNITIES TO GET STUDENTS TO PARTICIPATE IN ACTIVITIES LINKED TO STUDENT LEARNING

90% of freshmen

83% of seniors

rate the **quality of academic advising** as either good or excellent

91% of freshmen

80% of seniors

believe SAU emphasizes **spending significant amounts of time studying and on academic work**

Freshmen who plan to...

89% -- complete **internship or clinical experience**

87% -- **community service or volunteer work**

62% -- participate in a **learning community**

49% -- **study abroad**

33% -- work on **research with faculty outside of class**

88% of freshmen

89% of seniors

rate their **educational experience** at SAU as good or excellent

## COMPONENT #2:

THE AMOUNT OF TIME AND EFFORT STUDENTS PUT INTO THEIR STUDIES AND OTHER EDUCATIONALLY PURPOSEFUL ACTIVITIES

69% of freshmen

82% of seniors

often **asked questions in class** or contributed to class discussions.

17% often come to class **without completing assignments**

55% often **worked very hard** to meet expectations

65% spend 10+ hrs/week **preparing for class**

48% spend 10+ hrs/week **relaxing**

85% of freshmen

76% of seniors

would probably or definitely **choose SAU again**, if they could start over again

## BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE -- ST. AMBROSE VS. TOP 50%



## Student Satisfaction Survey Results

St. Ambrose University - SSI Year to Year -  
04/2013

## Institutional Summary



Scale	April 2013			April 2010			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▶ Student Centeredness	6.39	5.55 / 1.13	0.84	6.37	5.78 / 0.96	0.59	-0.23 **
▶ Campus Life	5.95	5.23 / 1.06	0.72	5.96	5.44 / 0.89	0.52	-0.21 *
▶ Instructional Effectiveness	6.51	5.70 / 0.99	0.81	6.50	5.81 / 0.83	0.69	-0.11
▶ Recruitment and Financial Aid	6.29	5.41 / 1.09	0.88	6.32	5.56 / 0.99	0.76	-0.15
▶ Campus Support Services	6.09	5.70 / 0.92	0.39	6.14	5.87 / 0.75	0.27	-0.17 *
▶ Academic Advising	6.53	5.91 / 1.16	0.62	6.54	5.95 / 1.07	0.59	-0.04
▶ Registration Effectiveness	6.20	5.36 / 1.08	0.84	6.23	5.57 / 0.93	0.66	-0.21 *
▶ Safety and Security	6.37	4.97 / 1.19	1.40	6.43	4.90 / 1.06	1.53	0.07
▶ Concern for the Individual	6.38	5.69 / 1.07	0.69	6.39	5.78 / 0.95	0.61	-0.09
▶ Service Excellence	6.14	5.55 / 1.01	0.59	6.19	5.71 / 0.89	0.48	-0.16 *
▶ Responsiveness to Diverse Populations		5.61 / 1.36			5.64 / 1.33		-0.03
▶ Campus Climate	6.34	5.49 / 1.08	0.85	6.34	5.70 / 0.92	0.64	-0.21 *

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Summary	April 2013	April 2010	Mean Difference
<b>So far, how has your college experience met your expectations?</b>	4.85	4.83	0.02
1=Much worse than expected	2%	0%	
2=Quite a bit worse than I expected	2%	2%	
3=Worse than I expected	9%	7%	
4=About what I expected	25%	29%	
5=Better than I expected	27%	31%	
6=Quite a bit better than I expected	19%	15%	
7=Much better than expected	13%	12%	
<b>Rate your overall satisfaction with your experience here thus far.</b>	5.47	5.71	-0.24 *
1=Not satisfied at all	2%	1%	
2=Not very satisfied	3%	1%	
3=Somewhat dissatisfied	6%	5%	
4=Neutral	7%	7%	
5=Somewhat satisfied	14%	8%	
6=Satisfied	39%	48%	
7=Very satisfied	25%	25%	
<b>All in all, if you had to do it over, would you enroll here again?</b>	5.39	5.62	-0.23
1=Definitely not	5%	1%	
2=Probably not	7%	6%	
3=Maybe not	7%	4%	
4=I don't know	6%	8%	
5=Maybe yes	7%	8%	
6=Probably yes	29%	33%	
7=Definitely yes	36%	36%	

<b>Strengths and Challenges</b>	
<b>Strengths</b>	
33. My academic advisor is knowledgeable about requirements in my major.	
8. The content of the courses within my major is valuable.	
6. My academic advisor is approachable.	
16. The instruction in my major field is excellent.	
68. Nearly all of the faculty are knowledgeable in their field.	
55. Major requirements are clear and reasonable.	
14. My academic advisor is concerned about my success as an individual.	
3. Faculty care about me as an individual.	
39. I am able to experience intellectual growth here.	
2. The campus staff are caring and helpful.	
65. Faculty are usually available after class and during office hours.	
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	
72. On the whole, the campus is well-maintained.	
76. Campus item: While attending SAU, I found at least one person who is/has been a mentor to me.	
77. Campus item: My time at St. Ambrose allowed me to develop and/or practice leadership skills.	
<b>Challenges</b>	
8. The content of the courses within my major is valuable.	
34. I am able to register for classes I need with few conflicts.	
58. The quality of instruction I receive in most of my classes is excellent.	
29. It is an enjoyable experience to be a student on this campus.	
66. Tuition paid is a worthwhile investment.	
17. Adequate financial aid is available for most students.	
36. Security staff respond quickly in emergencies.	
59. This institution shows concern for students as individuals.	
25. Faculty are fair and unbiased in their treatment of individual students.	
47. Faculty provide timely feedback about student progress in a course.	
26. Computer labs are adequate and accessible.	
5. Financial aid counselors are helpful.	
53. Faculty take into consideration student differences as they teach a course.	
<b>Trends</b>	
<b>Lower Satisfaction vs. April 2010</b>	
29. It is an enjoyable experience to be a student on this campus.	
36. Security staff respond quickly in emergencies.	
7. The campus is safe and secure for all students.	
59. This institution shows concern for students as individuals.	
26. Computer labs are adequate and accessible.	
72. On the whole, the campus is well-maintained.	
67. Freedom of expression is protected on campus.	
27. The personnel involved in registration are helpful.	

## Adult Student Priorities Survey Results

St. Ambrose University - ASPS Year to Year -  
04/2013

### Institutional Summary



Scale	April 2013			April 2010			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
►Instructional Effectiveness	6.45	5.91 / 0.88	0.54	6.53	5.93 / 0.84	0.60	-0.02
►Safety and Security	6.19	5.63 / 0.97	0.56	6.23	6.22 / 1.03	0.01	-0.59 ***
►Academic Advising	6.35	6.04 / 0.88	0.31	6.48	6.02 / 0.89	0.46	0.02
►Admissions and Financial Aid	6.12	5.39 / 1.16	0.73	6.32	5.55 / 0.95	0.77	-0.16
►Academic Services	5.96	5.52 / 1.10	0.44	6.07	5.57 / 0.93	0.50	-0.05
►Registration Effectiveness	6.26	5.81 / 0.81	0.45	6.48	5.94 / 0.86	0.54	-0.13
►Service Excellence	6.14	5.69 / 0.99	0.45	6.33	5.90 / 0.91	0.43	-0.21
►Campus Climate	6.28	5.88 / 0.85	0.40	6.42	5.98 / 0.83	0.44	-0.10

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Summary	April 2013	April 2010	Mean Difference
<b>So far, how has your college experience met your expectations?</b>	4.95	4.94	0.01
1=Much worse than expected	0%	0%	
2=Quite a bit worse than I expected	1%	0%	
3=Worse than I expected	5%	7%	
4=About what I expected	35%	37%	
5=Better than I expected	25%	23%	
6=Quite a bit better than I expected	17%	15%	
7=Much better than expected	14%	15%	
<b>Rate your overall satisfaction with your experience here thus far.</b>	5.90	5.81	0.09
1=Not satisfied at all	0%	1%	
2=Not very satisfied	1%	0%	
3=Somewhat dissatisfied	5%	6%	
4=Neutral	2%	4%	
5=Somewhat satisfied	11%	17%	
6=Satisfied	47%	35%	
7=Very satisfied	31%	34%	
<b>All in all, if you had to do it over, would you enroll here again?</b>	6.11	6.08	0.03
1=Definitely not	0%	0%	
2=Probably not	2%	3%	
3=Maybe not	4%	4%	
4=I don't know	4%	3%	
5=Maybe yes	5%	9%	
6=Probably yes	32%	29%	
7=Definitely yes	50%	50%	

<b>Strengths and Challenges</b>	
<b>Strengths</b>	
42. Nearly all faculty are knowledgeable in their field.	
35. The quality of instruction I receive in my program is excellent.	
24. There is a commitment to academic excellence at this institution.	
41. Major requirements are clear and reasonable.	
19. My academic advisor is knowledgeable about requirements in my major.	
40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.	
31. I am able to register for classes by personal computer, fax, or telephone.	
2. Faculty care about me as an individual.	
20. Registration processes are reasonable and convenient for adults.	
54. Campus item: The assistance and guidance received by my academic advisor meets my needs.	
28. My academic advisor is accessible by telephone and e-mail.	
7. The staff at this institution are caring and helpful.	
27. This institution has a good reputation within the community.	
5. Classroom locations are safe and secure for all students.	
53. Campus item: I receive my final grades in an adequate time frame.	
65. Campus item: The policies in my program are clear.	
<b>Challenges</b>	
35. The quality of instruction I receive in my program is excellent.	
4. The content of the courses within my major is valuable.	
21. Tuition paid is a worthwhile investment.	
69. Campus item: My employer provides some level of tuition reimbursement.	
26. Faculty provide timely feedback about my progress.	
23. Adequate financial aid is available for most adult students.	
49. There are sufficient options within my program of study.	
29. I seldom get the "run-around" when seeking information at this institution.	
34. I receive complete information on the availability of financial aid.	
22. Security staff respond quickly in emergencies.	
55. Campus item: Textbook information is timely for my preferred purchasing method.	
<b>Trends</b>	
<b>Higher Satisfaction vs. April 2010</b>	
67. Campus item: There are an adequate number of face-to-face classes to meet my needs.	
53. Campus item: I receive my final grades in an adequate time frame.	
<b>Lower Satisfaction vs. April 2010</b>	
29. I seldom get the "run-around" when seeking information at this institution.	
<b>Higher Importance vs. April 2010</b>	
58. Campus item: My program accommodates the challenges and commitments that occur in my daily life.	
69. Campus item: My employer provides some level of tuition reimbursement.	
67. Campus item: There are an adequate number of face-to-face classes to meet my needs.	
55. Campus item: Textbook information is timely for my preferred purchasing method.	

## Appendix G: Course Evaluation Results



### ASSESSING COURSES AND INSTRUCTION Student Instructional Report II

Name: -----NA----- College: ST. AMBROSE UNIVERSITY  
Admin. Date: 05/13 Batch No.: 4073 Class: BATCH SUMMARY  
Report No.: 000000 Report: COMBINED Class Enrollment: 8809 No. of Respondents: 517

#### Suggestions for Improving Your Teaching

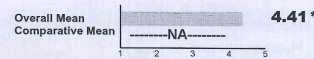
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: [www.ets.org/sir/ii/compendium](http://www.ets.org/sir/ii/compendium)

(The percentages and means are based on the total number of respondents, not class enrollment.)

#### A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

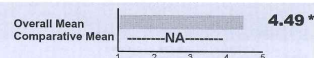


	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Omitted	NA	Mean
1. The instructor's explanation of course requirements	53	35	9	2	1	---	---	4.38
2. The instructor's preparation for each class period	58	31	7	2	1	---	---	4.45*
3. The instructor's command of the subject matter	63	27	7	2	---	---	---	4.52*
4. The instructor's use of class time	55	30	10	3	1	---	---	4.35*
5. The instructor's way of summarizing or emphasizing important points in class	54	30	11	3	1	---	---	4.33*

To download a PDF of the Compendium go to: [www.ets.org/sir/ii/organization](http://www.ets.org/sir/ii/organization)

#### B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

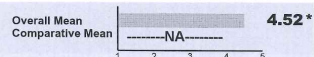


	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Omitted	NA	Mean
6. The instructor's ability to make clear and understandable presentations	55	31	10	3	1	---	1	4.37*
7. The instructor's command of spoken English (or the language used in the course)	77	18	4	1	---	---	---	4.71*
8. The instructor's use of examples or illustrations to clarify course material	59	29	9	2	1	---	1	4.44*
9. The instructor's use of challenging questions or problems	52	31	11	2	1	---	2	4.35*
10. The instructor's enthusiasm for the course material	68	24	6	1	1	---	---	4.58*

To download a PDF of the Compendium go to: [www.ets.org/sir/ii/communication](http://www.ets.org/sir/ii/communication)

#### C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Omitted	NA	Mean
11. The instructor's helpfulness and responsiveness to students	65	24	8	2	1	---	---	4.50*
12. The instructor's respect for students	71	21	5	1	1	---	---	4.60*
13. The instructor's concern for student progress	64	25	8	2	1	---	---	4.49*
14. The availability of extra help for this class (taking into account the size of the class)	59	27	8	2	1	---	3	4.45*
15. The instructor's willingness to listen to student questions and opinions	68	23	6	2	1	---	---	4.56*

\* This mean is reliably at or above the 90th percentile. See page 4.  
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (\*), see "Number of Students Responding" page 4.  
To download a PDF of the Compendium go to: [www.ets.org/sir/ii/interaction](http://www.ets.org/sir/ii/interaction)

### SIR II Results



### ASSESSING COURSES AND INSTRUCTION Student Instructional Report II

College: ST. AMBROSE UNIVERSITY  
Batch No.: 4073 Class: BATCH SUMMARY  
Report: COMBINED Class Enrollment: 8809 No. of Respondents: 517

#### Suggestions for Improving Your Teaching

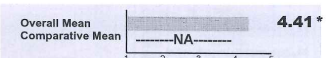
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: [www.ets.org/sir/ii/compendium](http://www.ets.org/sir/ii/compendium)

(The percentages and means are based on the total number of respondents, not class enrollment.)

#### A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

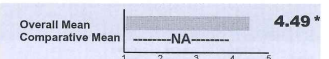


	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Omitted	NA	Mean
1. The instructor's explanation of course requirements	53	35	9	2	1	---	---	4.38
2. The instructor's preparation for each class period	58	31	7	2	1	---	---	4.45*
3. The instructor's command of the subject matter	63	27	7	2	---	---	---	4.52*
4. The instructor's use of class time	55	30	10	3	1	---	---	4.35*
5. The instructor's way of summarizing or emphasizing important points in class	54	30	11	3	1	---	---	4.33*

To download a PDF of the Compendium go to: [www.ets.org/sir/ii/organization](http://www.ets.org/sir/ii/organization)

#### B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

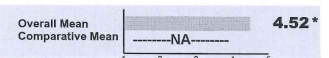


	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Omitted	NA	Mean
6. The instructor's ability to make clear and understandable presentations	55	31	10	3	1	---	1	4.37*
7. The instructor's command of spoken English (or the language used in the course)	77	18	4	1	---	---	---	4.71*
8. The instructor's use of examples or illustrations to clarify course material	59	29	9	2	1	---	1	4.44*
9. The instructor's use of challenging questions or problems	52	31	11	2	1	---	2	4.35*
10. The instructor's enthusiasm for the course material	68	24	6	1	1	---	---	4.58*

To download a PDF of the Compendium go to: [www.ets.org/sir/ii/communication](http://www.ets.org/sir/ii/communication)

#### C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Omitted	NA	Mean
11. The instructor's helpfulness and responsiveness to students	65	24	8	2	1	---	---	4.50*
12. The instructor's respect for students	71	21	5	1	1	---	---	4.60*
13. The instructor's concern for student progress	64	25	8	2	1	---	---	4.49*
14. The availability of extra help for this class (taking into account the size of the class)	59	27	8	2	1	---	3	4.45*
15. The instructor's willingness to listen to student questions and opinions	68	23	6	2	1	---	---	4.56*

\* This mean is reliably at or above the 90th percentile. See page 4.  
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (\*), see "Number of Students Responding" page 4.  
To download a PDF of the Compendium go to: [www.ets.org/sir/ii/interaction](http://www.ets.org/sir/ii/interaction)



## H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
37. For my preparation and ability, the level of difficulty of this course was:	5	24	64	5	1	1
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
38. The work load for this course in relation to other courses of equal credit was:	7	19	61	10	2	---
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
39. For me, the pace at which the instructor covered the material during the term was:	3	18	75	3	1	1

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE. Review the distribution of students' responses

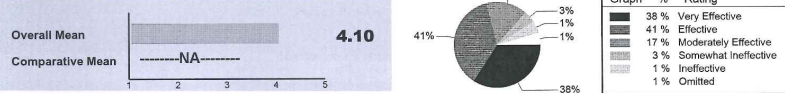
To download a PDF of the Compendium go to: [www.ets.org/s/in/coursedifficulty](http://www.ets.org/s/in/coursedifficulty)

## I. Overall Evaluation †

### Overall Evaluation Ratings:

### 40. Rate the quality of instruction in this course as it contributed to your learning.

(Try to set aside your feelings about the course content.)



† This is not a summary of items 1 through 39

## J. Student Information

					A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted			
41. Which one of the following best describes this course for you?					66	23	9	1	1			
					Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Graduate	Other	Omitted	
42. What is your class level?					21	21	24	21	12	1	1	
								Better in English	Better in Another Language	Equally Well in English and Another Language	Omitted	
43. Do you communicate better in English or in another language?					96			1	2	1		
								Female	Male	Omitted		
44. Sex					64			34	2			
					A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?					47	16	12	14	4	5	---	1

## K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46. ....	1	---	---	---	---	---	4
47. ....	1	1	---	---	---	---	4
48. ....	1	---	---	---	---	---	4
49. ....	1	---	---	---	---	---	4
50. ....	1	1	---	---	---	---	4
51. ....	1	---	---	---	---	1	4
52. ....	---	---	---	---	---	---	4
53. ....	---	---	---	---	---	---	4
54. ....	---	---	---	---	---	---	3
55. ....	---	---	---	---	---	---	3

## INSTRUCTIONAL REPORT II®



Enrollment	Admin. Date	Report No.	Batch No.
7978	FALL 12/12	000000	4967

ST. AMBROSE UNIVERSITY  
COMBINED REPORT  
BATCH SUMMARY

Responses are reported as AVERAGES of the total number of classes, which is: 756

## Assessing Courses and Instruction

A. Course Organization and Planning								
Think about each practice as it contributed to your learning in this course.								
	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
1. The Instructor's explanation of course requirements . . .			52	35	9	3	1	4.34
2. The Instructor's preparation for each class period . . .			57	31	8	2	1	4.42
3. The instructor's command of the subject matter . . .	1		62	26	8	2	1	4.48
4. The instructor's use of class time . . .	1		53	30	11	3	2	4.38
5. The instructor's way of summarizing or emphasizing important points in class . . .	1		53	29	11	4	2	4.29
Overall mean for COURSE ORGANIZATION AND PLANNING is: 4.37								

B. Communication								
Think about each practice as it contributed to your learning in this course.								
	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
6. The instructor's ability to make clear and understandable presentations . . .		1	53	30	11	4	1	4.31
7. The instructor's command of spoken English (or the language used in the course) . . .	1		77	17	4	1		4.71
8. The instructor's use of examples or illustrations to clarify course material . . .	1	1	56	29	10	2	1	4.39
9. The instructor's use of challenging questions or problems . . .	1	2	50	32	12	3	1	4.28
10. The instructor's enthusiasm for the course material . . .	1		68	23	6	2	1	4.56
Overall mean for COMMUNICATION is: 4.45								

C. Faculty/Student Interaction								
Think about each practice as it contributed to your learning in this course.								
	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
11. The Instructor's helpfulness and responsiveness to students . . .			63	24	8	3	1	4.45
12. The Instructor's respect for students . . .	1		71	21	6	1	1	4.60
13. The instructor's concern for student progress . . .	1		62	24	9	3	1	4.44
14. The availability of extra help for this class (taking into account the size of the class) . . .	1	2	58	26	10	3	1	4.40
15. The instructor's willingness to listen to student questions and opinions . . .	1		68	22	7	2	1	4.54
Overall mean for FACULTY/STUDENT INTERACTION is: 4.49								

+

This mean is higher than the comparative mean. See page 4.

-

This mean is lower than the comparative mean. See page 4.

\*

Mean includes fewer than the total number of classes combined.

Comparative mean differences are not calculated for COMBINED REPORTS.

# STUDENT INSTRUCTIONAL REPORT II<sup>9</sup>

D. Assignments, Exams, and Grading <i>Think about each practice as it contributed to your learning in this course</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
16. The information given to students about how they would be graded . . .		1	55	29	10	3	2	4.33*
17. The clarity of exam questions . . .	1	19	39	25	11	4	2	4.19*
18. The exams' coverage of important aspects of the course . . .	1	17	45	25	9	2	1	4.34*
19. The instructor's comments on assignments and exams . . .	1	6	47	28	12	4	2	4.22*
20. The overall quality of the textbook(s) . . .	1	14	39	28	13	3	2	4.16*
21. The helpfulness of assignments in understanding course material . . .	1	4	47	30	13	4	2	4.21*

Overall mean for ASSIGNMENTS, EXAMS, AND GRADING is: 4.23\*

E. Supplementary Instructional Methods <i>Rate the effectiveness of each practice used as it contributed to your learning</i>	Omit	Not Used	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
22. Problems or questions presented by the instructor for small group discussions . . .	2	19	36	31	9	2	1	***
23. Term paper(s) or project(s) . . .	2	24	32	28	10	2	1	***
24. Laboratory exercises for understanding important course concepts . . .	4	54	22	14	5	1	1	***
25. Assigned projects in which students worked together . . .	3	39	27	20	8	2	1	***
26. Case studies, simulations, or role playing . . .	4	46	26	16	7	1	1	***
27. Course journals or logs required of students . . .	4	59	19	12	5	1	1	***
28. Instructor's use of computers as aids in instruction . . .	3	26	37	23	8	2	1	***

Means are not reported (\*\*\*) for SUPPLEMENTARY INSTRUCTIONAL METHODS.

F. Course Outcomes <i>Mark the response that is closest to your view</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
29. My learning increased in this course . . .			23	32	35	7	2	3.67
30. I made progress toward achieving course objectives . . .			23	31	40	5	1	3.69
31. My interest in the subject area has increased . . .	1	1	26	27	34	9	4	3.65*
32. This course helped me to think independently about the subject matter . . .	1	1	26	30	35	5	2	3.74
33. This course actively involved me in what I was learning . . .	1		29	29	33	6	2	3.79

Overall mean for COURSE OUTCOMES is: 3.70

G. Student Effort and Involvement <i>Mark the response that is closest to your view</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
34. I studied and put effort into this course . . .	1	1	24	28	37	7	2	3.66*
35. I was prepared for each class (writing and reading assignments) . . .	1	1	22	25	45	4	1	3.64*
36. I was challenged by this course . . .	1	1	24	26	35	8	4	3.59*

Overall mean for STUDENT EFFORT AND INVOLVEMENT is: 3.63\*

+ This mean is higher than the comparative mean. See page 4. \* Mean includes fewer than the total number of classes combined.  
- This mean is lower than the comparative mean. See page 4. Comparative mean differences are not calculated for COMBINED REPORTS.

# ASSESSING COURSES and INSTRUCTION

H. Course Difficulty, Workload, and Pace <i>Mark the response that is closest to your view</i>	Omit	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary
37. For my preparation and ability, the level of difficulty of this course was . . .	1	6	23	62	6	2
	Omit	Much Heavier	Heavier	About the Same	Lighter	Much Lighter
38. The work load for this course in relation to other courses of equal credit was . . .	1	6	19	58	12	4
	Omit	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow
39. For me, the pace at which the instructor covered the material during the term was . . .	1	4	16	74	4	1

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD, and PACE. Review the distribution of students' responses.

I. Overall Evaluation	Omit	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)	1	36	39	18	4	2	4.05*

OVERALL EVALUATION mean is: 4.05\*

J. Student Information	Requirement in Major		College Requirement		Elective	Other		
	Omit							
41. Which one of the following best describes this course for you?	1	61		26		10	2	
42. What is your class level?	Omit	Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Graduate	Other	
	1	23	16	22	26	12	1	
43. Do you communicate better in English or in another language?	Omit	Better in English		Better in Another Language		Equally well in English and Another Language		
	2	95		1		2		
44. Sex	Omit	Female			Male			
	2	60			38			
45. What grade do you expect to receive in this course?	Omit	A	A-	B+	B	B-	C	Below C
	1	46	17	13	13	4	5	



## eSIR II Results



### ASSESSING COURSES AND INSTRUCTION

Student Instructional Report II

<b>Name:</b>	<b>College:</b> St. Ambrose University
<b>Admin. Date:</b> 07/12	<b>Batch No.:</b>
<b>To:</b> 07/13	<b>Class:</b>
<b>Report No.:</b>	<b>Class Enrollment:</b> 1002
<b>Report:</b> Institutional	<b>No. of Respondents:</b> 64*

#### Suggestions for Improving Your Teaching

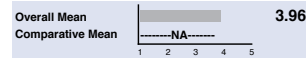
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: [www.ets.org/sirii/compendium](http://www.ets.org/sirii/compendium)

(The percentages and means are based on the total number of respondents, not class enrollment.)

#### A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

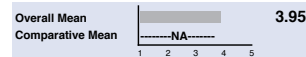


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	36	37	16	6	4	---	1	3.95
2. The instructor's preparedness for this course	40	35	13	7	4	---	1	4.01
3. The instructor's use of supplemental resources (e.g., links to other websites, audio, video)	38	29	13	6	4	---	9	3.97
4. The instructor's organization of course material into logical components	40	33	14	7	4	---	1	3.99
5. The instructor's summaries of important material	38	31	13	8	5	1	2	3.90

To download a PDF of the Compendium go to: [www.ets.org/sirii/organization](http://www.ets.org/sirii/organization)

#### B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

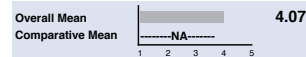


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's use of media (e.g., slide presentations, streaming video, audio clips)	36	26	13	5	3	---	15	4.00
7. The instructor's verbal and nonverbal communication with students	37	30	14	8	8	1	2	3.84
8. The instructor's use of examples or illustrations to clarify course material	37	30	13	7	5	1	6	3.94
9. The instructor's use of challenging questions or problems	36	37	13	5	4	1	4	4.00
10. The instructor's responses to diverse learning styles	33	31	15	5	4	1	10	3.93
11. The instructor's encouragement of student-to-student interaction	40	33	12	6	5	---	4	3.99

To download a PDF of the Compendium go to: [www.ets.org/sirii/communication](http://www.ets.org/sirii/communication)

#### C. Faculty/Student Interaction

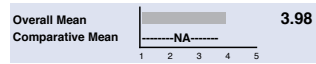
Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
12. The instructor's responses to student questions	44	30	11	6	7	---	1	3.99
13. The timeliness of the instructor's responses	43	31	11	7	5	1	1	4.02
14. The respect for students shown by the instructor	50	32	7	4	2	1	2	4.28
15. The concern for student progress shown by the instructor	43	32	10	6	5	---	2	4.05
16. The individual assistance given to students by the instructor	41	30	13	5	6	---	5	4.02

#### D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
17. The information given to students about grading	38	37	13	6	4	---	1	3.99
18. The effectiveness of exams in measuring learning	26	26	11	4	3	1	28	3.94
19. The effectiveness of assignments in contributing to learning	38	37	13	4	4	1	3	4.05
20. The exam coverage of important aspects of the course	28	26	8	4	2	1	30	4.00
21. The instructor's comments on assignments and exams	35	31	14	6	5	1	6	3.92

To download a PDF of the Compendium go to: [www.ets.org/sir/assignments](http://www.ets.org/sir/assignments)

#### E. Supplementary Instructional Methods \*\*\*

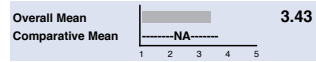
	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
22. Individually assigned term papers or projects	31	36	11	5	3	---	13	***
23. Problems or questions assigned by the instructor for group discussions	30	34	13	3	2	1	16	***
24. Laboratory exercises	10	14	6	1	1	2	66	***
25. Projects in which students work together in teams	22	26	10	6	3	2	32	***
26. Case studies, simulations or role playing	21	24	10	2	1	2	38	***
27. Journals or logs required of students	12	16	6	2	2	1	59	***
28. Chat rooms or threaded discussions	25	28	11	6	5	1	24	***
29. Face to face meeting(s) with the instructor	16	16	5	2	3	2	55	***

\*\*\* Means are not reported for these statements

To download a PDF of the Compendium go to: [www.ets.org/sir/ir/outcomes](http://www.ets.org/sir/ir/outcomes)

#### F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.

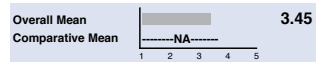


	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
30. My learning in this course was	12	27	42	12	5	---	---	3.29
31. My progress toward achieving course objectives was	11	26	50	8	3	1	1	3.35
32. My interest in the course's subject area increased	18	25	39	10	6	---	1	3.39
33. This course helped me to think independently about the subject matter	20	30	37	8	3	1	1	3.57
34. This course actively involved me in what I was learning	20	29	38	9	3	---	1	3.54

To download a PDF of the Compendium go to: [www.ets.org/sir/ir/outcomes](http://www.ets.org/sir/ir/outcomes)

#### G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.



	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
35. The effort I put into this course was	16	31	42	8	2	---	---	3.51
36. The amount of time I spent on this course was	16	29	40	11	1	1	---	3.49
37. I was academically challenged by this course	12	29	41	11	4	1	---	3.34

#### H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
38. For my preparation and ability, the level of difficulty of this course was	5	21	63	8	2	---
39. The workload for this course in relation to other distance education courses of equal credit was	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
	7	24	60	7	1	1
40. For me, the pace at which the material was presented during the term was	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
	4	13	77	4	2	---

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE.  
Review the distribution of students' responses

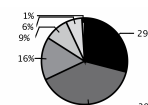
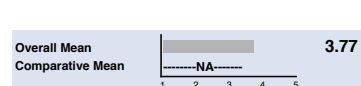
To download a PDF of the Compendium go to: [www.ets.org/sir/ir/coursedifficulty](http://www.ets.org/sir/ir/coursedifficulty)

#### I. Overall Evaluation <sup>†</sup>

#### Overall Evaluation Ratings:

41. Rate the quality of instruction in this course as it contributed to your learning..

(Try to set aside your feelings about the course content.)



Graph	%	Rating
■	29%	Very Effective
■	30%	Effective
■	16%	Moderately Effective
■	9%	Somewhat Ineffective
■	6%	Ineffective
■	1%	Omitted

<sup>†</sup> This is not a summary of items 1 through 40.

#### J. Student Information

			A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted
42. Which one of the following best describes this course for you?			65	21	9	4	---
	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted
43. What is your class level?	2	5	10	18	64	---	1
			Less than 6	7 - 12	13 - 24	More than 24	Omitted
44. How many credits have you completed in distance education courses?			35	25	19	19	1
			16 - 22	23 - 30	31 - 40	Over 40	Omitted
45. What is your age?			20	38	19	21	1
					Female	Male	Omitted
46. What is your sex/gender?					62	37	1

## Collegiate Learning Assessment Results

The Collegiate Learning Assessment was administered to 95 seniors during Spring 2012. Here is a summary report that was presented to faculty.

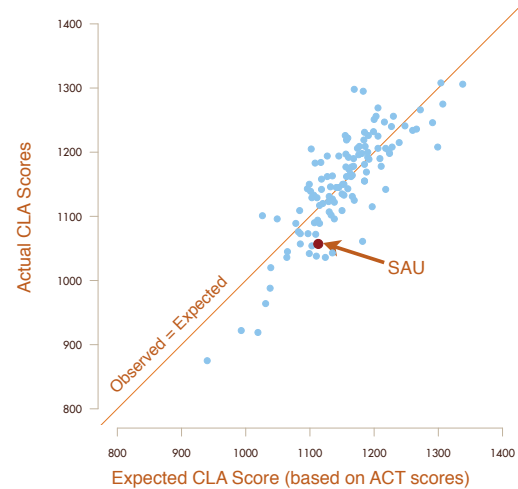
### COLLEGIATE LEARNING ASSESSMENT RESULTS

The CLA presents **realistic problems** that require students to **analyze complex materials** and determine the relevance to the task and credibility. Students' written responses to the tasks are evaluated to assess their abilities to **think critically, reason analytically, solve problems** and **communicate clearly and cogently**.

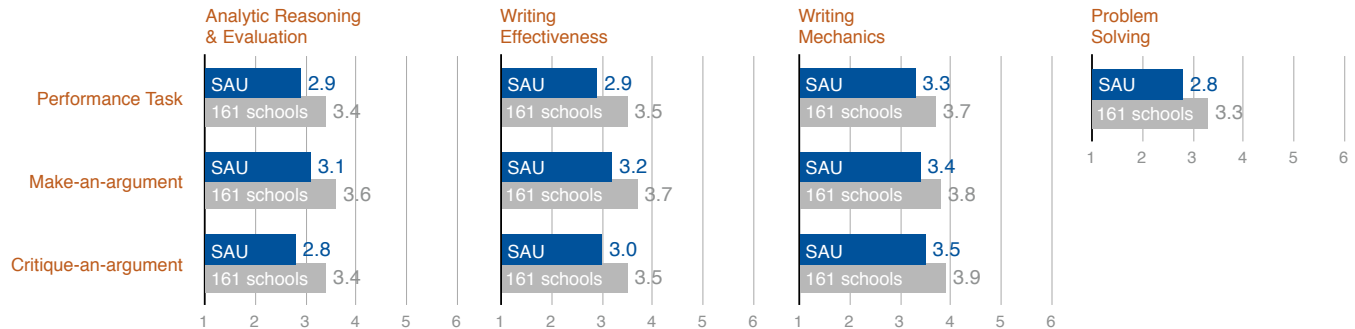
<http://www.collegiatelearningassessment.org>

Collegiate Learning Assessment	Compared to expectations based on their ACT scores, 95 SAU seniors <sup>(1)</sup> performed:	Value-added percentile rank <sup>(3)</sup>
Total CLA Score	<b>Below</b> expectations <sup>(2)</sup>	12
Performance Task	<b>Near</b> expectations	19
Analytic Writing Task	<b>Below</b> expectations	7
Make-an-argument	<b>Below</b> expectations	13
Critique-an-argument	<b>Below</b> expectations	5

- (1) 95 seniors: 48% transfer students, 57% female, 30% STEM majors, 30% education majors, 25% Humanities majors, 15% Business majors  
 (2) "Below expectations" suggests the gain in critical thinking skills was lower than what would be typically observed at schools testing students of similar entering academic ability  
 (3) The percentage of 161 schools that SAU outperformed (in terms of increasing performance beyond what would be expected based on ACT scores)



### Average CLA Subscores

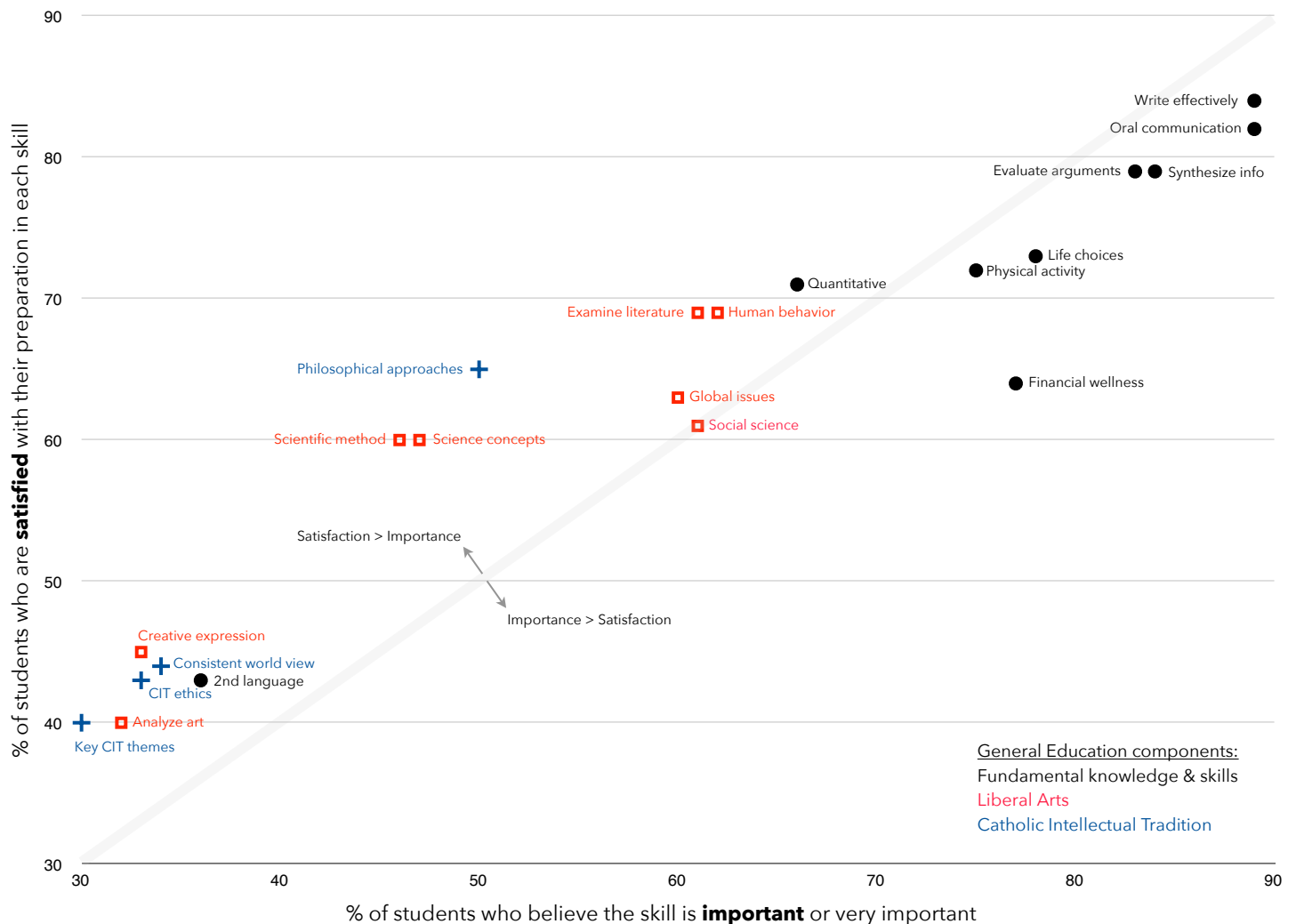


## Appendix I: Alumni Survey Results

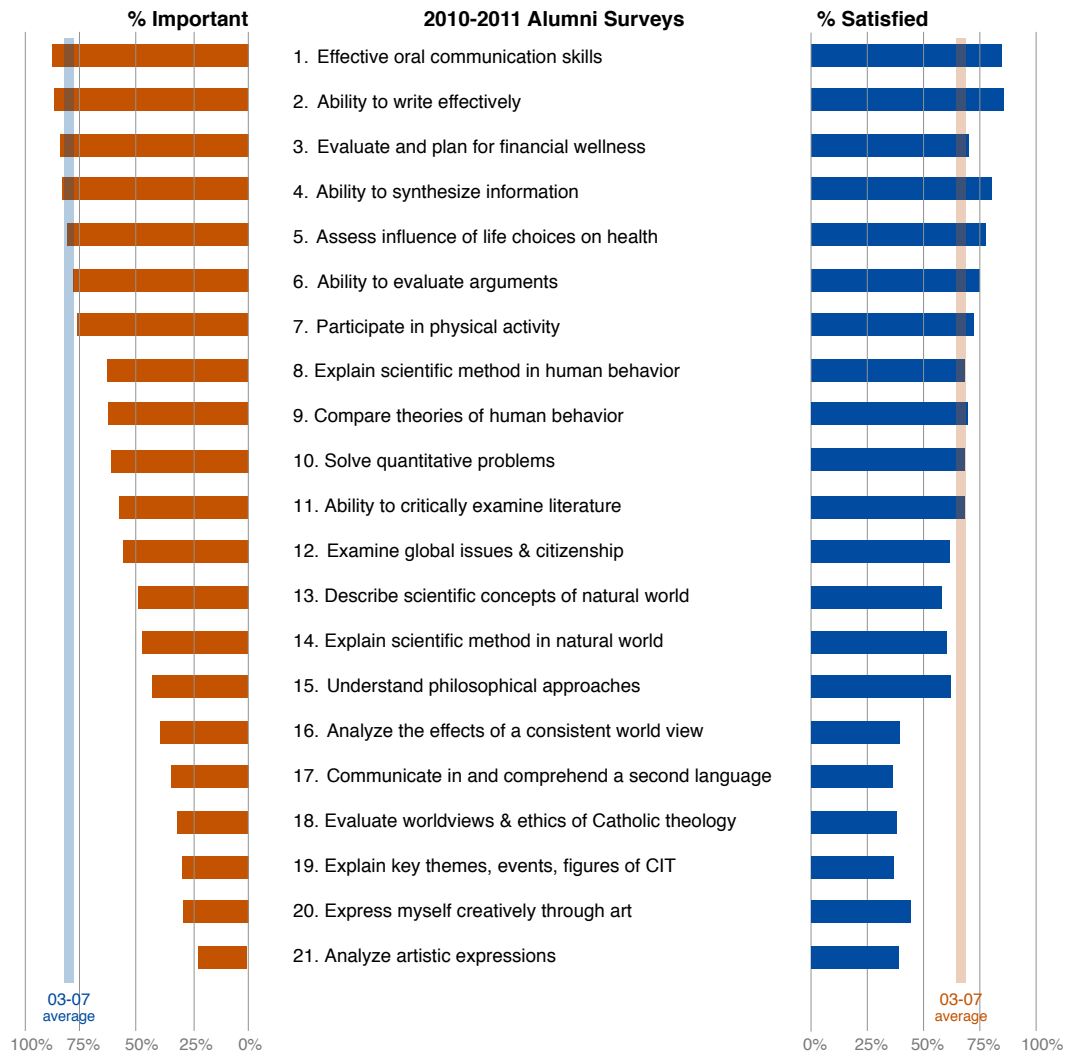
### Alumni Survey Results

	2007	2008	2009	2010	2011	2012
Used Career Center	80%	76%	72%	69%	64%	32%
Attending graduate school full-time	16%	31%	30%	25%	21%	22%
Attending graduate school at least part-time	18%	31%	32%	29%	25%	25%
Of those not attending graduate school, the percent employed at least part-time	98%	99%	97%	99%	99%	88%
Of those not attending graduate school, the percent employed at least part-time in their chosen field of study	90%	86%	84%	97%	83%	82%
Sample Size						370

Above: Career Center summary of alumni survey results  
Below: Summary of General Education results from 2012 alumni survey



Below: Summary of General Education results from 2003-2011 alumni surveys



## MAP-Works

MAP-Works®, Making Achievement Possible, is a comprehensive, student retention and success program designed for first-year students. Students take a series of web-based surveys at four key points in their first year, and faculty, staff, and administrators can use their results to intervene effectively and help the student be successful.

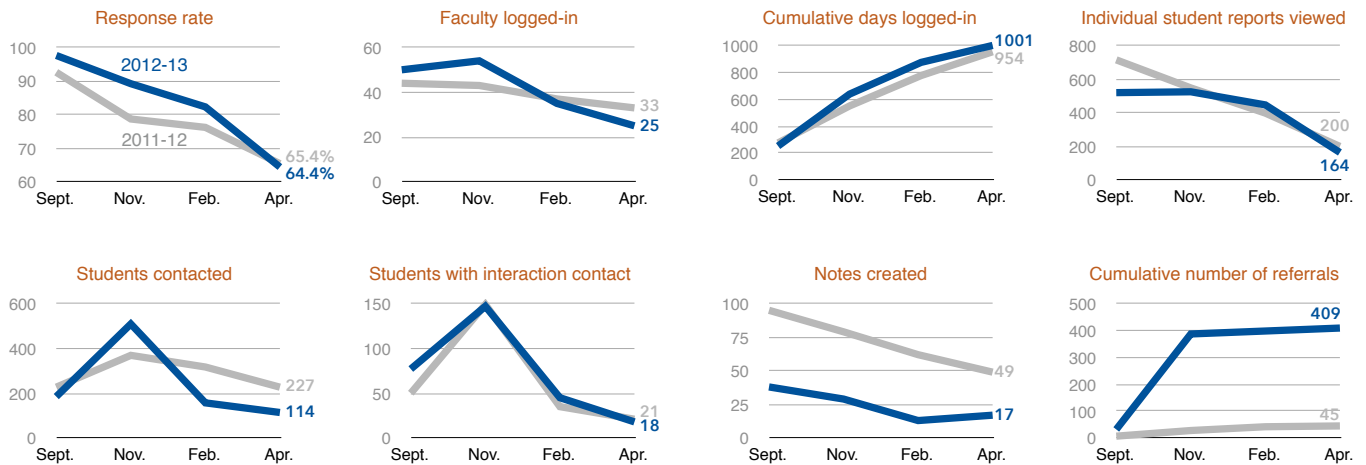
The University Assessment Coordinator summarizes results from each MAP-Works administration and shares those results with the Director of First Year Experience and the Dean of University Academic Programs.

Students also see their survey results and are provided with helpful tools for navigating their transition to college. MAP-Works® identifies students early in the term allowing for immediate support and intervention.

The following pages display some summary reports and analyses from the MAP-Works data.

### MAP-Works: 2012-13 SPRING CHECK-UP

#### MAP-Works usage



Data downloaded from Faculty/Staff Usage Report  
 Fall Trans: 08/01/11-09/26/11 08/01/12-09/24/12  
 Fall Check: 09/27/11-11/07/11 09/25/12-11/06/11  
 Sprng Trns: 11/08/11-2/20/12 11/07/12-02/18/13  
 Sprng Chck: 02/21/12-4/02/12 02/19/13-04/02/13

#### Recommended priorities





	Fall Check-up (November)	Spring Transition (February)
<b>Top Priority</b>	(none)	Homesickness: Distressed Advanced Academic Behaviors
<b>Maintain or Improve</b>	Commitment to the institution Peer connections	Commitment to the institution Peer connections
<b>Maintain</b>	Self Discipline Time management Basic academic behaviors	Time management Basic academic behaviors
<b>Monitor</b>	Communication/Analytical skills Financial means Advanced academic behaviors Academic self-efficacy	Financial means Academic self-efficacy

Prioritization of these 10 factors is based on:  
 Performance (our students' average score on each factor)  
 Impact on satisfaction (how well each factor predicts satisfaction)

	R <sup>2</sup>		Performance	
	02/13	04/13	02/13	04/13
<b>Homesickness: Distressed</b>	0.486		Excellent	Good
<b>Advanced Academic Behaviors</b>	0.569		Excellent	Good
<b>Commitment to the institution</b>	0.289	0.208	Excellent	Excellent
<b>Peer connections</b>	0.349	0.396	Excellent	Excellent






R<sup>2</sup> values represent the proportion of variance in student satisfaction explained by each factor.

### Student risk ratings (on Spring Check-up survey)

Spring Check-up	2011-2012	2012-2013
 <b>Green</b>	211 (65%) 2% did not return	183 (55%) 4 may not return*
 <b>Yellow</b>	47 (14%) 11% did not return	145 (43%) 16 may not return*
 <b>Red</b>	69 (21%) 41% did not return	6 ( 2%) 3 may not return*
 <b>No data</b>	243 with no data 36-40% did not return	246 with no data 89-98 may not return
<b>Total</b>	<b>570</b> 22-24% did not return **	<b>580</b> 112-121 (19-21%) may not return

\* Predictions assume 2011-12 results will hold.

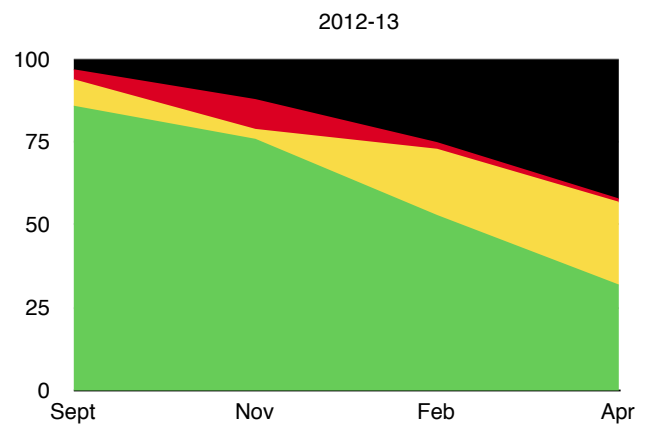
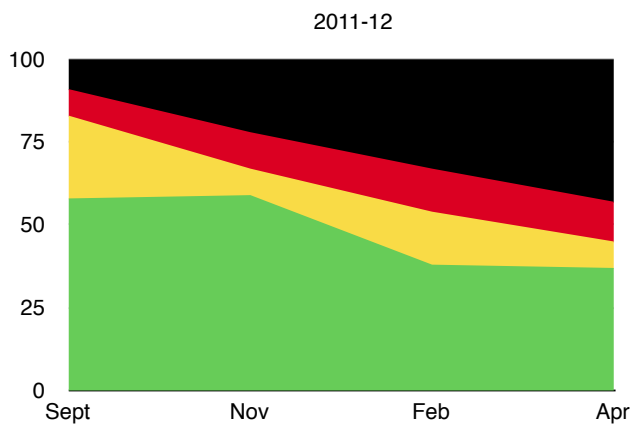
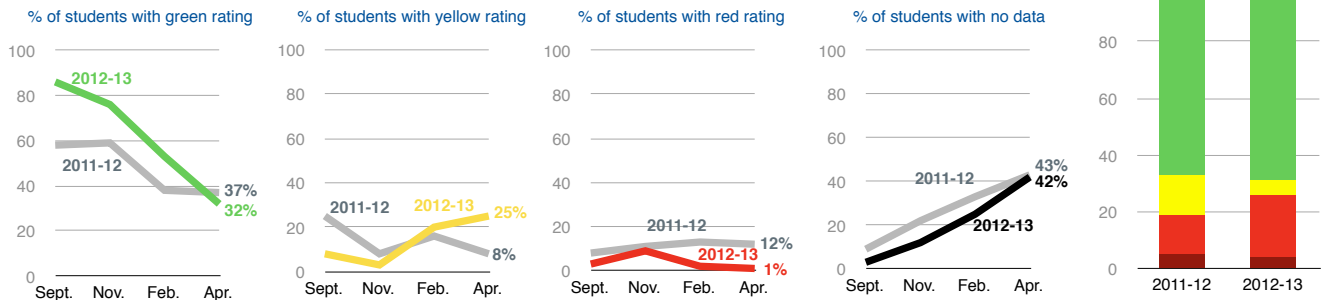
\*\* Includes students who left before the 20th day in Fall 2011

Overall Risk Indicator	as of 4/1/13	Predicted drop-outs*	Predicted drop-outs**
 <b>Green</b>	397 (68%)	42	44
 <b>Yellow</b>	28 ( 5%)	7	5
 <b>Red</b>	128 (22%)	76	60
 <b>Red (x2)</b>	28 ( 5%)	19	19
 <b>Insufficient data</b>	2	0	0
<b>Total</b>	<b>580</b>	<b>144 (25%)</b>	<b>128 (22%)</b>

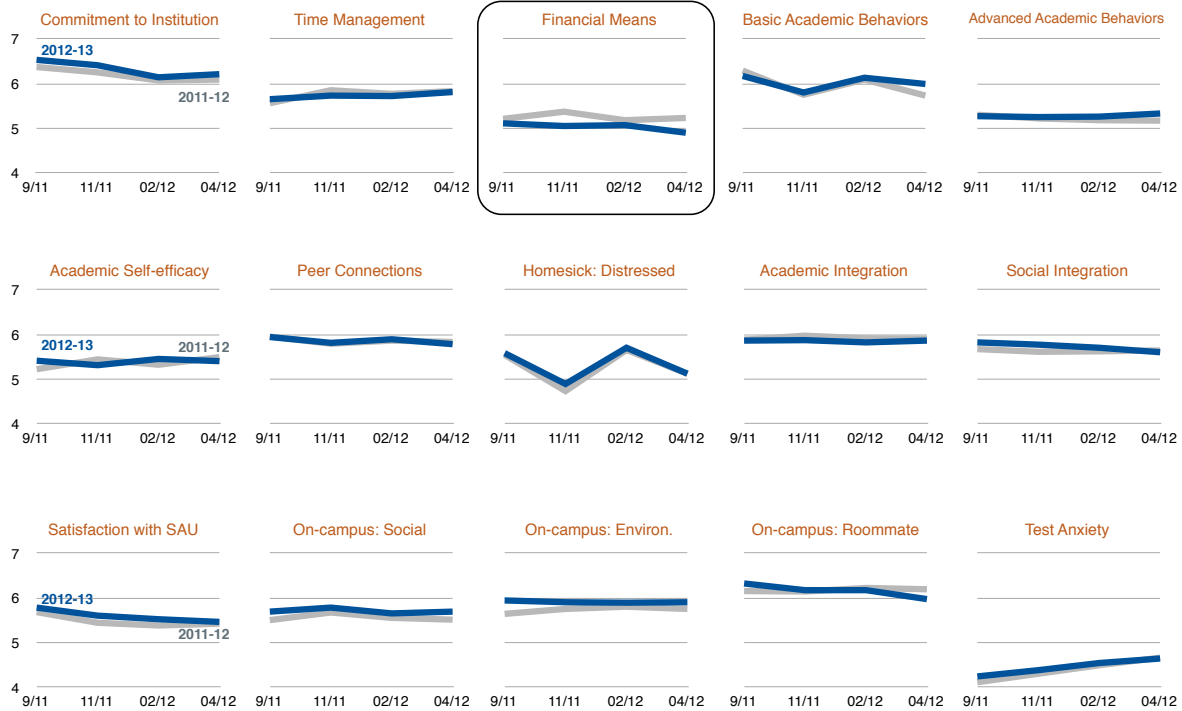
\* Assuming 2011-12 risk-retention results hold

\*\* Predictions made from additional predictors

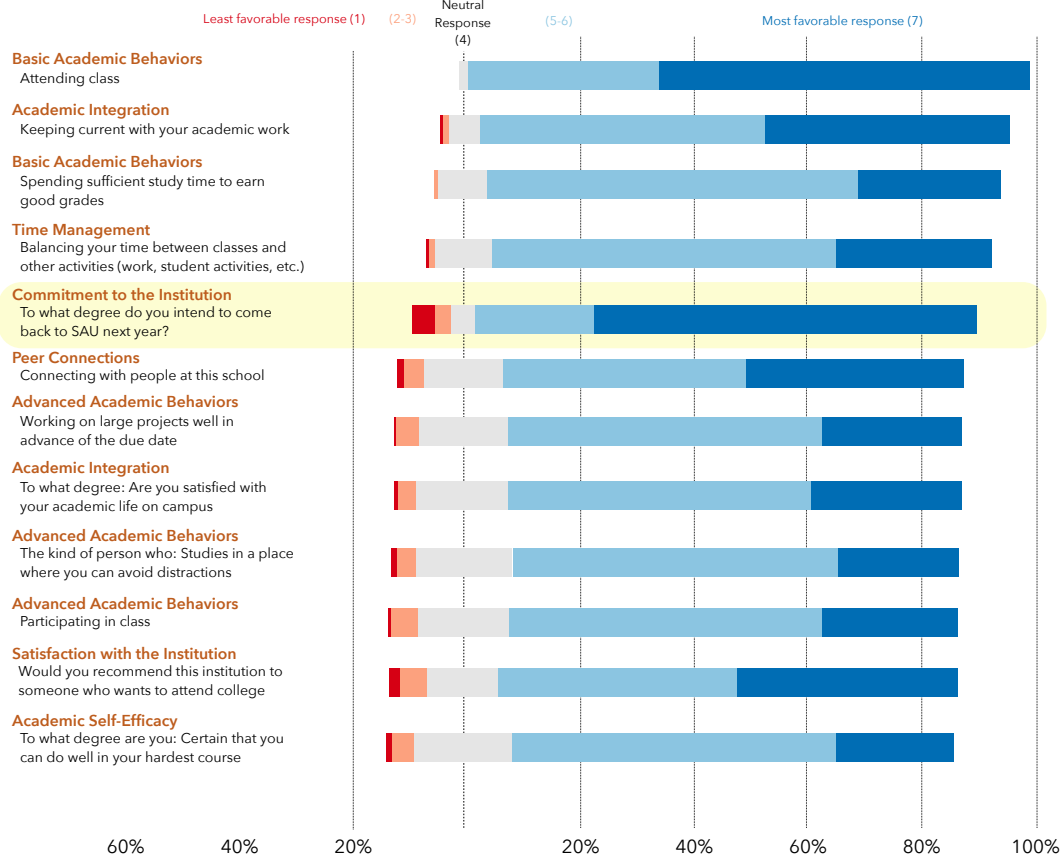
### Risk-rating trends



## MAP-Works factor scores (2011-12 vs. 2012-13)

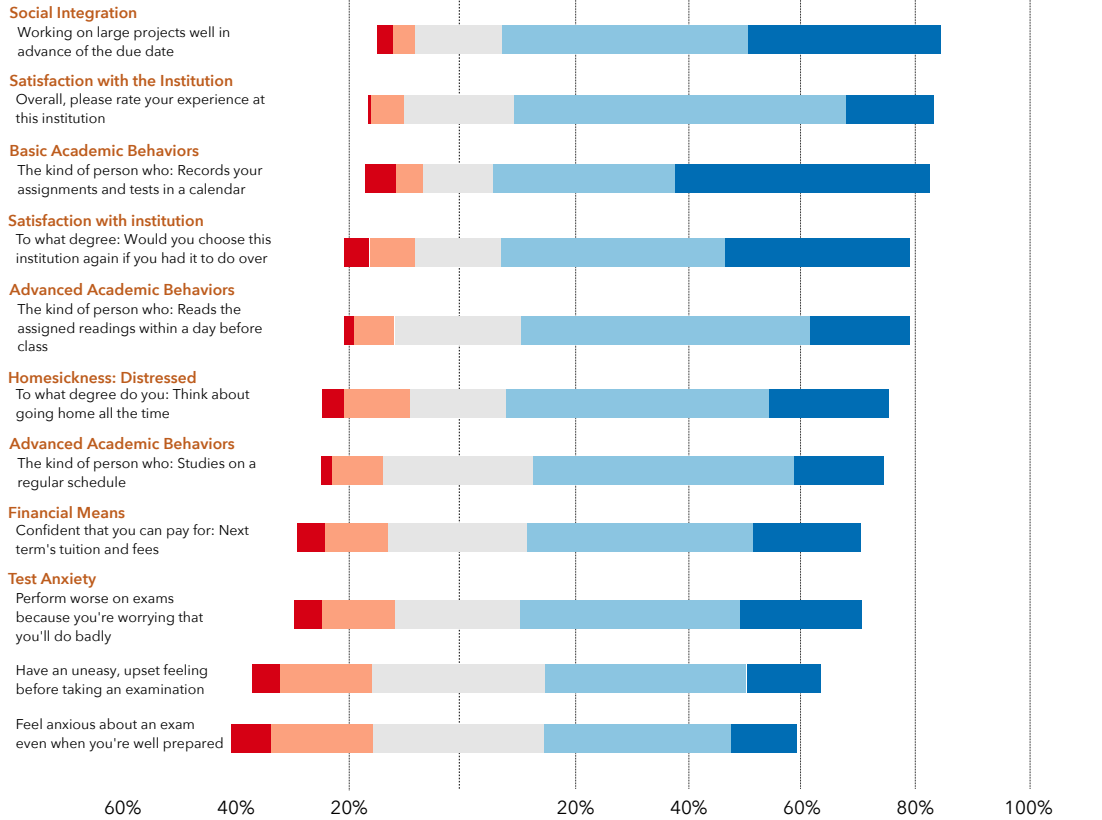


## TO WHAT DEGREE ARE YOU...

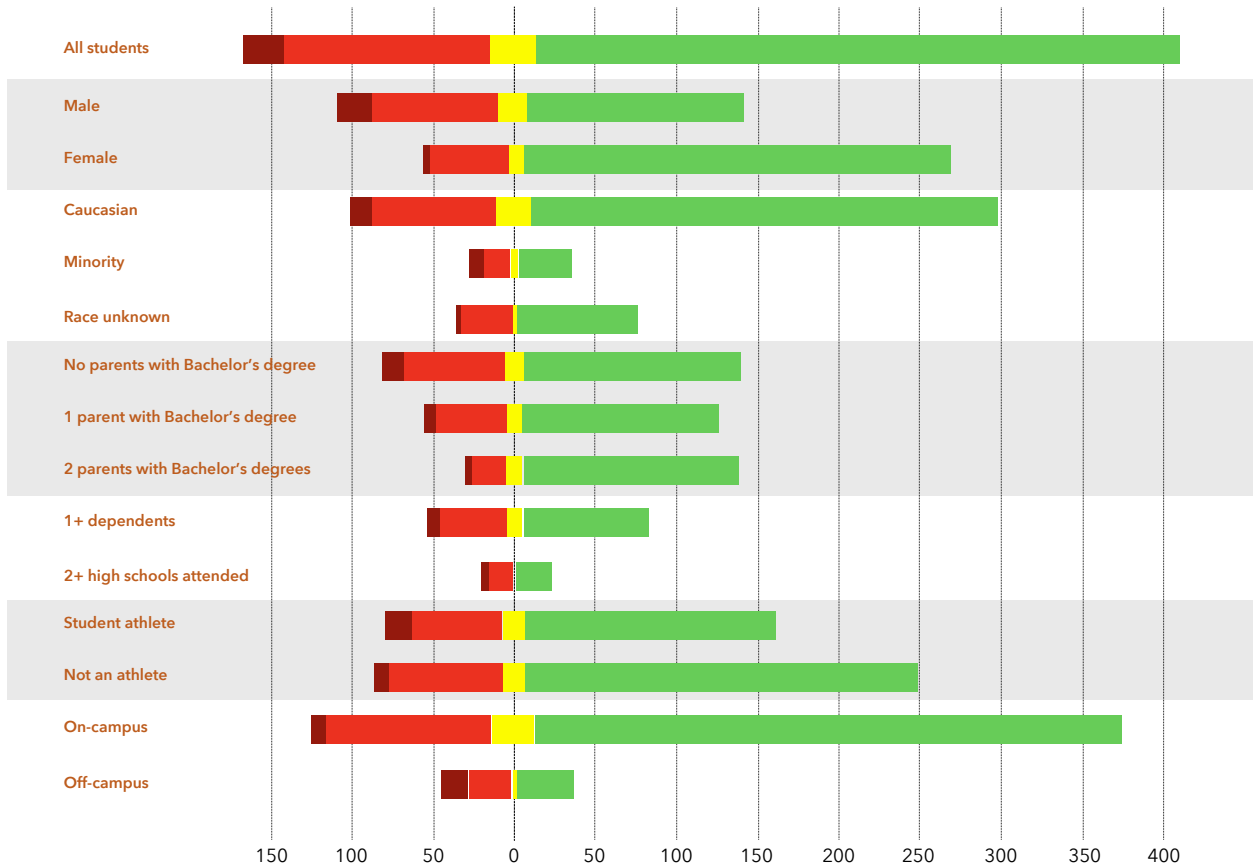




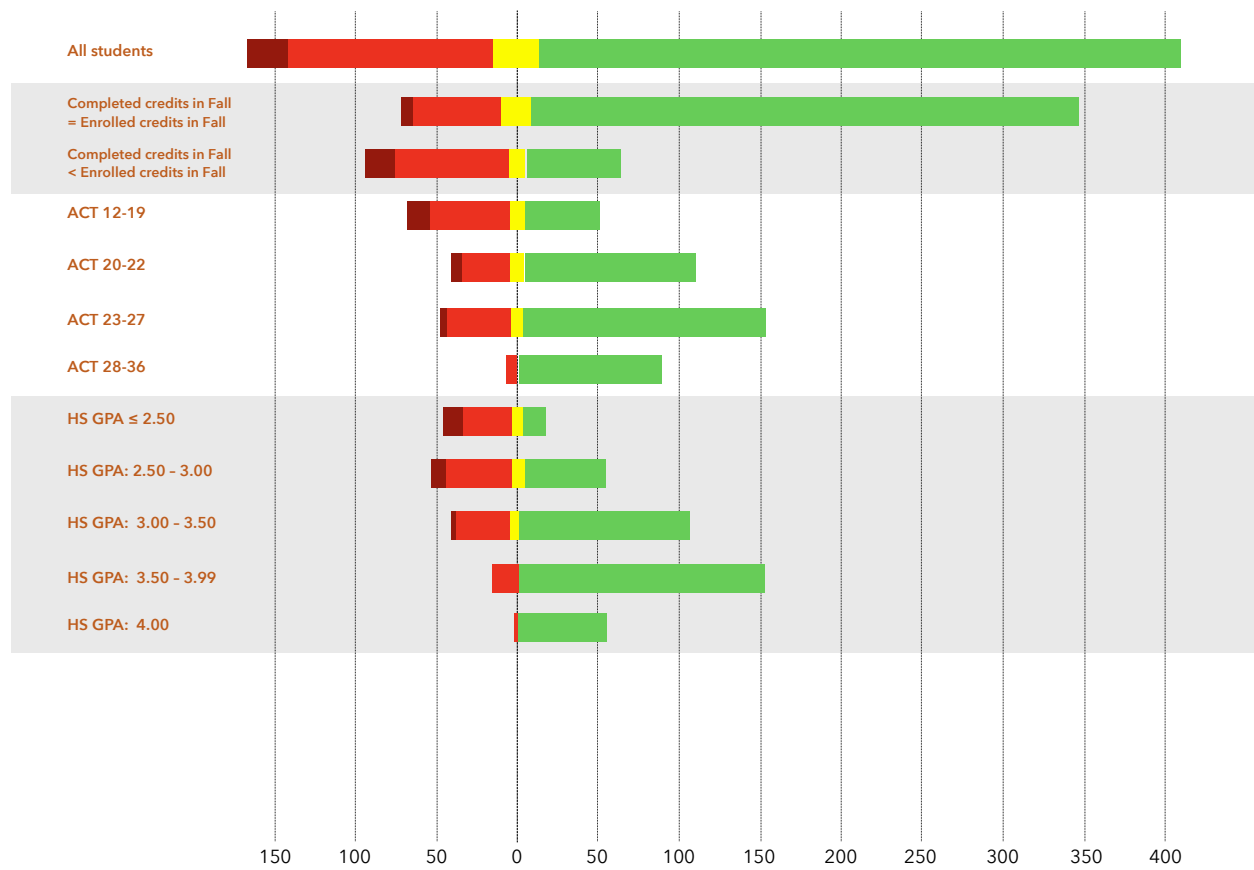
## TO WHAT DEGREE ARE YOU...



## OVERALL RISK RATINGS



## OVERALL RISK RATINGS



## Placement Testing

Placement tests are administered by the Placement Office within the Student Success Center. Faculty establish standards for placement tests to ensure proper course placement for students.

Currently, placement tests are administered in the following areas:

### Chemistry

Students who intend to major in Biology, Chemistry, Exercise Science, Pre-Medicine or Physical Therapy are required to take the 45-minute, multiple choice Chemistry Placement Test. Test scores determine student readiness for required Chemistry and Biology courses.

### Second Language

The 30-minute online Second Language Placement Test is intended for students who have not successfully completed at least 3 years of the same language in high school or who plan to major or minor in a modern language.

### Writing

Incoming freshmen are asked to write a 500-word placement essay. Scores from the essays, which are read and scored by a panel of St. Ambrose readers, are used to place students in either ENGL 100 or ENGL 101. Students with ACT English scores above 23 and high school GPAs greater than 2.5 are not required to write the placement essay.

### Mathematics

For the 2013-14 academic year, student ACT Math scores are used to place students in courses fulfilling the quantitative problem solving General Education requirement. Students with ACT Math scores below 22 are able to enroll in MATH 099, QUANT 131, or CSCI/MATH 281. Students with ACT Math scores between 22-27 are able to enroll in QUANT 131, STBE 137, MATH 171, or CSCI/MATH 281. Students with ACT Math scores above 27 have fulfilled our General Education requirement and are able to enroll in QUANT 131, STBE 137, MATH 171, MATH 191, MATH 210, STAT 213, or CSCI/MATH 281.

## Credit by Exam

Students may be able to reduce the amount of time ordinarily required to earn a bachelor's degree by achieving high scores on the College-Level Examination Program, the Advanced Placement Program, and/or the International Baccalaureate Program.

St. Ambrose University can award a student up to 60 credit hours total of college credit total from these exams.

### Advanced Placement (AP) Program

St. Ambrose University recognizes most of the subject examinations of the AP Examination Program of the College Board. Students who have participated in an Advanced Placement program while in high school may be eligible to receive credit based on performance in the AP exams. The Records & Registration Office maintains a list of AP course equivalency.

### International Baccalaureate (IB) Program

St. Ambrose University recognizes several of the subject examinations of the IB Examination Program. St. Ambrose offers credit for the Higher Level examinations. The Records & Registration Office maintains a list of IB course equivalency.

### College Level Examination (CLEP) Program

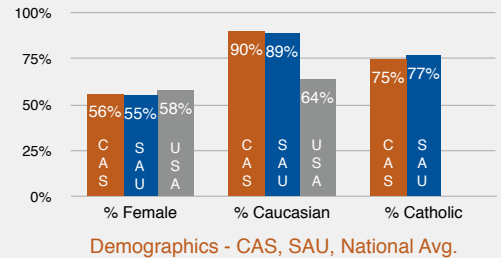
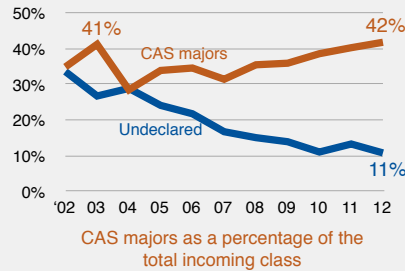
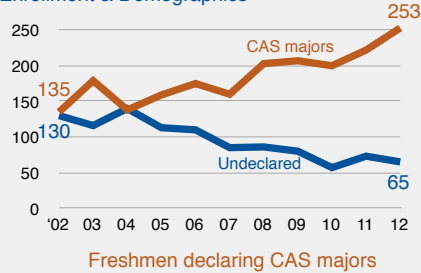
St. Ambrose University recognizes most of the subject examinations of the College-Level Examination Program of the College Board. CLEP credits may be used to fulfill general education and elective requirements. They also may be used to fulfill major requirements with Departmental approval. Credits are not given for introductory courses when there are previously-earned credits for a more advanced course in the same area. The Records & Registration Office maintains a list of CLEP course equivalency.

## Incoming First-Year Student Reports

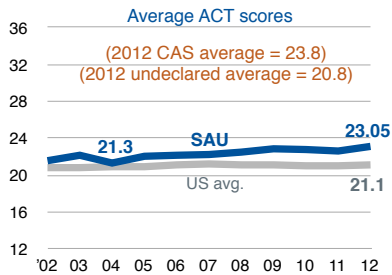
These reports were shared with each College during the summer of 2012.

### COLLEGE OF ARTS & SCIENCES – INCOMING UNDERGRADUATE STUDENT PROFILE

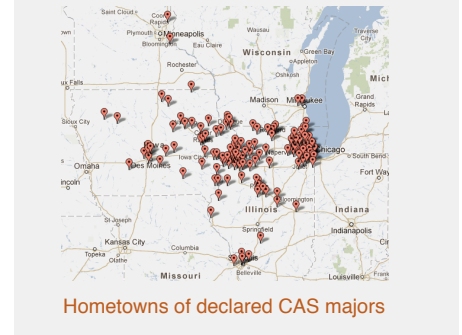
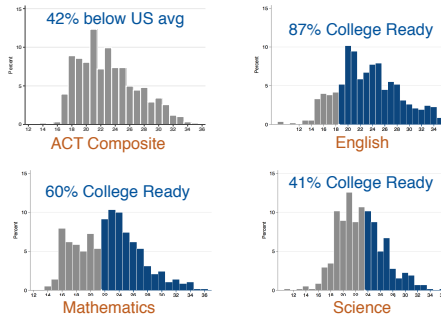
#### Enrollment & Demographics



#### Academic Preparation



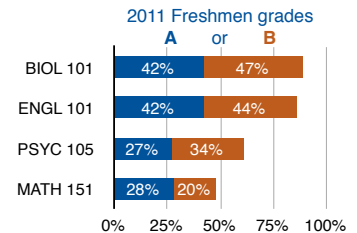
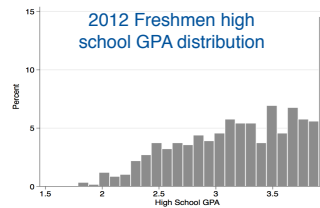
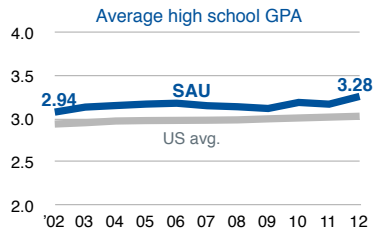
#### 2012 Freshmen ACT Distributions



The academic preparation of our average freshman has increased over time...

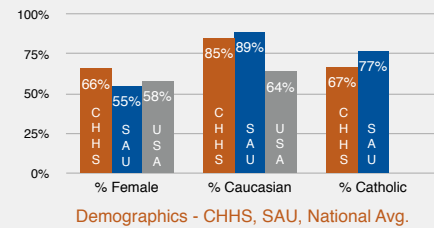
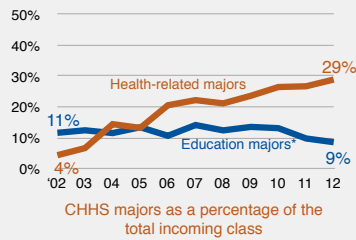
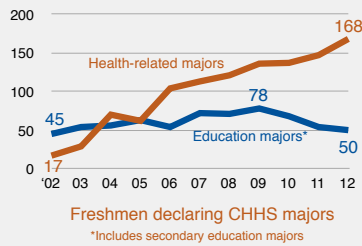
...but our students still have a wide range of academic backgrounds

Only 4% of ACT institutions have freshmen with higher GPAs

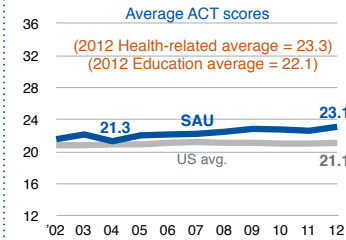


## COLLEGE OF HEALTH & HUMAN SERVICES – INCOMING UNDERGRADUATE STUDENT PROFILE

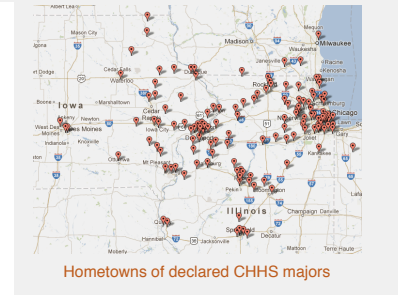
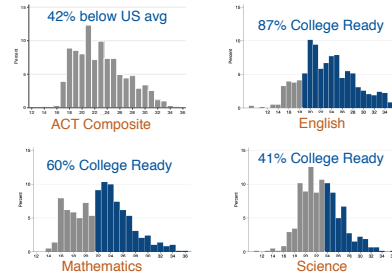
### Enrollment & Demographics



### Academic Preparation



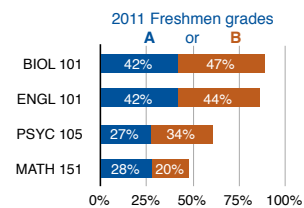
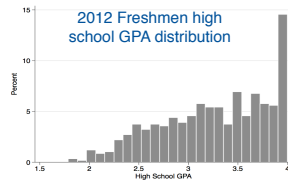
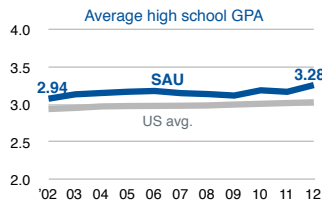
### 2012 Freshmen ACT Distributions



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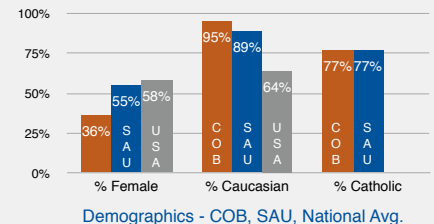
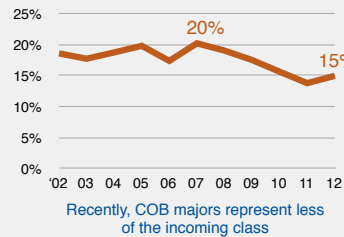
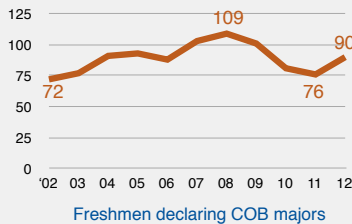
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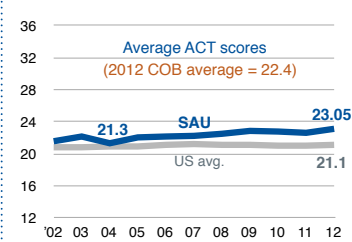


## College of Business - Incoming Undergraduate Student Profile

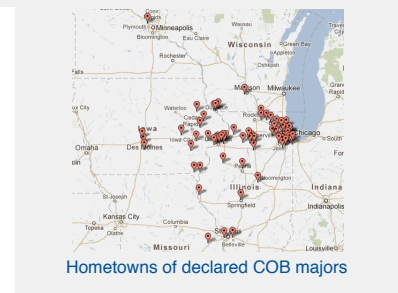
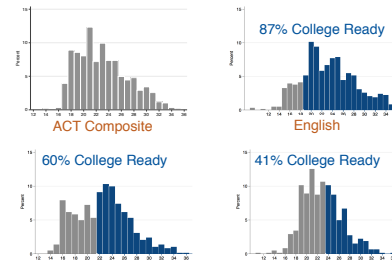
### Enrollment & Demographics



### Academic Preparation



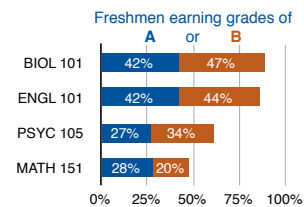
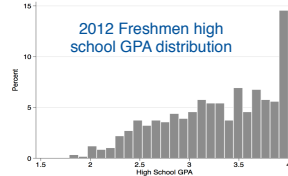
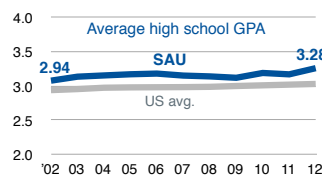
### 2012 Freshmen ACT Distributions



The academic preparation of our average freshman has increased over time...

...but our students still have a wide range of academic backgrounds

40%+ of our freshmen earn GPAs above 3.00 at SAU



### Other Assessments Administered Recently at St. Ambrose University

#### AlcoholEdu®

This survey was administered pre-test/post-test to 333 students in 2011-12 as part of an online alcohol prevention program.

#### Avant STAMP4S™

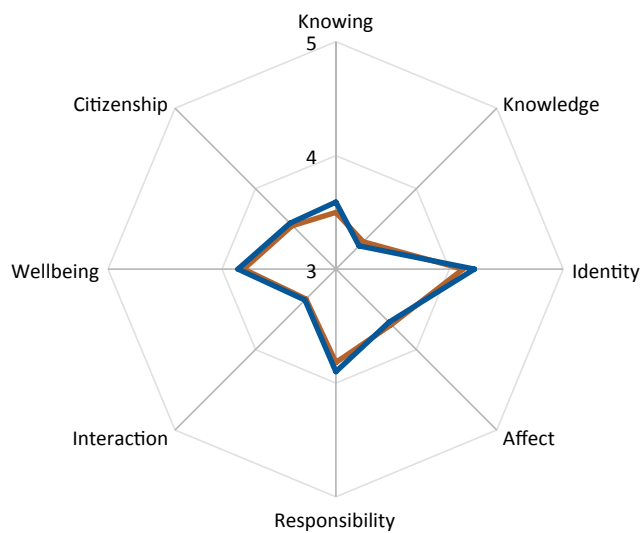
This Spanish language proficiency test was administered to 51 students during final exam week of Spring 2012. This assessment provided results used to measure student attainment of one of our General Education outcomes.

#### Global Perspectives Inventory

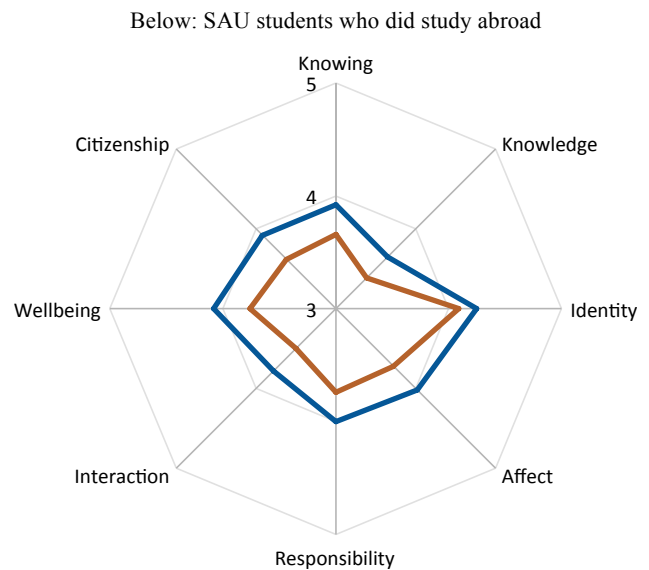
During the 2010-2011 academic year, the St. Ambrose Center for International Education administered the GPI at the beginning and end of the semester to 155 residential students and 46 students who studied abroad. The results provided evidence of the impact of study abroad on the global perspectives of our students. A display of the results is provided below.

#### National College Health Assessment

The American College Health Association's NCHA was administered to 308 students in 2011 and to another group of students in 2012 to assess health habits, behaviors, and perceptions.



Above: SAU students who did not study abroad



orange = initial score on the GPI (prior to any study abroad experience)

blue = final score on the GPI (following any study abroad experience)