Aultman College Institutional Effectiveness and Assessment Plan

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AULTMAN COLLEGE

INSTITUTIONAL EFFECTIVENESS and ASSESSMENT PLAN

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY 3
II. INSTITUTIONAL EFFECTIVENESS AND FOCUS ON OUTCOMES 4
- Mission Documents 4
- Strategic Planning 5
- Managerial Projects 5
- Accreditation and Regulatory Compliance 6
- Summary 6

III. THEORETICAL FRAMEWORK OF ASSESSMENT 7
- Roles Within the Culture of Assessment 7
- Governance Councils 8
- Institutional Effectiveness Council 8
- IEC Process 9

IV. CORE ABILITY ASSESSMENT PROCESSES 10
- Assessment Cycle 11
- Academic Assessment 11
- Co-Curricular Assessment 12

V. EVIDENCE AT MANY LEVELS 12
- Institutional 12
- Academic 13
- Co-Curricular 13
- Administrative 13

VI. IE PROCESS FLOW DIAGRAM 14

VII. APPENDICES 15
- A College Report Card and Strategic Projects 16
- B Higher Learning Commission Expectations 17
- C Nine Principles of Good Practice for Assessing Student Learning 19
- D Governance Structure 21
- E IEC Report Form 22
- F Institutional Reporting Cycle and Monthly Reporting Cycle 23
- G Course Assessment Report Forms 30
- H Core Abilities and Rubrics 35
- I Program Core Ability Curriculum Maps 40
- J Academic Assessment Timeline 47
- K Co-Curricular Assessment Timeline and Report Form 49
- L Terminology Guide for Accreditor Assessment Language 52

VIII. GLOSSARY 53
IX. SOURCES 55

EXECUTIVE SUMMARY

In higher education, Institutional Effectiveness (IE) is not limited to assessment of student learning. It also involves all non-instructional components that either directly or indirectly contribute to student success and operational excellence. It acknowledges that, while academic departments deliver educational content and administrative units carry out the business of education, a well-rounded educational experience also includes co-curricular and service activities which influence and shape student intellectual, social, psychological, and personal development.

This document represents the evolution of assessment at Aultman College and builds upon the original Institutional Assessment Plan and the Institutional Assessment Committee's work. From these roots, our IE and assessment work has grown from individual to program and governance efforts and now takes shape as college-wide practices. The purpose of the Institutional Effectiveness and Assessment Plan (IEAP) is to communicate our systematic, ongoing process of collecting and analyzing information used to improve the overall effectiveness of the college. It is grounded in our mission and guided by our strategic plan, which incorporates college-wide goals.

We are committed to measuring IE through sound assessment practices. Why? Because knowing how we are doing will enable us to do better. Embracing a culture of assessment will encourage regular internal review of programs, services, and practices, leading to change that will support the growth, continuous improvement, and academic integrity of the college. We are committed to:

- Living our mission and achieving our vision
- Improving teaching and learning
- Improving co-curricular learning
- Improving operations and services
- Demonstrating transparency and accountability to our stakeholders

The Continuous Improvement Process is detailed on page 9. Fulfilling the commitment to continuous improvement requires a culture that values the assessment process by:

- Conducting assessment activities that users regard as having value
- Documenting assessment practices
- Engaging all college faculty, staff, and administration in the assessment cycle: conducting assessment, interpreting findings, and using results to improve practices
- Reporting/communicating assessment results to stakeholders

Ultimately, assessment must not only measure and inform, it must also transform our teaching and learning practices. To this end, our culture of assessment supports these key aims:

1. ***To improve***: This involves formative evaluation, with assessment activities that provide a feedback loop to inspire and shape better programs and services.
2. ***To inform***: Assessment activities can show a clearer picture of what is really happening in a program or unit and inform others of contributions the unit or program makes.
3. ***To demonstrate***: This involves summative evaluation, with assessment evidence that summarizes the accomplishments of a program or unit and persuasively communicates that information to students, faculty, staff, and other stakeholders.

INSTITUTIONAL EFFECTIVENESS AND FOCUS ON OUTCOMES

We believe that an effective institutional effectiveness function requires innovative leadership, collaborative decision-making, and a supportive infrastructure that allows our work to answer these questions:

- Is our work congruent with our Vision, Mission, and Values?
- Do we achieve our strategic goals and allocate resources?
- Are students learning what we say we are teaching?
- Are decisions data driven?
- Does our data demonstrate institutional integrity, transparency, and accountability?
- Are we compliant with the standards of our accrediting and regulatory bodies?

Before delving into the college's assessment framework and practice, it is important to understand the foundation of our commitment to a culture and practice of assessment. The infrastructure comes from our mission documents, strategic plan, managerial accountability process, and governance structure.

MISSION DOCUMENTS

The Vision, Mission, and Values statements emphasize that the college takes a leadership role in educating and developing "exceptional health care professionals" who are prepared to serve their communities with skill, integrity, and a passion for continuous improvement through lifelong learning. The sections in bold italics highlight our commitment to service, outcomes, and cost effectiveness, the building blocks of sound institutional effectiveness practices.

VISION: To be a ***leader in educating exceptional health care professionals*** who positively impact society.

MISSION: As a ***partner in a unique integrated healthcare delivery system***, Aultman College is a higher education institution offering a premier health sciences education. We serve current and emerging needs in Northeast Ohio and beyond through ***academically challenging and relevant degree and community education programs***.

VALUES: Aultman College maintains a ***student-centered culture*** that values:

- Quality: We will deliver an ***outcome-focused***, cost-effective educational experience.
- Integrity: We will build trustworthy relationships through ***transparency, collaboration, and personal and professional accountability***.
- Caring: We will serve with compassion and respect and ***embrace diversity*** of ideas, cultures, and people.
- Knowledge: We will foster a ***rigorous academic environment that inspires critical thinking, creativity, and lifelong learning***.

STRATEGIC PLANNING

Relationship between Strategic Plan and Institutional Effectiveness Assessment Plan

The strategic plan and IEAP are both grounded in the college mission. They may have commonly shared goals, and for Aultman College, assessment itself has been a strategic initiative. But we believe that IE planning is fundamentally different from strategic planning in that, while strategic planning is focused on repositioning the institution, IE is focused on the effectiveness and efficiency of college services and programs. Its outcomes point to continuous quality improvement. Unlike strategic planning, IE planning doesn't end once an action item is completed; it continually revitalizes itself through reflection, reevaluation, and renewal.

Strategic Planning Process

The components of our strategic planning and managerial accountability processes include:

1. Broad Strategic Initiatives with Goals and Objectives
2. Regular Review of Progress-to-Plan
3. Managerial Projects
4. Accreditation and Regulatory Compliance

Strategic Initiatives

The strategic initiatives with their action steps describe and define the annual body of work for the college. They are driven by interdisciplinary teams composed of faculty and staff and supported by operations and governance. They also drive managerial projects and evolve as completed work drops off to be replaced by new work.

(See **Appendix B** for current strategic initiatives.)

Review of Progress-To-Plan

Our commitment to regular review and reporting of our work keeps us focused on identified priorities and aligned with the strategic plan. Information shared and lessons learned during periodic review set the direction for assessment of overall institutional effectiveness.

- Team leaders periodically update the leadership team and annually report to the college community and Board on work completed, work in progress, and future work.
- The leadership team regularly reviews and reports to the Board on Institutional Core Measure data: Enrollment, Student Demographics, Graduation Rates, Admissions, Financial Aid, Academics, and Financials. Core Measure data are posted on the T drive for internal review and on the college web site for public review.
- The divisions and the leadership team monitor and review selected measures annually or by semester, depending on the measure and the reason for monitoring.

MANAGERIAL PROJECTS

The leadership team annually identifies individual projects that each member commits to accomplish during the calendar year. The projects are driven by the strategic plan so that divisional and departmental work is aligned with the plan and unduplicated by others. Participating administrators include the president, vice presidents, directors, and deans. Their annual performance evaluations include, among other criteria, a review of project completion.

ACCREDITATION AND REGULATORY COMPLIANCE

The college participates in and complies with accrediting and regulatory processes that help to ensure a quality education for our students. Meeting the requirements set forth by the regulatory agencies listed below ensures an ongoing process of assessing institutional effectiveness.

- The North Central Association of Colleges and Schools/Higher Learning Commission (HLC)
- The Ohio Department of Higher Education (ODHE)
- The Ohio Board of Nursing (OBN)
- The Accreditation Commission for Education in Nursing (ACEN)
- The Commission on Collegiate Nursing Education (CCNE)
- The Joint Review Committee on Education in Radiologic Technology (JRCERT)
- The Council on Social Work Education (CSWE)
- The U.S. Department of Education (DOE)

(See **Appendix C** for assessment statements from the Higher Learning Commission.)

SUMMARY

Sound IE and assessment practices provide a framework of standards for all divisions, departments, and programs. As a young, growing college, our Institutional Effectiveness function is evolving and currently focused on:

1. Developing assessment measures that support continuous improvement of academics and operations.
2. Collecting, analyzing, and sharing data on institutional core measures and academic/co-curricular student learning outcomes.
3. Integrating the planning, assessment, and institutional research functions.
4. Reporting institutional data internally and externally to drive decision making, evaluation, planning, and accountability at all levels.

THEORETICAL FRAMEWORK OF ASSESSMENT

Guiding Principles on Assessment of Student Learning

This statement from the American Association of Higher Education (AAHE) summarizes the Aultman College conceptual beliefs about assessment at all levels:

> *Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education* (Angelo, *AAHE Bulletin*, November 1995, p. 7).

In developing and implementing our IEAP, we have been guided by best practices as exemplified by the "Nine Principles of Good Practice for Assessing Student Learning," developed under the auspices of the AAHE Assessment Forum, December 1992. (See **Appendix D** for full text of the principles.)

The following principles represent our beliefs and approach to outcomes assessment. They are intended to guide our practices college-wide:

1. Assessment of student learning outcomes supports our educational values.

2. Outcomes assessment for institutional, academic, and co-curricular areas is managed by appropriate stakeholders in the educational community. These may include but are not limited to faculty, staff, leadership/administration, students, and alumni.

3. Outcomes assessment is performed systematically and aligned with professional standards of practice, with the purpose of maintaining outstanding educational results.

4. Outcomes assessment is continuous and measures the effectiveness of student learning experiences.

5. The value of outcomes assessment is demonstrated when our students provide outstanding care and service to the community.

ROLES WITHIN THE CULTURE OF ASSESSMENT

Each administrator, staff, and faculty member is expected to understand, value, prioritize, and communicate assessment as a critical institutional practice. Everyone has a responsibility to support the culture of assessment with behaviors that facilitate and sustain practices. Position-specific responsibilities are incorporated into job descriptions and performance expectations as appropriate. The following are position-specific expectations:

President

- Use assessment data to inform the college Board of Directors and strategic planning about institutional priorities.
- Ensure that resources are available to support an effective assessment program

VP Academic Affairs

- Provide academic leadership that values and supports the assessment of student learning and data integrity
- Advocate for resources that support the improvement of teaching and learning
- Collaborate with the Director of IE and the IEC to review assessment practices, communicate results, and provide faculty/staff development opportunities

Director Institutional Effectiveness

- Maintain the institutional effectiveness and assessment plan, promoting the use of relevant, accurate, useful information for institutional decision-making
- Collaborate college-wide to incorporate assessment findings into strategic planning
- Serve as a college-wide resource on assessment questions and issues

Institutional Research and Assessment Coordinator

- Facilitate the collegiate data collection and reporting process
- Prepare official institutional reports that summarize assessment data and findings
- Serve as a college-wide resource on assessment questions and issues

Vice Presidents, Directors, Deans, and Managers

- Be aware of the institutional reporting cycle and the roles/obligations of staff members
- Know what their staff members are reporting and assist with data analysis and formulating recommendations

All Employees and Faculty

- Understand data collection/reporting obligations
- Report on time and share information with appropriate director/manager before submitting to IEC

GOVERNANCE COUNCILS

In addition to individual roles, the Governance Councils also have responsibilities in support of assessment in that they are expected to:

- Provide a framework for students, faculty, and staff to participate in institutional decision making
- Support policy development consistent with the collegiate culture of assessment
- Support institutional change and continuous improvement

(See **Appendix E** for the college governance structure.)

Institutional Effectiveness Council (IEC)

The IEC began its work in January 2012. It evolved from its predecessor, the Institutional Assessment Council, with a broad mandate to oversee policy/processes related to quality, assessment, and continuous improvement. In this capacity, the IEC fulfills an advisory, monitoring, and coordinating role college-wide. The Assessment Committee of student learning outcomes is a sub-committee of the IEC.

According to governance by-laws, the purpose of IEC is to examine institutional data that informs the academic and operational discourse of the college and ensures accountability of ongoing institutional

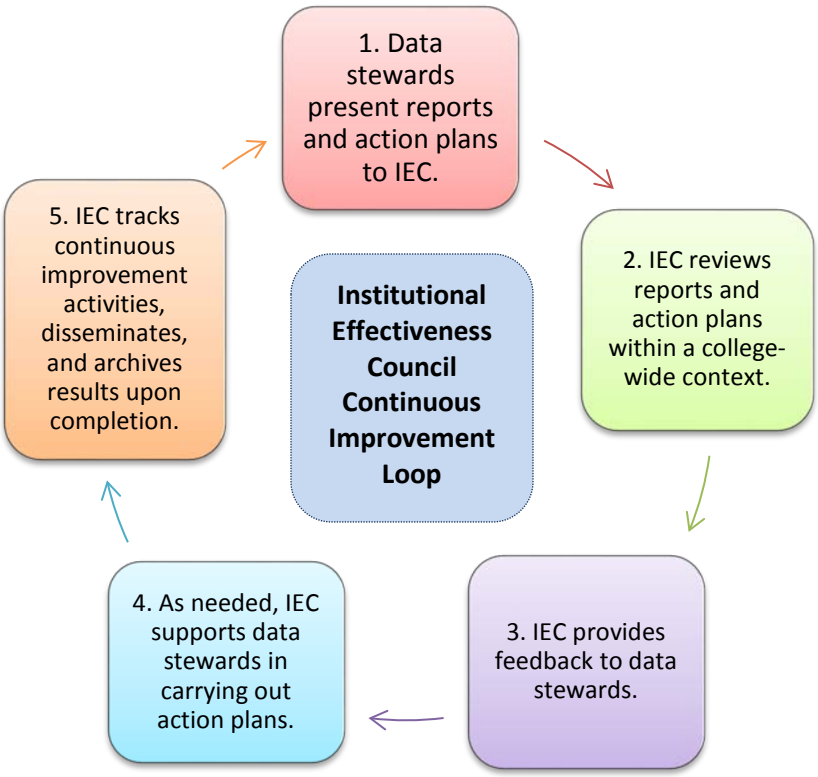
assessment and continuous improvement. Its processes are described in the Institutional Effectiveness and Assessment Plan (IEAP).

IEC by-law functions include the following:

1. Coordinate internal and external reporting of institutional core measures and additional measures as defined or required by the college, accrediting bodies, and federal/state regulators.
2. Review and analyze regularly reported data, making recommendations for action planning by responsible parties, monitoring the action planning and implementation process, and closing the loop following action plan implementation.
3. Recommend and/or approve institutional information for internal and external dissemination.
4. Review and assist in the resolution of issues related to data integrity.
5. Communicate regular reports and bring approved recommendations to Administrative Council.
6. Oversee the Assessment sub-committee.

IEC Process: Continuous Improvement Process

The following diagram shows the continuous improvement loop and flow of information through the IEC.



How this process works:

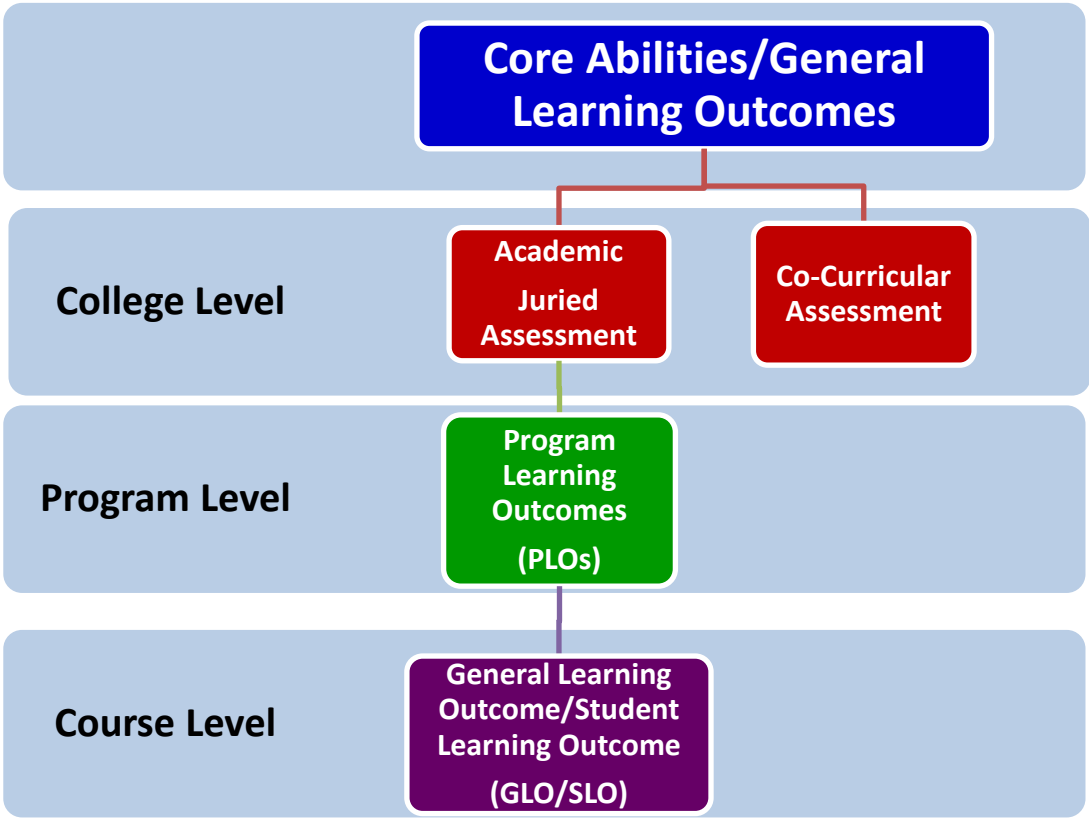
1. Data stewards (departments, divisions, programs, individuals) collect, analyze, and report data, guided by the model above. They document using the IEC Report form in **Appendix F**. For a complete list of reports, see the Institutional Reporting Cycle in **Appendix G**. This list is regularly updated.
2. IEC reviews the reports with a college-wide perspective and invites data stewards to explain and brainstorm.
3. IEC may provide insight to help data stewards flesh out their analyses.

4. This may require an action plan and repeat of the process.
5. If IEC provides no further insight to data stewards, reports are communicated and then archived as part of the regular reporting cycle.

CORE ABILITY ASSESSMENT PROCESSES

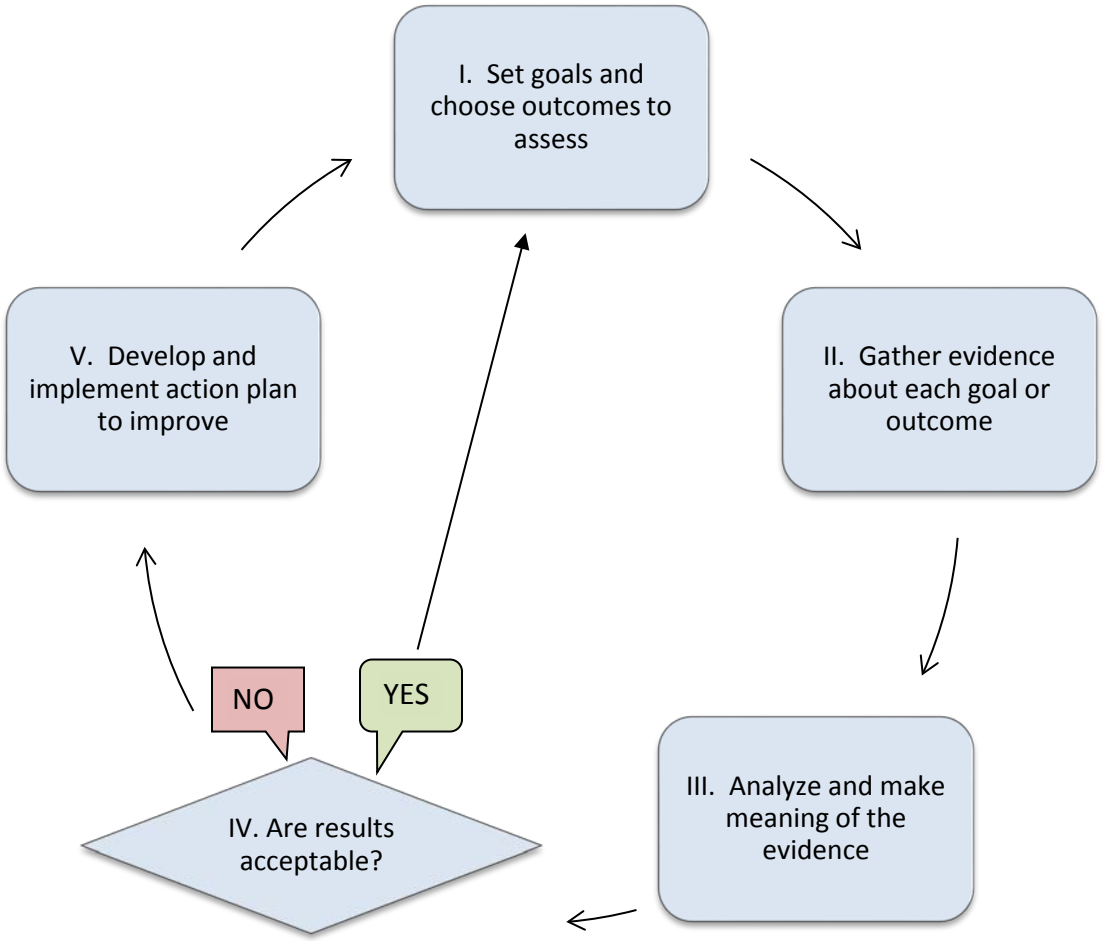
Assessment data is analyzed at the college, program/division, and course levels (see Assessment Hierarchy below). The Core Abilities (CA) are known as General Learning Outcomes (GLOs), for which the Assessment Committee sets institutional goals. The Institutional Research and Assessment Coordinator (IRAC) compiles annual core ability assessment data and reports to the Assessment Committee, which then develops action plans for the IRAC to report to IEC. The IEC reviews action plans and, with a multi-disciplinary perspective, provides feedback for the respective program/division. The Assessment Committee also reviews and provides feedback on program/division level student learning outcome results and action plans. Once review is complete, the results and action plans are disseminated at IEC meetings along with other program effectiveness data. The action plans are then executed the following academic year. The information gleaned from these reports informs decision making across the institution. The continuous improvement loop and assessment timelines are located in the IEAP reporting cycle.

Assessment Hierarchy



STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE

The following cycle guides our collegiate assessment practices for measuring student learning and encourages the key institutional activities of reflection, reevaluation, and renewal.



Academic Assessment

The college has identified four Core Abilities, and the programs have clear student learning outcomes (SLOs) that align with the Core Abilities. The entire pathway demonstrates alignment from course level SLOs to college Core Abilities (see Assessment Hierarchy above). The Core Abilities and program level student learning outcomes (PLO) can be referenced on the college website, catalog, and all course syllabi.

Course-Level Assessment

1. The IRAC works with the Assessment Committee to set Core Ability assessment goals for the period and may also work individually with faculty to determine learning activities to be assessed.
2. Faculty collect, analyze, and report data, guided by the assessment cycle. They complete program-specific course assessment reports (shown in **Appendix H**) and enter results into Tk20**,** an online assessment tool.
3. The Assessment Committee reviews the course reports with an eye toward overall success in reaching Core Ability benchmark goals. If this analysis indicates the need for improvement, an action plan is developed with the IRAC, assessment committee, and vice president of academic affairs. If results are satisfactory, the council sets new goals for the next assessment period.
4. The IRAC prepares and presents an annual Academic Assessment IEC report.

Program-Level Assessment

1. Programs collect, aggregate, and analyze PLO assessments and program outcomes.
2. Program director and faculty review data, develop action plans as warranted action plans annually.

3. Each program (director or appointee) prepares an annual program report for presentation to IEC.

College-Level Juried Assessment

1. Juried assessment evaluates core ability achievement at an institutional level. Using the core ability rubrics (**Appendix I**), faculty teams rank learning activities (Introduction, Practice, and Application) and levels of emphasis to determine whether students are achieving competency expectations reflected in curriculum maps (**Appendix J**).
2. The IRAC solicits faculty assistance to identify courses with learning activities that measure core ability goals consistent with the assessment timeline.
3. Members of the assessment council are grouped to assess and score sets of learning activities.
4. The IRAC analyzes the scores and reports results to the Assessment Committee and IEC. If analysis indicates the need for improvement, an action is developed by the assessment committee. If results are satisfactory, the committee sets new goals for the next assessment period, based on the assessment timeline.
5. The IRAC prepares and presents an annual Academic Assessment IEC report.

The Academic Assessment timeline is included in **Appendix K**.

Co-Curricular Assessment

1. The IRAC works with staff in co-curricular departments to set goals for the assessment period.
2. Staff collect, analyze, and report data, guided by the model above. They complete an assessment report and follow an assessment timeline. (**Appendix L**).
3. The Assessment Committee reviews the course reports with an eye toward overall success in reaching benchmark goals. If this analysis indicates the need for improvement, an action is developed. If results are satisfactory, the council sets new goals for the next assessment period.
4. The assessment coordinator prepares and presents an annual Co-Curricular IEC report.

EVIDENCE AT MANY LEVELS

Continuous improvement should transform teaching and learning as well as administrative and operational practices. Methodologies may integrate or overlap among these areas.

1. **Institutional Core Measures:** College-wide data is gathered and analyzed to demonstrate institutional effectiveness. Core measures align with institutional benchmarks and common data set guidelines to provide information that supports strategic planning and executive decision making. Data points include but are not limited to enrollment, admissions, graduation rates, diversity, financial aid, financials, student/employee satisfaction and engagement, and licensure/registry pass rates. (See **Appendix G** for the current Institutional Reporting Cycle.)

2. **Academic:** The Assessment Committee, a sub-committee of IEC, oversees activities that report student learning outcomes. The Core Ability/GLO and juried assessment processes continue to evolve and provide reliable data on learning outcomes. Program-level student learning outcome assessment results align with core ability assessment and are incorporated into institutional reporting (see **Appendix I** for more information on Core Ability Assessment.) A Terminology Guide ensures consistency and compliance with individual accreditor assessment language requirements (**Appendix M**).

3. **Co-Curricular:** Co-curricular assessment initiatives are those which demonstrate how learning occurs outside the classroom. They tie general education core abilities to student learning outcomes in areas such as admissions, registration, advising, student life, library services, and learning support. The

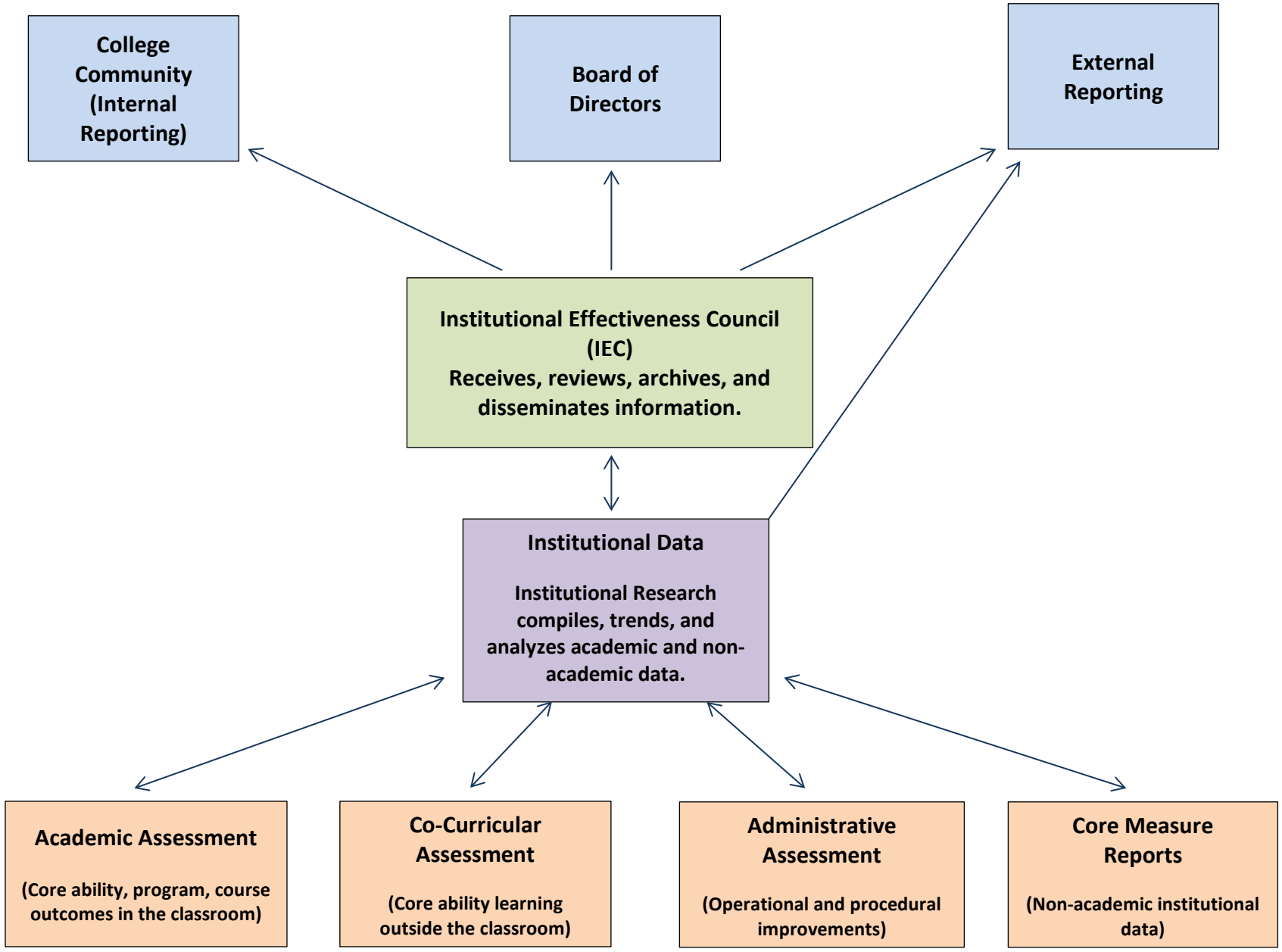
Assessment Committee also over sees these activities. (See **Appendix L** for more information on co-curricular assessment.)

4. **Administrative:** Administrative review practices are designed to improve processes, procedures, and services. Tools and measures may include compliance audits, accreditor reports, stakeholder satisfaction surveys, institutional data surveys, service-targeted surveys, and focus groups. The Reporting Cycle includes reports on administrative/operational areas.

SUMMARY

Aultman College strives to make assessment an integral part of our academic and administrative work. We take seriously our accountability to our stakeholders: students, faculty/staff, Aultman Hospital, alumni and their employers, and the communities we serve. Please refer to the IE information flow diagram on next page. As the college grows, we are committed to assessing and improving institutional effectiveness in every way possible.

Information/Data Flow in the Institutional Effectiveness Process



APPENDICES

APPENDIX A

2018-19 Report Card and Strategic Projects

Focus Area	Metric	Benchmark	History	Goal	2018-19 Results	2018-19 Projects
STUDENT ENROLLMENT	Graduation Rate (FTFT)	IPEDS calculation, peer average: 2015-16: 63% 2016-17: 55% 2017-18: 56%	2015-16: (10) 60% 2016-17: (4) 25% 2017-18: (2) 50%	Greater than/equal to select peer institutions average annual graduation rate	Available June 2019	➢ Phase in U4SM for the CRM. (Jacqui, Deanna) ➢ Implement a comprehensive recruitment strategy including a prospect management plan. (Jeannine, Deanna) ➢ Implement 2nd phase of the advising redesign. (Brock, Academic Team)
	Graduation Rate (Historical)	Internally generated	Students entering 2005 through: 2012-13: 67.4% 2013-14: 65.1% 2014-15: 63.4%	Greater than/equal to previous year. (Long term 75%)	Through 2015-16: 61.9%	
	Persistence Rate (All Students)	Internally generated	F 16 to SP 17: 86.2% SP 17 to F 17: 86.2% Ave = 86.2%	Greater than/equal to previous year average	F 17 to SP 18: 88.3% SP 18 to F 18: 82.6% Ave = 85.5%	
	Retention Rate (New Students)	IPEDS (FT/FT cohorts): 73% (8 local); 74% (3 AHSEC)	F14 to F15: 73% F15 to F16: 73% F16 to F17: 70%	Greater than/equal to previous year (Long term 85%)	F 17 to F 18: 62%	
	Fall Census Enrollment	Internally generated	F15: 372 F16: 391 F17: 394	Greater than/equal to previous year	F 18: 343	
	Admissions Yield	TBD	N/A	Establish a baseline measurement	Due by April 2019	
PROGRAM GROWTH	Total Programs Offered	Internally generated	2015: 5 2016: 5 2017: 7	Greater than previous year	2018: 8	➢ Start a "new" program/model/delivery to increase enrollment. (Brock/Academic Team) ➢ Receive approval for distance education delivery. (Brock/Academic Team) ➢ Prepare for new programs in 2019-20. (Brock/Academic Team).
	Licensure Pass Rates	ARRT Ohio Colleges: 2015: 88.5% 2016: 90.3% 2017: 89.3%	2015: 88.2% 2016: 100.0% 2017: 90.9%	Greater than/equal to 2018 Ohio average: ARRT: 89.4% NCLEX: TBD	RAD: 92.3%	
		NCLEX Ohio Colleges: 2015: 81.21% 2016: 81.12% 2017: 84.96%	2015: 76.14% 2016: 96.72% 2017: 90.20%		Available Feb. 2019	
INFRASTRUCTURE	Student Satisfaction Surveys	*Overall Satisfaction, 1-7* National Colleges 2015: 5.58 2016: 5.55 2017: 5.25	2015: 5.52 2016: 5.32 2017: 5.28	Greater than/equal to national average 2018 = 5.29	5.40	➢ Update Vision, Mission, Values (Jean) ➢ Operate ACCE with current commitments and resources while evaluating future investment. (Vi) ➢ Redesign college budgeting process. (Wendy) ➢ Support U4SM future implementation. (Jacqui, Christine) ➢ Enhance higher ed culture; engage with professional organizations in higher ed; further develop faculty role. (Brock) ➢ Redesign the function of college and program advisory councils. (Vi, Amanda, JoAnn) ➢ Prepare for potential audits related to AHF debt refinancing. (Brock, Jeannine, Vi) ➢ Apply for grant(s) and establish grant structure using Hanover Research resources. (Brock, Vi)
		Would you recommend Aultman College? Internally generated	2015: 81% 2016: 70% 2017: 80%	Greater than/equal to previous year	69%	
	AY Budget	Internally generated	15-16: ($1,477,400) 16-17: ($1,347,546) 17-18: ($1,603,004)	Making progress to break-even status	18-19 = ($1,528,798)	
	AY Net Loss	Internally generated	15-16: ($1,444,000) 16-17: (1,496,743) 17-18: (1,303,302)	Meet or beat AY budget	Available July 2019	

See *Report Card Calculations* document for detailed definitions, calculations, and more historical results.
2018-19 REPORT CARD and STRATEGIC PROJECTS 11.14.18.docx

APPENDIX B

HIGHER LEARNING COMMISSION EXPECTATIONS

Our regional accrediting body, the Higher Learning Commission, expects all member institutions to assess student academic achievement as part of their efforts to evaluate overall institutional effectiveness. "Assessment of student academic achievement is fundamental for all organizations that place student learning at the center of their educational endeavors." The HLC sets forth the following expectations for member institutions:

A solid conceptual and practical assessment framework is critical to meeting the Higher Learning Commission's accreditation criteria, effective January 1, 2013, as set forth below:

1. The institution's mission is clear and articulated publicly; it guides the institution's operations.
2. The institution acts with integrity; its conduct is ethical and responsible.
3. The institution provides high quality education, wherever and however its offerings are delivered.
4. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
5. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

The following is quoted from the current (2007) HLC position statement on Student Learning, Assessment, and Accreditation.

Higher Learning Commission: Fundamental Questions for Conversations on Student Learning
HLC suggests that the following six fundamental questions serve as prompts for conversations about student learning and the role of assessment in affirming and improving that learning:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what students are learning—and how well?

In using these questions, an organization should ground its conversations in its distinct mission, context, commitments, goals and intended outcomes for student learning. In addition to informing ongoing improvement in student learning, these conversations will assist organizations and peer reviewers in discerning evidence for the Criteria and Core Components. The fundamental questions and the conversations they prompt are intended to support a strategy of inquiry into

student learning. Further, the questions are intended to support this strategy of inquiry, built on principles of good practice, as a participative and iterative process that:

- Provides information regarding student learning,
- Engages stakeholders in analyzing and using information on student learning to confirm and improve teaching and learning,
- Produces evidence that confirms achievement of intended student learning outcomes, and guides broader educational and organizational improvement.

In other words, organizations assess student learning in meaningful, useful, and workable ways to evaluate how they are achieving their commitments and to act on the results in ways that advance student learning and improve educational quality. Effective assessment of student learning is a matter of commitment, not a matter of compliance.

APPENDIX C

AAHE ASSESSMENT FORUM

9 Principles of Good Practice for Assessing Student Learning

1. **The assessment of student learning begins with educational values.**
Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.**
Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.**
Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. **Assessment works best when it is ongoing not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from

across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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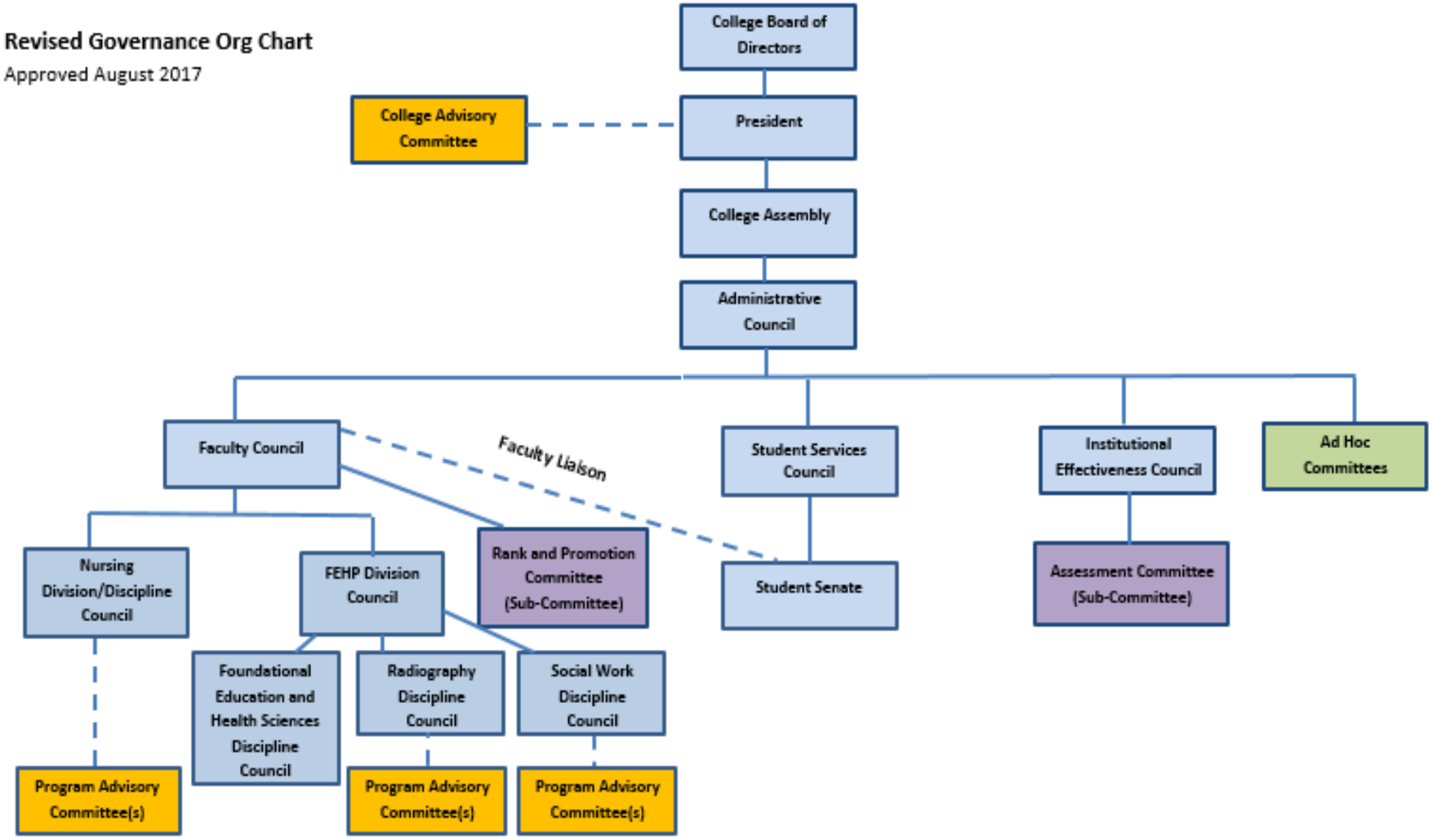
Updated information on these principles is available at
http://www.learningoutcomesassessment.org/PrinciplesofAssessment.html

APPENDIX D


Revised Governance Org Chart
Approved August 2017
College Board of Directors
College Advisory Committee
President
College Assembly
Administrative Council
Faculty Council
Faculty Liaison
Student Services Council
Institutional Effectiveness Council
Ad Hoc Committees
Nursing Division/Discipline Council
FEHP Division Council
Rank and Promotion Committee (Sub-Committee)
Student Senate
Assessment Committee (Sub-Committee)
Foundational Education and Health Sciences Discipline Council
Radiography Discipline Council
Social Work Discipline Council
Program Advisory Committee(s)
Program Advisory Committee(s)
Program Advisory Committee(s)
COLOR KEY: Blue = College governance voting bodies; Orange = Non-voting Communities of Interest/Advisory Committees; Green = Ad hoc committees that report back to voting governance councils; Purple = Official sub-committee of a governance council

APPENDIX E

Aultman College
Institutional Effectiveness Council

IEC REPORT FORM

Report Title	
Reporting Period	
Data Steward/Reporter	
Report Date	

OVERVIEW:
Briefly describe the purpose of this report, the data reported, and the method by which it was gathered/reported.

ANALYSIS:
What is significant about the data in this report compared to data from previous time periods/reports (go back as far as necessary to show trends)? What factors influenced any differences/changes? What are the implications of the differences/changes?

ACTION PLAN DEVELOPED? _____YES _____NO
If yes, please attach.

COMMENTS:

FOLLOW-UP/ACTION COMPLETED FROM PREVIOUS REPORT (Check Box): ☐ As of (Date): __ - __ - ____ (Please list multiple follow-up dates, if necessary.)
HOW WAS THE ACTION COMPLETED? (Briefly describe):

IEC FEEDBACK DATE_____ (Please list multiple follow-up dates, if necessary.)

Rev. 05.20.13

APPENDIX F

INSTITUTIONAL REPORTING CYCLE

Updated 06.23.16

The Institutional Reporting Cycle provides an annual timetable for various data gathering and reporting activities that comply with internal and external requirements. It is currently being piloted and is scheduled for regular review.

Reporting Cycle by Data Category

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC (Assume IEC meets monthly)
Core Measure Institutional Data	**Admissions Report Summary**	Recruitment highlights (prospects, applicants, accepted, admitted), with reference to Enrollment Management Plan	Application due date(s) through semester census date	Admission Representative	Admission Rep submits IEC Reports	Each semester, first IEC meeting after census date (Jan, Sept)
	Diversity AY Report	Current and historical college demographics (student and employee), survey results, benchmarks, etc.	Academic Calendar Year	VP Community Engagement	VP or designee submits IEC report	March
	Employee and Student Community Volunteer Hours	Annual and historical volunteer hours representing students, faculty and staff of Aultman College; Service Learning updates	Academic Calendar Year	VP Community Engagement	VP or designee submits IEC report	August
	Employee Snapshot	Staff/Faculty demographics, etc.	November 1	VP Admin & VP Academic Affairs	VP submits IEC report	November
	Enrollment and Retention/Persistence Report	College and Program enrollment and retention rates; historical trends	Fall/Spring semester census dates	Registrar, Institutional Research/Assessment Coordinator (IRAC)	Registrar submits data to IRAC, who analyzes data for IEC Report	Fall & Spring, first IEC meeting following census date

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC
Core Measures, cont.	**Financial Aid and Audit AY Report Summary**	Annual default rates, percentage of aid met vs. requested, total awards, audit results etc.	Academic Calendar Year	Financial Aid Administrator	FAA submits IEC report	October
	Finance and Tuition AY Report	General overview of college's previous academic year finances (including tuition, AHF contribution, etc.) and projections for next year	Academic Calendar Year	Finance Director	Finance Director submits IEC report (identifying highlights or concerns)	September
	Graduation Rate Annual Report	Number of students that graduate based on entering cohort and graduation semester; historical trends	AY (Dec through Aug grads)	IRAC	IRAC submits IEC report	October
	IPEDS Annual Data Feedback Report	IPEDS Summary (Select data from above IPEDS submissions)	Annually (spring)	IPEDS Key Holder (IRAC)	IPEDS Key Holder reviews institutional and peer data for IEC Report (with historical institutional data); disseminates report to appropriate parties	March
Academic Data (College)	**Academic Assessment Report**	College-wide Core Ability (GLO) Assessment	Spring and Fall; Final report end of academic year	IRAC (on behalf of Assessment Committee)	Assessment Committee reviews GLO/SLO reports and conducts juried assessments; IRAC submits final annual summary report to IEC	June
	Admissions Placement Test AY Report	College Admissions Testing Requirement Removed 2017-18				
	Advising Report Summary	Moving to Co-Curricular Report 2017-18				
	Co-Curricular Assessment Report	College-wide Core Ability (GLO) Assessment	Spring and Fall; Final report end of academic year	IRAC (on behalf of Assessment Committee)	Staff submit Assessment Reports to IRAC and Assessment Committee each fall/spring; IRAC submits AY summary report to IEC	June
	Foundational Education (FEd) AY Report	FEd chooses a subject in which to direct assessment efforts for the academic year (e.g., Math placement)	Academic Calendar Year	FEd Dean (and faculty as assigned)	FEd Dean (or designee) submits AY summary report to IEC	September

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC
Academic Data, cont.	**End of Year Course Reflections (former Course Evaluation/ Pass Rates) Report**	Summary of student end of semester course evaluations and student pass rate percentage of each course	Academic Year	VP Academic Affairs (Deans/Directors)	VP collects program data and submits IEC report (identifying highlights or concerns)	July
	Distance Education Assessment Report	Summary of student end of semester hybrid-specific course evaluations and other assessment tools	Academic Year	Information Tech LMS Support Staff	IT submits annual summary report to IEC	May
	Library Annual Report	Usage, inventory, survey data, etc.	Required annually by DOE (IPEDS) February	Academic Librarian	Librarian submits library data to the external report by due date; submits an abbreviated IEC Report	March
	Success Center Annual Report	Summary of student usage and effectiveness	Academic Year	Success Center Coordinator	SC Coord submits IEC Report	May
	Science Laboratory Safety Report	2017-18 moving to Administrative Report (see below); formal reporting at IEC meetings no longer required				
Academic Program Data	**ASN Annual Program Report**	Enrollment, program SLOs, program effectiveness and survey data	Academic Calendar Year	ASN Program Director	Compile program data from various sources/tools, discuss with faculty, and present analysis and action plans	September
	BSNC & BSN Annual Program Report	Enrollment, program SLOs, program effectiveness and survey data	Academic Calendar Year	BSN Program Director	Compile program data from various sources/tools, discuss with faculty, and present analysis and action plans	September
	BSW Annual Program Report	Enrollment, program SLOs, program effectiveness and survey data	Academic Calendar Year	BSW Program Director	Compile program data from various sources/tools, discuss with faculty, and present analysis and action plans	July
	Health Sciences Annual Program Report	Enrollment, program SLOs, program effectiveness and survey data	Cohort data (AY)	Health Sciences Program Director	Compile program data from various sources/tools, discuss with faculty, and present analysis and action	June
	RAD Annual Program Report	Enrollment, program SLOs, program effectiveness and survey data	Cohort data (AY)	RAD Assessment Coordinator	Compile program data from various sources/tools, discuss with faculty, and present analysis and action	October

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC
Internal Surveys	**5 Year Alumni Survey (ASN; RAD added 2018; BSNC 2020)**	Continued Education, Employment, etc.	Five years (approximately) post graduations (August added 2018)	IRAC	IRAC collects data, distributes the results to the appropriate parties (programs), and then submits IEC	One annual report per program: ASN - July; RAD, BSNc - TBD
	Employee Satisfaction Survey	Survey conducted on as-needed basis or as directed by Aultman Health Foundation; When assessed, HR representative can bring results and actions to IEC				
	Student Satisfaction Surveys	General College opinion surveys; "Odd" years, Ruffalo-Noel Levitz on services, facilities, academics, etc. with national benchmark; "Even" years Internally created online survey focusing on campus-specific services	September/October	IRAC	Student Services Council and IRAC review comments, identifies issues; create Action Plan to address comments; IRAC reports current and historical data	December
	Spring Student Services Satisfaction Survey (internal)	Discontinued 2017-18; see above Student Satisfaction Survey details				
Administrative/External Reports	**ACEN Annual Report**	ACEN criteria (including, but not limited to licensure pass rates, curriculum updates, program outcomes, Systematic Plan for Evaluation)	December (date varies by year)	ASN Director	Director submits external report by due date; "checked off" on IEC Reporting Cycle	N/A
	ACT Institutional Data Questionnaire	IPEDS and internal data	June	IRAC	IR Coordinator submits institutional data to the external report by due date; "checked off" on IEC Reporting Cycle	N/A
	AICUO Annual Data Survey	Institutional data collected for use in Ohio government and public-relations programs	November	IRAC	IR Coordinator submits institutional data to the external report by due date; "checked off" on IEC Reporting Cycle	N/A

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC
Administrative/External Reports	**Annual College Report**	Institutional data and yearly summary for our external constituents (Board of Directors, donors, etc.)	July-draft outline; September-final	Communications Specialist	Communication Specialist writes and creates publication for distribution to college constituents	N/A
	Annual Security Report	Department of Education consumer information (crime rates, safety policies, etc.)	October	Dir Institutional Effectiveness	Director submits disclosure report filing	N/A
	College Board Annual Survey	IPEDS and internal data	mid-December	IRAC	IR Coordinator submits institutional data to the external report by due date; "checked off" on IEC Reporting Cycle	N/A
	Compliance AY Report	Including, but not limited to documentation of record reviews and audits for various accreditations requirements	Academic Calendar Year (Spring report)	Director Institutional Effectiveness	Director collects yearly college compliance information, and submits to BOD; "checked off" on IEC Reporting Cycle	N/A
	End of Calendar Year Strategic Planning Report	Ongoing review to maintain College/AHF strategic goal progress	Annually	Dir Institutional Effectiveness, Communications Specialist	IE Director compiles and summarizes updates from each College Goal Team; Comm Specialist creates publication for college and AHF constituents	N/A
	HEOA Disclosure of Consumer Information	Federal requirements for Title IV colleges	July	IE Director and Financial Aid Administrator	IE Dir submits institutional data to the DOE by due date; "checked off" on IEC Reporting Cycle	N/A
	Higher Education Directory Survey	Administrative titles, tuition, enrollment numbers	June	IRAC	IR Coordinator submits institutional data to the external report by due date; "checked off" on IEC Reporting Cycle	N/A
	HLC Institutional Update	IPEDS and internal data for our regional accreditor	March	IRAC	IR Coordinator submits institutional data to the external report by due date; "checked off" on IEC Reporting Cycle	N/A

	IPEDS (Integrated Postsecondary Education Data)	Institutional data required by DOE (i.e. admissions numbers, demographics, financial, aid, cost of attendance, HR, etc.)	August (Registrar/IR); October (Registrar/IR); Feb (HR/Fin Aid/Library); April (Fin Aid, Billing, Registrar	Registrar, Financial Aid, Billing Analyst, HR, IRAC (keyholder)	Admissions, Finance, Financial Aid, HR, IR Coord, Librarian, Registrar submit institutional data by due date(s); "checked off" on IEC Reporting Cycle	N/A
	JRCERT Annual Assessment Progress Report	Grads, completion rate, exam pass rate, job placement rate, enrollments	October	RAD Program Director	Director submits external report by due date; "checked off" on IEC Reporting Cycle	N/A
	Medicare Pass-Through Report	Program Clinical Hours reported to Aultman Finance	January 31	Program Clinical Coordinators	Clinical Coords submit hours to AHF by due date; "checked off" on IEC Reporting Cycle	N/A
	NLN Annual Survey	Fall census data, enrollees, applications, educational capacity, etc.	November	Dean of Nursing	Director submits external report by due date; "checked off" on IEC Reporting Cycle	N/A
	Ohio Board of Nursing Annual Report	OBN Law Rule 4723-05 (including, but not limited to licensure pass rates, curriculum updates, Systematic Plan for Evaluation)	July	Dean of Nursing	Director submits external report by due date; "checked off" on IEC Reporting Cycle	N/A
	Science Laboratory Safety Report	Compliance with Science Laboratory Safety Standards, as outlined by the Science Lab Safety Policy	June	Science Laboratory Safety Coordinator (Under Foundational Ed Division)	Lab Safety Coord submits report as part of employee evaluation process; "checked off" on IEC Reporting Cycle	N/A

AULTMAN COLLEGE

Monthly Reporting Cycle by Academic Year

September

- ☐ Admissions Report, Fall (Adm Rep)
- ☐ ASN Annual Program Report (Prog Dir)
- ☐ BSN/C Annual Program Report (Prog Dir)
- ☐ Foundational Ed AY Report (FEd Dean)
- ☐ **Annual College Report (Comm Specialist)*

October

- ☐ Enrollment/Retention Report-Fall (IRAC)
- ☐ Finance and Tuition AY Report (Dir Finance)
- ☐ Financial Aid & Audit AY Report (Fin Aid Admin)
- ☐ RAD Annual Program Report (Prog Dir)
- ☐ **Annual Security Report (Dir IE)*
- ☐ **IPEDS Fall Collection (Registrar/OR Coord)*
- ☐ ***JRCERT Annual Assessment Progress Report (RAD Dir)*

November

- ☐ Employee Snapshot (VP Admin/VP Academic Affairs)
- ☐ Graduation Rate Annual Report (IRAC)
- ☐ Annual Student Satisfaction Survey (IRAC)
- ☐ ***NLN Annual Survey (Nursing Dean)*
- ☐ **AICUO Annual Data Survey (IRAC)*

December

- ☐ ***ACEN Annual Report-date varies by year (Nursing Dean)*
- ☐ **College Board Survey Annual Update (IRAC)*

January

- ☐ Admissions Report, Spring (Adm Rep)
- ☐ Enrollment/Persistence Report-Spring (IRAC)
- ☐ **End of Year Strategic Planning Report (Dir IE)*

February

- ☐ **IPEDS Winter Collection (Admission/Fin Aid/Reg/IRAC)*
- ☐ **Medicare Pass-Through Report (Program Clinical Coords)*

March

- ☐ Diversity AY Report (VP Comm Engagement)
- ☐ IPEDS Annual Data Feedback Report (KeyHolder, IRAC)
- ☐ Library Annual Report (Academic Librarian)
- ☐ **HLC Institutional Update (IRAC)*

April

- ☐ **Compliance AY Report for BOD (Dir IE)*
- ☐ **IPEDS Spring Collection (Finance/HR/Library/Reg/IR)*

May

- ☐ Distance Ed Assessment Report (IT LMS Support)
- ☐ Success Center Report -Annual (SC Coord)

June

- ☐ Academic Assessment AY Report (IRAC)
- ☐ Co-curricular Assessment AY Report (IRAC)
- ☐ Health Sciences Annual Program Report (Prog Dir)
- ☐ **ACT IDQ Update (IRAC)*
- ☐ **Science Lab Safety AY Report* (Science Lab Safety Coord)

July

- ☐ BSW Annual Program Report (Prog Dir)
- ☐ Course Reflections End of Year Report (VP AA)
- ☐ Five Year Alumni Survey - All Grads (IRAC)
- ☐ **HEOA Disclosure of Consumer Information (Dir IE)*
- ☐ **Higher Education Directory Update (IRAC)*
- ☐ ***OBN Annual Report (N&AH Dean)*

August

- ☐ **IPEDS August Collection (Registrar/IRAC)*

TBA / Unknown (dates vary; report may not be available every year)

- ☐ Employee Satisfaction Annual Report (Admin/HR)
- ☐ Employee/Student Volunteer Hours AY Report (TBD)

**These listings only confirm completion of administrative/externally required reports and survey; no formal IEC report required*

***These listings are also found on the Accreditation Calendar*

APPENDIX G
COURSE ASSESSMENT REPORT FORMS

FOUNDATIONAL EDUCATION/HEALTH SCIENCES PROGRAM

Course Number/Name:	**Semester:**	**Instructor:**	**___ FT ___ PT ___Adjunct**

The Foundational Education Core Abilities are based on four college-wide General Learning Outcomes (GLOs). Each course is expected to contribute to student achievement of one or more of these GLOs. The Core Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics, and enter into Tk20 within a week of final grade submission each semester.

Foundational Education Core Abilities (GLOs) - *Indicate Core Ability Indicator(s) assessed in this report (see Indicator descriptions)*:			
1. Think critically and solve problems. A. ___Integrate experience… B. ___Integrate mathematic…	**2. Demonstrate information literacy.** A. ____Evaluate, synthesize… B. ____Apply appropriate technology… C. ____Question the validity of…	**3. Model ethical and civic responsibility.** A. ____Accept responsibility… B. ____Exhibit professional… C. ____Act cooperatively and… D. ____Consider context and…	**4. Communicate effectively.** A. ____Communicate effectively… B. ____Use appropriate technology… C. ____Provide and accept constructive… D. ____Demonstrate fluency…
I. List Student Learning Outcome(s) from approved syllabus that supports the Core Ability being measured.			
II. List Learning Activity(ies)* used to measure student success with this outcome.			
III. Student Success Level ** **Indicate for each Learning Activity the % of completers with a "C" or higher. *(See below for instructions. Report for each Learning Activity in II.)***			
IV. Improvement **If % of completers falls below college-wide minimum standard of 75% or higher, identify course change(s) planned to improve student learning in this outcome.**			

*** II. Learning Activities=**Assignments, tests, clinical evaluation tools, etc. ****III. Student Success Level Calculation** Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment and the course. For example, 24 students received a C or higher on the assignment out of 28 students who completed the assignment and the course = 24/28 = 86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., 2/30 NC).

Nursing (ASN)

Course Number/Name:	Semester:	Instructor:	___ FT ___ PT ___Adjunct

The Associate of Science in Nursing program is based upon six (6) Student Learning Outcomes (SLOs) with the integration of four college-wide Core Abilities, or General Learning Outcomes (GLOs). Each course is expected to contribute to student achievement of one or more of these SLOs/GLOs. Core Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics, and submit to the Nursing Curriculum committee and enter into Tk20 within a week of final grade submission each semester.

Foundational Education Core Abilities (GLOs) - *Indicate Core Ability Indicator(s) assessed in this report (see Indicator descriptions)*:			
1. Think critically and solve problems. A. ___Integrate experience… B. ___Integrate mathematic…	**2. Demonstrate information literacy.** A. ____Evaluate, synthesize… B. ____Apply appropriate technology… C. ____Question the validity of…	**3. Model ethical and civic responsibility.** A. ____Accept responsibility… B. ____Exhibit professional… C. ____Act cooperatively and… D. ____Consider context and…	**4. Communicate effectively.** A. ____Communicate effectively… B. ____Use appropriate technology… C. ____Provide and accept constructive… D. ____Demonstrate fluency…

ASN Program Student Learning Outcomes(SLOs)					
1.____Provide nursing care within the legal and ethical scope and standards of nursing practice (GLO III)	**2.____Promote an interdisciplinary approach to effectively use resources (GLO II or IV)**	**3.____Utilize the nursing process to influence client outcomes across the lifespan (GLO I or III)**	**4.____Adapt holistic teaching and learning principles to promote health (GLO II or IV)**	**5.____Incorporate a variety of communication modes for effective exchange of information (GLO II or IV)**	**6.____Demonstrate caring, safe and competent nursing interventions in diverse healthcare settings (GLO I or III)**

I. List <u>Course SLO</u> from approved syllabus that support(s) the Program SLO being measured.	
II. List <u>Learning Activity(ies)</u>* used to measure student success with this outcome.	
III. <u>Student Success Level</u> ** **Indicate for each Learning Activity the <u>% of completers</u> with a "C" or higher. *(See below for instructions. Report for each Learning Activity in II.)***	
IV. <u>Improvement</u> If % of completers falls below <u>minimum standard of 75% or higher</u>, identify course change(s) planned to improve student learning in this outcome.	

*** II. Learning Activities=**Assignments, tests, clinical evaluation tools, etc. ****III. Student Success Level Calculation** Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment <u>and</u> the course. For example, 24 students received a C or higher on the assignment out of 28 students who completed the assignment and the course = 24/28 = 86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., 2/30 NC).

Radiography (RAD)

Course Name/Number:	Semester:	Instructor:	___ FT ___ PT ___Adjunct

The radiography program is based upon five Program Goals with the integration of four college-wide Core Abilities, or General Learning Outcomes (GLOs). Each course is expected to contribute to student achievement of one or more of these Program Goals/GLOs. Core Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics, and submit to the Radiography Assessment Coordinator (RAC) within a week of final grade submission each semester. The RAC is responsible to enter each GLO report into Tk20.

Foundational Education Core Abilities (GLOs) - *Indicate Core Ability Indicator(s) assessed in this report (see Indicator descriptions)*:			
1. Think critically and solve problems. A. ___Integrate experience… B. ___Integrate mathematic…	**2. Demonstrate information literacy.** A. ____Evaluate, synthesize… B. ____Apply appropriate technology… C. ____Question the validity of…	**3. Model ethical and civic responsibility.** A. ____Accept responsibility… B. ____Exhibit professional… C. ____Act cooperatively and… D. ____Consider context and…	**4. Communicate effectively.** A. ____Communicate effectively… B. ____Use appropriate technology… C. ____Provide and accept constructive… D. ____Demonstrate fluency…

RAD Program Goals	
1._____ Demonstrate competence in the essential skills of medical imaging and treatment (GLO II) 2._____Communicate effectively and professionally in the medical environment (GLO IV)	3._____Demonstrate critical thinking, problem solving skills and life-long learning (GLO I) 4._____Demonstrate professional values and ethical behaviors (GLO III) 5._____Graduates will function as a competent, entry-level professional that meets the health care needs of the community.

I. List <u>Course Content Objective</u> from approved syllabus that supports the Program Goal being measured.	
II. List <u>Learning Activity(es)</u>* used to measure student success with this Program Goal.	
III. <u>Student Success Level</u> ** **Indicate for each Learning Activity the <u>% of completers</u> with a "C" or higher. *(See below for instructions. Report for each Learning Activity in II.)***	
IV. <u>Improvement</u> **If % of completers falls below <u>minimum standard of 75% or higher</u>, identify course change(s) planned to improve student learning in this outcome.**	

*** II. Learning Activities=** Assignments, tests, clinical evaluation tools, etc. ****III. Student Success Level Calculation** Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment <u>and</u> the course. For example, 24 students received a C or higher on the assignment out of 28 students who completed the assignment and the course = 24/28 = 86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., 2/30 NC).

Nursing (BSN & BSNC)

Course Number/Name:	Semester:	Instructor:	___ FT ___ PT ___Adjunct

The Bachelor of Science in Nursing program is based upon four (4) Student Learning Outcomes (SLOs) with the integration of four college-wide General Learning Outcomes (GLOs). Each course is expected to contribute to student achievement of one or more of these SLOs/GLOs. The Rubric describes levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the course syllabus, assignment descriptions, and grading rubrics and submit to the Curriculum committee and the Institutional Research/Assessment Coordinator within a week of final grade submission each semester.

General Education Core Abilities (GLOs) - ***Indicate Core Ability Indicator(s) assessed in this report (see Full Descriptions on page 2):***			
I. Think critically and solve problems. A.___Integrate experience… B.___Integrate mathematic…	**II. Demonstrate information literacy.** A.____Evaluate, synthesize… B.____Apply appropriate technology C.___Question the validity of…	**III. Model ethical and civic responsibility.** A.____Accept responsibility… B.____Exhibit professional, … C.____Act cooperatively and… D.____Consider context and…	**IV. Communicate effectively.** A.____Communicate effectively… B.____Use appropriate technology C.____Provide and accept constructive D.____Demonstrate fluency…
BSN Student Learning Outcomes(SLOs)			
____ Apply critical thinking to the delivery of evidenced-based, safe, quality nursing care to a diverse population (GLO I or III)	____ Leverage information technology to maximize wellness across populations, through health promotion and disease management (GLO II)	____ Manage nursing care within the context of legal and ethical scope and standards of practice (GLO III)	____ Facilitate the provision of culturally competent and holistic care to clients and communities in collaboration with the interdisciplinary team (GLO II or IV)

I. List Course SLO from approved syllabus that support(s) the Program SLO being measured.	
II. List Learning Activity(ies)* used to measure student success with this outcome.	
III. Student Success Level ** **Indicate for each Learning Activity the % of completers with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.**	
IV. Improvement **If % of completers falls below minimum standard of 75% or higher, identify course change(s) planned to improve student learning in this outcome.**	

*** II. Learning Activities=** Assignments, tests, clinical evaluation tools, etc. ****III. Student Success Level Calculation** Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment and the course. For example, 24 students received a C or higher on the assignment out of 28 students who completed the assignment and the course = 24/28 = 86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., 2/30 NC).

Social Work (BSW)

Course Number/Name:	Semester:	Instructor:	__ FT ___ PT __Adjunct

The Bachelor of Social Work (BSW) Program is based upon nine (9) educational competencies modeled after the Council on Social Work Education's (CSWE) competencies used to evaluate undergraduate student preparedness for professional social work practice. The program competencies align with four college-wide Core Abilities, or General Learning Outcomes (GLOs). Each course is expected to contribute to student achievement of one or more of these competencies/GLOs. Core Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics and submit to the BSW Program Director and the Institutional Research/Assessment Coordinator within a week of final grade submission each session.

General Education Core Abilities (GLOs) - ***Indicate Core Ability Indicator(s) assessed in this report (see Full Descriptions on page 2):***

2. Think critically and solve problems.	**2. Demonstrate information literacy.**	**3. Model ethical and civic responsibility.**	**4. Communicate effectively.**
A. ___Integrate experience…	A. ____Evaluate, synthesize…	A. ____Accept responsibility…	A. ____Communicate effectively…
B. ___Integrate mathematic…	B. ____Apply appropriate technology…	B. ____Exhibit professional, …	B. ____Use appropriate technology …
	C. ____Question the validity of…	C. ____Act cooperatively and…	C. ____Provide and accept constructive…
		D. ____Consider context and…	D. ____Demonstrate fluency…

BSW Competencies – CSWE 2015

____1: Demonstrate Ethical and Professional Behavior **(GLO III)**	_____2: Engage Diversity and Difference in Practice **(GLO IV)**	_____3: Advance Human Rights and Social, Economic, and Environmental Justice **(GLO I)**	_____4: Engage in Practice-Informed Research and Research-Informed Practice **(GLO II)**	_____5: Engage in Policy Practice **(GLO I)**
_____6: Engage with Individuals, Families, Groups, Organizations, and Communities **(GLO III)**	_____7: Assess Individuals, Families, Groups, Organizations, and Communities **(GLO II)**	_____8: Intervene with Individuals, Families, Groups, Organizations, and Communities **(GLO IV)**	_____9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities **(GLO I & II)**	

V. List <u>Student Learning Outcome(s)</u> from approved syllabus that supports the Program Outcome being measured.	
VI. List <u>Learning Activity(es)</u>* used to measure student success with this outcome.	
VII. <u>Student Success Level</u> ** Indicate for each Learning Activity the <u>% of completers</u> with a "C" or higher. *(See below for instructions. Report for each Learning Activity in II.)*	
/III. <u>Improvement</u> If % of completers falls below <u>minimum standard of 75% or higher</u>, identify course change(s) planned to improve student learning in this outcome.	

***II. Learning Activities=** Assignments, tests, clinical evaluation tools, etc; ****III. Student Success Level Calculation** Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment and the course. For example, 24 students received a C or higher on the assignment out of 28 students who completed the assignment and the course = 24/28 = 86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., 2/30 NC).

APPENDIX H

CORE ABILITIES AND RUBRICS

Aultman College Foundational Education Core Abilities with Indicators*

1. **Think critically and solve problems.**
    A. Integrate experience, reason, and information to make meaningful conclusions, judgments and/or products.
    B. Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.

2. **Demonstrate information literacy.**
    A. Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.
    B. Apply appropriate technology and resources as part of a team approach.
    C. Question the validity of information and evaluate it using fact-based scientific inquiry.

3. **Model ethical and civic responsibility.**
    A. Accept responsibility for learning now and in the future.
    B. Exhibit professional, personal, and academic honesty.
    C. Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.
    D. Consider context and implication of ethics in all actions.

4. **Communicate effectively.**
    A. Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.
    B. Use appropriate technology that supports or facilitates communication.
    C. Provide and accept constructive feedback.
    D. Demonstrate fluency in the scientific-based language of healthcare settings.

*The core ability and indicator descriptions above apply to all the following assessment reports.
For juried assessment, rubrics will include a “zero” numerical rating to indicate skills below the introductory level have not been achieved.

CORE ABILITY RUBRIC Think Critically and Solve Problems

	INTRODUCTION—1 (Novice) *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	PRACTICE—2 (Beginner) *Strengths and need for improvement are about equal. Exhibits some accomplishment in the outcome.*	APPLICATION—3 (Competent Practitioner) *Shows strength in this outcome. Applies outcome in multiple contexts.*	SCORE
Integrate experience, reason, and information to make meaningful conclusions, judgments, and/or products.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. Attempts to describe assumptions.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Explicitly describes most assumptions and provides compelling rationale for why assumptions are appropriate.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	
Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.	Reviews results superficially in terms of the problem defined with little, if any, consideration of need for further work. Completes conversion of information but resulting mathematical or scientific portrayal is only partially appropriate or accurate.	Reviews results relative to the problem defined with some consideration of need for further work. Competently converts relevant information into an appropriate and desired mathematical or scientific portrayal.	Reviews results relative to the problem defined with thorough, specific considerations of need for further work. Skillfully converts relevant information into an insightful mathematical or scientific portrayal in a way that contributes to a further or deeper understanding.	
			RUBRIC SCORE	

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CORE ABILITY RUBRIC Demonstrate Information Literacy

	INTRODUCTION—1 (Novice) *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	PRACTICE—2 (Beginner) *Strengths and need for improvement are about equal. Exhibits some accomplishment in the outcome.*	APPLICATION—3 (Competent Practitioner) *Shows strength in this outcome. Applies outcome in multiple contexts.*	SCORE
Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.	Communicates source information which is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.) so the intended purpose is not achieved. Presents information from irrelevant sources representing limited points of view/approaches. Defines the scope of the research question or thesis incompletely (parts missing, too broad or too narrow, etc.). Can determine key concepts. Types of sources selected partially relate to concepts or answer research question.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved. Presents in-depth information from relevant sources representing various points of view/approaches. Defines the scope of the research question or thesis completely. Can determine key concepts. Types of sources selected relate to concepts or answer research question.	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose with clarity and depth. Synthesizes in-depth information from relevant sources representing various points of view/approaches. Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of sources selected directly relate to concepts or answer research question.	
Apply appropriate technology and resources as part of a team approach.	Accesses information using simple search strategies retrieves information from limited and similar sources. Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Accesses information using effective, well-designed search strategies and most appropriate information sources. Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	
Question the validity of information and evaluate it using fact-based scientific inquiry.	Shows an emerging awareness of present assumptions and questions some of them. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	
			RUBRIC SCORE	

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CORE ABILITY RUBRIC — Model Ethical and Civic Responsibility

	INTRODUCTION—1 (Novice) *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	PRACTICE—2 (Beginner) *Strengths and need for improvement are about equal. Exhibits some accomplishment in the outcome.*	APPLICATION—3 (Competent Practitioner) *Shows strength in this outcome. Applies outcome in multiple contexts.*	SCORE
Accept responsibility for learning now and in the future.	Describes own performances with general descriptors of success and failure.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks.	Envisions a future self and possibly plans based on past experiences that have occurred across multiple and diverse contexts.	
Exhibit professional, personal, and academic honesty.	Students correctly use ONE of the following information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use THREE of the following information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use ALL of the following information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	
Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding. States minimal interest in learning more about others.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences. Asks deeper questions about others and seeks out answers to these questions.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those difference. Asks complex questions about others; seeks out and articulates answers that reflect multiple cultural perspectives.	
Consider context and implication of ethics in all actions.	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group (e.g., uncomfortable with identifying possible cultural differences with others).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	

CORE ABILITY RUBRIC COMMUNICATE EFFECTIVELY

	INTRODUCTION—1 (Novice) *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	PRACTICE—2 (Beginner) *Strengths and need for improvement are about equal. Exhibits some accomplishment in the outcome.*	APPLICATION—3 (Competent Practitioner) *Shows strength in this outcome. Applies outcome in multiple contexts.*	SCORE
Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.	Uses appropriate and relevant content to develop and explore ideas through most of the work. Central message is basically understandable but is not often repeated and is not memorable. Uses language that generally conveys meaning to readers with clarity, but writing may include errors.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. Central message is clear and consistent with the supporting material. Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work. Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported). Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.	
Use appropriate technology that supports or facilitates communication.	Fulfills the assignment using format, language, and technology that connect content and form in a basic way.	Fulfills the assignment using format, language, and technology that connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment using format, language, and technology that convey and enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	
Provide and accept constructive feedback.	Passively accepts constructive feedback.	Acknowledges constructive feedback and conflict and engages in discussion about it.	Addresses constructive feedback and conflict in a way that strengthens and enhances future communication.	
Demonstrate fluency in the scientific-based language of healthcare settings.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	
			RUBRIC SCORE	

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APPENDIX I: PROGRAM CORE ABILITY CURRICULUM MAPS

Instructions for Faculty

Step 1: Identify the **level** (1, 2, or 3) students should achieve in your class on that particular Core Ability Indicator (see *Core Ability Rubrics to understand the definition of each level*):

Level 1 = Introduction – e.g., the first-time students are exposed to a concept or topic; may only be expected to recall that information
Level 2 = Practice – e.g., students should be able to perform beyond simple recall
Level 3 = Application – e.g., students had time to practice and now can apply what they learned (whether from a previous pre-req course, or over the course of the semester)

Step 2: Assign **emphasis** – Low, Med, or High. For each Core Ability Indicator's emphasis, think about the frequency the core ability is discussed over the semester and/or the overall importance of each Core Ability Indicator for your course. For example:

Low emphasis = e.g., topic is only briefly discussed in class
Medium = e.g., deeper discussion, or students may be evaluated via quizzes or tests
High = e.g., when quizzes/tests AND other assignments/evaluations enhance that core ability, or there is a culminating project

The descriptions provided above are examples and may not fit every course. Faculty can use their own judgment and/or consult the Institutional Research and Assessment Coordinator.

Curriculum maps for each current program and Foundational Education courses are provided below.

Associate of Science in Nursing ***Foundational Education Core Abilities and Indicators***	NRS 100	NRS 101	NRS 102	NRS 103	NRS 104	NRS 105	NRS 201	NRS 202	NRS 203	NRS 204
	Level:1=Introduction, 2=Practice, 3=Application ***Emphasis: L=Low M=Medium H=High***									
1. Think critically and solve problems.										
1.1 Integrate experience, reason, and information to make meaningful conclusions, judgments, and/or products.	1M	1L	1H	1H	2H	2H	2H	2H	2H	2H
1.2 Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.	1M	1L	1H	1H	2M	2H	2H	2M	2H	2H
2. Demonstrate information literacy.										
2.1 Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.	1L	1H	1H	1M	2M	2L	2M	2M	2H*	2M
2.2 Apply appropriate technology and resources as part of a team approach.	1L	1H	1H	1M	2M	2L	2M	2M	2H	2M
2.3 Question the validity of information and evaluate it using fact-based scientific inquiry.	1L	1H	1H	1M	2M*	2L	2M	2M	2H	2M
3. Model ethical and civic responsibility.										
3.1 Accept responsibility for learning now and in the future.	1M	1M	1M	1M	1M	2L	2M	2M	2H	2M
3.2 Exhibit professional, personal, and academic honesty.	1M	1M	1M	1M	1M	2L	2M	2M	2H	2M
3.3 Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.	1M	1H	1H	1M	2L	2L	2M	2M	2H	2M*
3.4 Consider context and implication of ethics in all actions.	1L	1M	1M	1M	1M	2L	2M	2M	2H	2M
4. Communicate effectively.										
4.1 Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.	1H	1H	2H	1M	2M	2L	2M	2H	2H	2H
4.2 Use appropriate technology that supports or facilitates communication.	1L	1M	1M	2L	2M	2L	2M	2M	2H	2M
4.3 Provide and accept constructive feedback.	1L	1H	1H	1M	2M	2L	2M	2M	2H	2M
4.4 Demonstrate fluency in the scientific-based language of healthcare settings.	N/A	1H	1H	1M	2M	2L	2M	2M	2M	2M

Radiography ***Foundational Education Core Abilities and Indicators***	RAD112	RAD114	RAD114c	RAD124	RAD124c	RAD128	RAD134	RAD134c	RAD246	RAD244	RAD244c	RAD138	RAD254	RAD254c	RAD248A
	Level:1=Introduction, 2=Practice, 3=Application Emphasis: L=Low M=Medium H=High														
1. Think critically and solve problems.															
1.1 Integrate experience, reason, and information to make meaningful conclusions, judgments, and/or products.	1L	1M	1M	1M	1M	1M	1M*	1M	1H	1H	2M	2H	2H*	2H	2M
1.2 Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.	1L	1M	1M	1M	1M	1M	1M	1M	1H*	1H*	2M	2H	2H	2H	2M
2. Demonstrate information literacy.															
2.1 Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.	1M	1M*	1M	1M*	1M	1M	1M*	1M	1H	1H	2M	2H	2H	2H*	2H*
2.2 Apply appropriate technology and resources as part of a team approach.	1L	1M	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H	2H	2H
2.3 Question the validity of information and evaluate it using fact-based scientific inquiry.	1L	1M	1M	1M	1M	1M	1M	1M	1H*	1H	2M	2H	2H	2H	2H
3. Model ethical and civic responsibility.															
3.1 Accept responsibility for learning now and in the future.	1L*	1L	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H	2H	2H
3.2 Exhibit professional, personal, and academic honesty.	1L	1L	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H	2H	2H
3.3 Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.	1L	1L	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H*	2H	2H
3.4 Consider context and implication of ethics in all actions.	1L	1L	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H	2H	2H
4. Communicate effectively.															
4.1 Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.	1M*	1M	1M	1M*	1M	1M	1M	1M	1H*	1H	2M	2H	2H*	2H	2H
4.2 Use appropriate technology that supports or facilitates communication.	1M	1M	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H	2H	2H
4.3 Provide and accept constructive feedback.	1M	1M	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H	2H	2H
4.4 Demonstrate fluency in the scientific-based language of healthcare settings.	1M	1M	1M	1M	1M	1M	1M	1M	1H	1H	2M	2H	2H	2H	2H

Bachelor of Science in Nursing Foundational Education Core Abilities and Indicators	NRS 107	NRS 207	NRS 209	NRS 215	NRS 302	NRS 304	NRS 309	NRS 311	NRS 313	NRS 315	NRS 317	NRS 325	NRS 402	NRS 405	NRS 408	NRS 415
	Level:1=Introduction, 2=Practice, 3=Application Emphasis: L=Low M=Medium H=High															
1. Think critically and solve problems.																
1.1 Integrate experience, reason, and information to make meaningful conclusions, judgments, and/or products.	1L	1H	1L	1H	n/a	n/a	TBD	TBD	TBD	TBD	TBD	TBD	n/a	TBD	TBD	TBD
1.2 Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.	1L	1H	1L	1H	n/a	n/a	TBD	TBD	TBD	TBD	TBD	TBD	n/a	TBD	TBD	TBD
2. Demonstrate information literacy.																
2.1 Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.	1H	1L	1L	1H	2M	2H	TBD	TBD	TBD	TBD	TBD	TBD	3M	TBD	TBD	TBD
2.2 Apply appropriate technology and resources as part of a team approach.	1H	1L	1L	1H	2M	2M	TBD	TBD	TBD	TBD	TBD	TBD	3H	TBD	TBD	TBD
2.3 Question the validity of information and evaluate it using fact-based scientific inquiry.	1H	1L	1L	1H	3H	2M	TBD	TBD	TBD	TBD	TBD	TBD	3M	TBD	TBD	TBD
3. Model ethical and civic responsibility.																
3.1 Accept responsibility for learning now and in the future.	1L	1M	1M	2L	n/a	n/a	TBD	TBD	TBD	TBD	TBD	TBD	n/a	TBD	TBD	TBD
3.2 Exhibit professional, personal, and academic honesty.	1M	1H	1H	2L	n/a	n/a	TBD	TBD	TBD	TBD	TBD	TBD	n/a	TBD	TBD	TBD
3.3 Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.	1H	1H	1H	2L	n/a	n/a	TBD	TBD	TBD	TBD	TBD	TBD	n/a	TBD	TBD	TBD
3.4 Consider context and implication of ethics in all actions.	1L	1M	1M	2L	2H	n/a	TBD	TBD	TBD	TBD	TBD	TBD	n/a	TBD	TBD	TBD
4. Communicate effectively.																
4.1 Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.	1H	1H	1H	2L	2M	2M	TBD	TBD	TBD	TBD	TBD	TBD	3M	TBD	TBD	TBD
4.2 Use appropriate technology that supports or facilitates communication.	1L	1M	1M	2M	n/a	2M	TBD	TBD	TBD	TBD	TBD	TBD	3H	TBD	TBD	TBD
4.3 Provide and accept constructive feedback.	1L	1H	1H	2L	2M	2M	TBD	TBD	TBD	TBD	TBD	TBD	2M	TBD	TBD	TBD
4.4 Demonstrate fluency in the scientific-based language of healthcare settings.	1L	1H	1H	2L	n/a	2M	TBD	TBD	TBD	TBD	TBD	TBD	3M	TBD	TBD	TBD

TBD = courses have not yet run; map will be updated in 2019-20

Bachelor of Science in Nursing Completion Foundational Education Core Abilities and Indicators	NRS 300	NRS 302	NRS 304	NRS 306	NRS 400	NRS 402	NRS 404	NRS 406
	Level:1=Introduction, 2=Practice, 3=Application Emphasis: L=Low M=Medium H=High							
1. Think critically and solve problems.								
1.1 Integrate experience, reason, and information to make meaningful conclusions, judgments, and/or products.	n/a	n/a	n/a	n/a	n/a	n/a	3M	3H
1.2 Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.	n/a	n/a	n/a	n/a	n/a	n/a	3M	3H
2. Demonstrate information literacy.								
2.1 Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.	2M	2M	2H	n/a	3H	3M	n/a	n/a
2.2 Apply appropriate technology and resources as part of a team approach.	2L	2M	2M	n/a	2M	3H	n/a	n/a
2.3 Question the validity of information and evaluate it using fact-based scientific inquiry.	2M	3H	2M	n/a	3H	3M	n/a	n/a
3. Model ethical and civic responsibility.								
3.1 Accept responsibility for learning now and in the future.	2M	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.2 Exhibit professional, personal, and academic honesty.	2M	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.3 Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.	2M	n/a	n/a	n/a	n/a	n/a	3M	3M
3.4 Consider context and implication of ethics in all actions.	2L	2H	n/a	n/a	n/a	n/a	n/a	n/a
4. Communicate effectively.								
4.1 Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.	2M	2M	2M	2M	2M	3M	3M	3H
4.2 Use appropriate technology that supports or facilitates communication.	n/a	n/a	2M	2M	2M	3H	n/a	3M
4.3 Provide and accept constructive feedback.	2M	2M	2M	2M	2M	2M	2H	2H
4.4 Demonstrate fluency in the scientific-based language of healthcare settings.	n/a	n/a	2M	2M	2M	3M	n/a	3M

Foundational Educational Core Abilities & Indicators NEW Courses TBD–Green ASHS - Yellow	BIO 105	BIO 107	BIO 205	BIO 205 L	BIO 207	BIO 207 L	BIO 215	BIO 215 L	BIO 315	CHM 105	CHM 105 L	COM 105	CSC 105	ECN 225	ENG 105	ENG 107	ENG 110	HSC 115	HSC 120	HSC 130	HSC 350	HSC 360	HSC 450	MTH 092	MTH 094	MATH 105	MATH 205	MTH 210	PHL 104	PHL 114	PHY 105	PSC 105	PSC 305	PSY 111	PSY 211	PSY 221	SLS 105	SOC 121	SOC 333	SOC 337	SPA 103	SPA 105
	Level:1=Introduction						*2=Practice*														*3=Application*															*Emphasis: L=LOW*					
																					M=MED															*H=HIGH*					
1. Think critically and solve problems.																																									
1.1. Integrate experience, reason, and information to make meaningful conclusions, judgments,and/or products.	*TBD*	*TBD*	2M	2L	3M	2L	2H	2H	3M	2H	2H	*TBD*	2M	3M	1H	2H	1H	1H	1M	3H	*TBD*	*TBD*	*TBD*	1H	1H	3L	3H	3H	3H	3H	2M	2H	3H	2M	2H	*TBD*	1M	2M	2M	2M	2H	2H
1.2 Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.	*TBD*	*TBD*	2M	1M	3M	1M	2M	2M	2L	2H	2H	*TBD*	N/A	2H	N/A	N/A	N/A	N/A	1L	1L	*TBD*	*TBD*	*TBD*	1H	1H	2H	3H	3H	2L	2L	3H	1L	1L	2M	2H	*TBD*	N/A	N/A	N/A	N/A	NA	NA
2. Demonstrate information literacy.																																									
2.1 Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.	*TBD*	*TBD*	2M	2M	2M	2M	2H	2H	3M	1M	1H	*TBD*	2L	3M	1H	2H	1H	1L	2L	2M	*TBD*	*TBD*	*TBD*	1M	1M	2M	3H	3H	3H	3H	2M	3H	3H	2H	2H	*TBD*	1M	2H	3H	3H	1H	1H
2.2 Apply appropriate technology and resources as part of a team approach.	*TBD*	*TBD*	1M	1L	1M	1L	2L	2L	3M	1M	1H	*TBD*	2L	2L	1H	2H	1M	1L	2M	1L	*TBD*	*TBD*	*TBD*	2H	2H	2M	3H	3H	N/A	N/A	3M	1M	2M	N/A	N/A	*TBD*	1H	2L	2L	2L	1L	1L
2.3 Question the validity of information and evaluate it using fact-based scientific inquiry.	*TBD*	*TBD*	3M	2M	3M	2M	2H	2L	3M	2H	2M	*TBD*	2L	2H	1H	2H	1M	1L	2L	3H	*TBD*	*TBD*	*TBD*	1H	1H	2H	3H	3H	2M	1L	3H	2H	2H	2H	2M	*TBD*	1H	1L	3M	3M	NA	NA
3. Model ethical and civic responsibility.																																									
3.1 Accept responsibility for learning now and in the future.	*TBD*	*TBD*	2M	2L	2M	2L	N/A	N/A	3M	1L	1L	*TBD*	1M	3H	1H	2H	1H	3L	1M	3H	*TBD*	*TBD*	*TBD*	N/A	N/A	N/A	N/A	N/A	3H	3H	2L	3H	3H	2M	2H	*TBD*	1H	2M	2M	2M	3M	3M
3.2 Exhibit professional, personal, and academic honesty.	*TBD*	*TBD*	2L	2M	2L	2M	2H	2H	3M	1M	2M	*TBD*	2M	2L	2H	3H	1H	3M	1M	3H	*TBD*	*TBD*	*TBD*	N/A	N/A	N/A	N/A	N/A	3H	3H	2M	2M	3M	2M	2H	*TBD*	1H	3H	3H	3H	1L	1L
3.3 Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work	*TBD*	*TBD*	N/A	1M	N/A	1M	N/A	N/A	2L	1L	2M	*TBD*	2M	2H	2H	3H	1H	3M	1L	3H	*TBD*	*TBD*	*TBD*	N/A	N/A	N/A	N/A	N/A	3H	3H	N/A	2M	3M	2M	2H	*TBD*	1H	3H	3H	3H	1L	1L
3.4 Consider context and implication of ethics in all actions.	*TBD*	*TBD*	1L	1L	1L	1L	N/A	N/A	2M	2L	2L	*TBD*	1M	2H	2H	3H	1H	2M	1L	3H	*TBD*	*TBD*	*TBD*	N/A	N/A	N/A	N/A	N/A	3H	3H	1L	1M	2M	2M	2H	*TBD*	1H	3H	3H	3H	NA	NA
4. Communicate effectively.																																									
4.1 Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.	*TBD*	*TBD*	2H	2H	2H	2H	2H	2H	3H	2L	2H	*TBD*	2H	3L	1H	2H	1H	2M	3M	3H	*TBD*	*TBD*	*TBD*	N/A	N/A	N/A	N/A	N/A	3H	3H	2H	2M	3M	1H	2H	*TBD*	1H	2M	3M	3M	3H	3H
4.2 Use appropriate technology that supports or facilitates communication.	*TBD*	*TBD*	1M	N/A	1M	N/A	2L	2H	3H	2L	2H	*TBD*	2H	2M	1H	2H	1H	1M	3H	1M	*TBD*	*TBD*	*TBD*	2M	2M	2L	3H	3H	2M	2M	2M	2M	2M	1H	2H	*TBD*	1H	2H	3H	3H	1L	1L
4.3 Provide and accept constructive feedback.	*TBD*	*TBD*	1M	1M	1M	1M	N/A	2H	3H	1L	1M	*TBD*	1L	1M	1H	2H	1M	2M	3H	3H	*TBD*	*TBD*	*TBD*	N/A	N/A	N/A	3L	3L	3H	3H	1L	2M	2M	1H	2H	*TBD*	1H	2M	3M	3M	3H	3H
4.4 Demonstrate fluency in the scientific-based language of healthcare settings.	*TBD*	*TBD*	3H	3H	3H	3H	2H	2H	3M	1H	2H	*TBD*	1L	1H	1L	1L	N/A	1L	2M	2M	*TBD*	*TBD*	*TBD*	N/A	N/A	N/A	N/A	N/A	2L	2L	1L	1L	2M	2M	2M	*TBD*	1L	2L	2L	2L	1L	2M

Faculty are reviewing the mapping of highlighted courses

Bachelor of Social Work Foundational Education Core Abilities and Indicators	SWK 105	SWK 107	SWK 225	SWK 227	SWK 233	SWK 306	SWK 311	SWK 325	SWK 331	SWK 405	SWK 405L	SWK 407	SWK 410	SWK 415	SWK 417	SWK 421	SWK 430	SWK 432
	Level:1=Introduction, 2=Practice, 3=Application Emphasis: L=Low M=Medium H=High																	
1. Think critically and solve problems.																		
1.1 Integrate experience, reason, and information to make meaningful conclusions, judgments, and/or products.	1H	1H	1M	1M	1M	2H	2M	2M	2H	2M	2H	2H	3M	3M	3H	3H	3M	3M
1.2 Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.	1H	1H	1M	1M	1M	2H	2M	2M	2H	2M	2H	2H	3M	3M	3H	3H	3M	3M
2. Demonstrate information literacy.																		
2.1 Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.	1L	1M	1L	1M	1M	2H	2L	2L	2L	2H	2H	2H	3H	3L	3L	3H	3H	3H
2.2 Apply appropriate technology and resources as part of a team approach.	1L	1M	1L	1M	1M	2H	2L	2L	2L	2H	2H	2H	3H	3L	3L	3H	3H	3H
2.3 Question the validity of information and evaluate it using fact-based scientific inquiry.	1L	1M	1L	1M	1M	2H	2L	2L	2L	2H	2H	2H	3H	3L	3L	3H	3H	3H
3. Model ethical and civic responsibility.																		
3.1 Accept responsibility for learning now and in the future.	1H	1M	1M	1H	1M	2H	2M	2H	2M	2H	2H	2H	3M	3H	3M	3H	3M	3H
3.2 Exhibit professional, personal, and academic honesty.	1H	1M	1M	1H	1M	2H	2M	2H	2M	2H	2H	2H	3M	3H	3M	3H	3M	3H
3.3 Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.	1H	1M	1M	1H	1M	2H	2M	2H	2M	2H	2H	2H	3M	3H	3M	3H	3M	3H
3.4 Consider context and implication of ethics in all actions.	1H	1M	1M	1H	1M	2H	2M	2H	2M	2H	2H	2H	3M	3H	3M	3H	3M	3H
4. Communicate effectively.																		
4.1 Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.	1L	1M	1H	1M	1H	2H	2H	2M	2M	2H	2H	2H	3M	3M	3M	3H	3M	3M
4.2 Use appropriate technology that supports or facilitates communication.	1L	1M	1H	1M	1H	2H	2H	2M	2M	2H	2H	2H	3M	3M	3M	3H	3M	3M
4.3 Provide and accept constructive feedback.	1L	1M	1H	1M	1H	2H	2H	2M	2M	2H	2H	2H	3M	3M	3M	3H	3M	3M
4.4 Demonstrate fluency in the scientific-based language of healthcare settings.	1L	1M	1H	1M	1H	2H	2H	2M	2M	2H	2H	2H	3M	3M	3M	3H	3M	3M

APPENDIX J

ACADEMIC ASSESSMENT TIMELINE 2010 to Present (& Beyond)

This represents a high-level overview of formal academic assessment work since 2010.

		2010-2011	2011-2012	2012*-2013	2013-2014	2014-2015	2015-2016	2016**-2017
Assess 1	**COURSE LEVEL GLO-Core Abilities**	Strategic plan goal team assembled to develop and implement academic assessment process.	Continued work by strategic goal team. Results included development of General Learning Outcomes (GLO) report form, core ability rubrics, and assessment process flow.	**Information Literacy** Pilot (AAC)	Emphasis: **Information Literacy** -all faculty, or another of their choosing AAC faculty pilots Communicate Effectively	Continued Emphasis on Information **Literacy**; plus a second Core Ability (All faculty required to complete 2 GLO reports spring semester)	Continued Emphasis: **Information Literacy**	Emphasis: **Critical Thinking & Problem Solving** AND continue **Info Lit** (based on previous year's data)
Assess 2	**COLLEGE LEVEL Juried Assessment of Core Ability Rubrics**			(N/A - Course level reporting only)	(N/A - Course level reporting only)	All Core Abilities piloted	Information Literacy	Critical Thinking AND Info Lit
Train	**Faculty Training**			AC pilot GLO Report training workshop	GLO report completion assistance	All Faculty, Juried Assessment, Tk20 training	Faculty workshops: Defining Info Lit; rubrics	Further rubric training; look at Info Lit and Crit Think holistically
Evaluate	**GLO Report/ Juried Assess Review by AC**			See minutes of Assessment Committee (AC)				
Evaluate	**Summary and Action Plans**			See academic year IEC reports.				
Improve	**Closing the Loop – Follow-up to previous year's Action Plans**			N/A – first year of Core Ability assessment	See AC minutes and end of year IEC reports.			

Assessment Council = AC

Voluntary faculty summer assessment; faculty does not include adjunct faculty; faculty course coordinators may obtain data from adjunct-taught courses when needed ***HLC Self-Study and Site Visit, November 2012; **HLC Assurance Arguments and Site Visit, November 2016**

Academic Assessment Timeline, cont.

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	***2022-2023
Assess	**COURSE LEVEL Core Abilities**	Emphasis: **Communicate Effectively** Second Core Ability, if needed (based on previous year's data)	Emphasis: **Model Ethical and Civic Responsibility** Second Core Ability, if needed (based on previous year's data	Assessments continue after Core Ability reevaluation	Assessments continue after Core Ability reevaluation	Assessments continue after Core Ability reevaluation	Assessments continue after Core Ability reevaluation
Assess	**COLLEGE LEVEL Juried Assessment of Core Ability Rubrics**	Communicate Effectively	Model Ethical and Civic Responsibility OR TBD by assessment coordinator				
Train	**Faculty Training**	Updating Course/Program Curriculum Maps; Others TBD	TBD based on assessment needs				
Evaluate	**GLO Report/ Juried Assess Review by AC**	See minutes of Assessment Committee (AC)					
Evaluate	**Summary and Action Plans**	See academic year IEC reports.					
Improve	**Closing the Loop – Follow-up to previous year's Action Plans**	See AC minutes and end of year IEC reports.					

*****HLC Assurance Argument and Site Visit (Year 10 Reaffirmation), Fall 2022**

APPENDIX K
Co-Curricular Assessment Timeline 2014 to Present (& Beyond)

	2014-15 - Pilot	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Think Critically and Solve Problems	Billing, Academic Advising	Billing, Academic Advising	Academic Advising, Billing & FA, Student Success Ctr, Admissions	Student Success (Admissions, Fin Aid & Advising)	Student Success (Admissions, Fin Aid & Advising)	Student Success (Admissions, Fin Aid & Advising)	TBD	TBD
Demonstrate Information Literacy	Library v1.0	Library v1.0	Library v2.0,	Library v2.0	Library v2.0	TBD	TBD	TBD
Model Ethical and Civic Responsibility	Student Life, Service Learning v1.0	Student Life, Service Learning v1.0	Student Life, Service Learning v2.0	~~Service Learning v2.0~~ (discontinued requirement)	~~Service Learning v2.0~~	TBD	TBD	TBD
Communicate Effectively			IT, Communi-cations	IT, Communi-cations	IT, Communi-cations	TBD	TBD	TBD

Co-curricular departments will choose a three-year initiative format that allows for:
Year 1) Pilot assessment/form action plans
Year 2) Assess/execute action plans
Year 3) Reassess; plan for next initiative
TBD = Assessments beginning in 2019-20 and beyond will be discussed in summer 2018 after completion of two cycles of revised assessment initiatives which start in 2016-17..

Aultman College CO-CURRICULAR ASSESSMENT REPORT FORM WORK SHEET	
Title:	
Timeframe:	
Department:	
Responsible Party:	
PLANNING, CONDUCTING, ASSESSING	
Student Challenge: Describe the current issue you want to change	
Evidence of the Challenge: Why, what's happening?	
Students Learning Outcome What do you want students to know, do, and/or feel as a result of this project? Follow SMART: • **Specific** • **Measureable** • **Attainable** • **Relevant/Realistic** • **Time-based**	The students will:
Plan to measure: How will you gather information (direct and/or indirect)?	
Core Ability: What Gen Ed Core Ability does this initiative address? Give a brief rationale for choosing this Core Ability	_____Think Critically and Solve Problems _____Demonstrate Information Literacy _____Model Ethical and Civic Responsibility _____Communicate Effectively **Rationale:**
Intervention(s) to achieve goal:	

CLOSING THE LOOP: Complete this section when the assessment project/initiative is complete.

1. Data and analysis
2. Recommendations for action/improvement
3. Implementation plan for improvements.

Also comment on the following:

WAS THE GOAL MET?	
If the goal was **not met**, identify change(s) planned to improve student learning in this outcome.	
If the goal **was met**, would you do anything differently next time?	
How will you share what you have learned with your department, college-wide, and externally if appropriate?	
Anything else?	

Appendix L

Summary of Required Accreditor Terminology

Language on IE GLO Course Assessment Report
Language on Program Master Syllabus

College Level	4x Core Abilities (General Learning Outcomes – GLOs)				
Program (Accreditor)	BSN (CCNE)	ASN (ACEN)	AASR (ARRT, ASRT, JRCERT)	Health Sciences (HLC)	BSW (CSWE)
Program Level*	**4x Program Outcomes** ***Program Outcomes*** **Program Outcomes**	**6x Program Student Learning Outcomes (SLOs)** ***Program Student Learning Outcomes (SLOs)*** **Program Student Learning Outcomes**	**5x Program Goals & 9x Student Learning Outcomes (SLOs)** ***5x Program Goals*** **Program Goals and Student Learning Outcomes (SLO)**	**4x Program Learning Outcomes (PLOs) Additional 8x BSHS PLOs** ***Program Learning Outcomes (PLOs)*** **Program Learning Outcomes (PLOs)**	**9x Program Competencies** ***Program Competencies*** **Program Competencies**
Course Level*	**Student Learning Outcomes (SLOs)** ***Student Learning Outcomes*** **Student Learning Outcomes (SLOs)**	**Course Student Learning Outcomes (Course SLOs)** ***Course SLO*** **Course Student Learning Outcomes**	**Course Content Objectives** ***Course Content Objectives*** **Content Objectives**	**Student Learning Outcomes (SLOs)** ***Student Learning Outcomes (SLOs)*** **Student Learning Outcomes (SLOs)**	**Student Learning Outcomes (SLOs)** ***Student Learning Outcomes (SLOs)*** **Student Learning Outcomes (SLOs)**
What happens in class**	**None required** ***Learning Activity*** **Learning Objectives, Module Objectives**	**None required** ***Learning Activity*** **Learning Objectives, Learning and Assessment Activities**	**None required** ***Learning Activity*** **Learning Objectives, Learning Activities, Assessment Activities**	**None required** ***Learning Activity*** **Learning and Assessment Activities**	**None required** ***Learning Activity*** **Learning and Assessment Activities**

VIII. GLOSSARY

TERM	DEFINITION
Accreditation	The process by which an institution is reviewed for compliance. Accrediting bodies may include, but are not limited to, regional, state, and/or program specific.
Assessment	The ongoing process of • Establishing clear measurable outcomes • Providing opportunities to achieve outcomes • Systematically gathering data for the purpose of evaluation • Evaluating gathered data and acting as needed
Assessment: Academic	Measuring student learning INSIDE the classroom.
Assessment: Non-Academic	Measuring institutional and operational outcomes which typically lead to improvement of processes, procedures, and services unrelated to student learning.
Assessment: Co-Curricular	Measuring student learning OUTSIDE the classroom.
Assessment: Formative	Qualitative evaluation of learning and feedback gained from a range of formal and informal assessments occurring during the learning process. Formative assessment results are typically used to improve course content, teaching methods, and student performance.
Assessment: Summative	Measuring or summarizing learning that occurs up to a specific point in time (e.g., grade on a unit or chapter test, evaluation of a skill/competency following a lesson, etc.)
Common Data Set (CDS)	A voluntary, nationally accepted reporting model for colleges and universities that ensures consistency for comparing data among institutions. CDS and IPEDS glossaries correlate in their definitions.
Congruency	Alignment and consistency of institutional data/information.
Constituencies (Constituents, Stakeholders)	Individuals and/or groups having an interest in or relationship with Aultman College. May include students, faculty/staff, Aultman Hospital, alumni and their employers, and the communities we serve. The terms constituencies, constituents, and stakeholders may be used synonymously.
Core Abilities (General Education Learning Outcomes/GLO)	Characteristics and behaviors we expect students to demonstrate by the time of graduation. Core abilities and general education learning outcomes are synonymous terms. 1. Think Critically and Solve Problems 2. Demonstrate Information Literacy 3. Model Ethical and Civic Responsibility 4. Communicate Effectively

Core Measures (Institutional)	Institutional data intended to profile the college and its operations.
Data Steward	A person responsible for maintaining and reporting data and safeguarding its integrity.
Institutional Effectiveness Council	An Aultman College governance committee.
IPEDS (Integrated Post-Secondary Education Data System)	Core post-secondary education data collection program for the National Center for Education Statistics. IPEDS and CDS glossaries correlate in their definitions.
Program Outcomes	Measures of student learning and program effectiveness specific to an academic program. May be prescribed by accrediting bodies such as JRCERT and NLNAC.
Regulations	Standards of practice set by law, accreditors, or other governing bodies with which an institution of higher education must comply.
Student Learning Outcomes (SLOs)	End result of learning. Synonymous terms may include course competencies, learning objectives, performance assessment tasks, and program goals.
Transparency	Openly sharing data and analysis with relevant constituencies.

IX. SOURCES CONSULTED IN THE PREPARATION OF THIS DOCUMENT

AAHE Assessment Forum, **"Nine Principles of Good Practice for Assessing Student Learning,"** December 1992 accessible at NILOA website: http://learningoutcomesassessment.org/PrinciplesofAssessment.html

Angelo, Thomas, AAHE Assessment Forum, *AAHE Bulletin*, November 1995, p. 7.

Appalachian State University Assessment Handbook

Fairleigh Dickinson University Institutional Effectiveness Plan accessible at: http://view.fdu.edu/files/aplanforassessinginstitutionaleffectiveness.pdf)

Gettysburg College Co-Curricular Learning Assessment Plan

Higher Learning Commission. Fundamental Questions for Conversations on Student Learning

Kettering College of Medical Arts, Plan for the Assessment of Institutional Effectiveness

National Institute for Learning Outcomes Assessment (NILOA) website, accessible at: http://learningoutcomesassessment.org/PrinciplesofAssessment.html

Palomba, Catherine A. and Trudy W. Banta. Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. 1999. San Francisco: Jossey-Bass Publishers.

Skidmore College Assessment Handbook

Stark State College Assessment Plan

Southwestern University Academic Departments/Programs Assessment Handbook

Southwestern University Administrative Assessment Handbook

Swarthmore College Assessment Presentation Prepared for Swarthmore College Deans Office Retreat, 6/10/05, by Robin Huntington Shores, Swarthmore College Office of Institutional Research.