

Aultman College Institutional Effectiveness and Assessment Plan



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AULTMAN COLLEGE
INSTITUTIONAL EFFECTIVENESS and ASSESSMENT PLAN

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EXECUTIVE SUMMARY

In higher education, Institutional Effectiveness (IE) is not limited to assessment of student learning. It also involves 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

We detail the Continuous Improvement Process because we are committed to it. Continuous improvement requires a culture that values the assessment process by:

- Conducting assessment activities users regard as having value
- Documenting assessment practices
- Engaging 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:** Through formative evaluation, with assessment activities that provide a feedback loop to inspire and shape better programs and services.
2. **To inform:** Showing a clear picture of what is really happening in a program or unit and inform others of contributions the unit or program makes.
3. **To demonstrate:** Through summative evaluation, with 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 IE 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, and governance structure.

MISSION DOCUMENTS

Aultman College's foundational mission documents were built in 2004 during the transition of a diploma school of nursing to an associate degree granting college. Over the next 15 years, with the addition of bachelor's degrees, multiple majors, and in 2018, the inauguration of a new president, the review of existing mission documents and the strategic planning process became inevitable. The college had simply evolved. In recognition of its history and to acknowledge its growth, a year-long review of mission documents began in fall 2019.

Vision, Mission, and Values Statements

The new president felt that, before embarking on a strategic planning process, it was important to have campus-wide alignment and agreement on updates to the vision, mission, and values statements. Agreement on that core identity was a necessary starting point in the development of a successful strategic plan.

With the assistance of an external consultant, all college constituencies, external and internal, helped develop:

- A vision statement describing what we want to be
- A mission statement describing what we do each day
- Values statements that capture what makes our college unique and special

The process revealed that we needed new statements with simpler language that was easier to remember and incorporate into everyday life. While the college is not defined by its relationships with the Aultman Hospital, Health Delivery System, and Health Foundation, we recognized that these relationships are integral to our functionality. We noted that previous vision, mission, and values statements were clearly tied back to practices and policies of Aultman's corporate culture. As the new vision, mission, and values evolved, however, it was refreshing to see less reliance on those principles and a clear acknowledgement of the college's growing independence.

The following vision, mission, and values statements were adopted in 2020:

New Vision Statement: We will be the preferred healthcare educator in our region.

This articulates our unique identity as the only health-system affiliated college in northeast Ohio. We aspire to be the first choice for those interested in health care careers, and we intentionally are keeping our geographic region open to revision should we expand beyond our current and primary five-county footprint.

New Mission Statement: We prepare healthcare professionals who will lead our community to improved health.

Here we have our most direct tie to our corporate partner's mission of "leading the community to improved health." This pithy statement is well known in both our internal and external communities, and our college certainly plays a key role in its goal. We simply modified the phrase to specify what we do every day in college operations.

New Values Statement: Aultman College maintains a student-centered culture that values:

- **Compassion, integrity, and respect**
- **Success of each student and employee**
- **Diversity of ideas, cultures, and people**
- **Influential and inspired leadership**
- **Market-relevant education**

Identifying these values was the most difficult part of the process for our team. We wrestled with keeping them succinct while capturing the family-like atmosphere of our campus. It was rewarding to see that leadership and graduating relevant professionals were highly valued in our revisions.

STRATEGIC PLANNING

Strategic Planning Process

Once vision, mission, and values statements were solidified, we used that guidance to develop a new comprehensive, multi-year strategic plan. Previous strategic plans tended to be annual (calendar year) and were dictated by budgetary constraints. The new president implemented significant changes, among them a multi-academic year document that would provide predictive foresight over a three to five-year period. Additionally, the new strategic plan is intended to drive budgetary decisions, adjust as needed to address changing conditions, and provide a distilling lens through which the college leadership and executive team can make operational decisions.

How did the plan evolve? Since this was, and continues to be, a major shift in culture, the president asked the college leadership team to work with their respective vice presidents to lay out the work they saw in their areas over the next three to five years. It seemed easier to start with a tactical set of goals versus an abstract strategic plan. College leaders reviewed current higher education data, key points consistently found in institutional effectiveness data and the IEAP process (e.g., student satisfaction surveys), and the college risk assessment evaluation. The necessity of any work unconnected to that data was carefully evaluated. After all, if Aultman College does not assess and use its continuous improvement processes to support and underpin its strategic direction, it becomes a ship, unmoored and sailing in directions guided by the winds and tides of the day rather than following a travel plan carefully established by history, cartography, and with key destinations in mind.

Following this process of documenting year-over-year work, the leadership and executive teams grouped those yearly goals into categories (strategic priorities). Four priorities clearly emerged:

- Achieve financial stability
- Advance our academic reputation
- Amplify the college identity
- Advance the college culture

These priorities were carefully worded to capture our overarching strategy and represent our focus on enhancing the student experience and moving the college forward in its evolution. While priorities are not intended to change during the plan time frame, the body of work (and year-over-year goals) for each priority may change (e.g., during an annual review prior to each academic year).

Once the priorities were decided, the executives went back to their teams to ensure that the priorities and bodies of work absolutely reflected their intent. They also categorized work into achievable milestones for years one, two, three, and beyond. This involved a significant amount of conversation, negotiation, and decision making to agree on adjustments that would yield realistic, achievable goals. It was a key exercise, particularly at the executive level, to debate what work truly took priority (e.g., whether the implementation of a student information system should precede or follow a global evaluation of tuition/fee structure). These decisions were not easy; however, with strong vision/mission/values statements, the debate was guided and distilled through those lenses. Risk assessment and continuous improvement data were considered, and priorities were settled. Notably, and perhaps with serendipitous timing, this debate period occurred in spring 2020 as the COVID-19 global pandemic began. The all-encompassing impact of the pandemic forced several yearly goals to be adjusted or delayed. While this could be viewed as slowing our forward motion, it could also be considered good timing in that we could adjust our strategic plan from its beginning rather than during its established implementation.

Our intent is for this strategic plan and priorities to guide our work through a three- to five- year period with an annual review of the bodies of work occurring prior to the start of each academic year. The annual reviews will ensure relevance, responsiveness to institutional data and risk assessment, and realistic ability to achieve outcomes.

Relationship Between Strategic Plan and IEAP

The strategic plan and IEAP are both grounded in the college mission. While they have some common goals, strategic planning is largely focused on repositioning the institution, and IE is focused on the effectiveness and efficiency of college services and programs. Its outcomes point to continuous quality improvement. We hope it is apparent through the strategic planning process narrative above that we labored to utilize IE data, continuous improvement outcomes, and risk assessment as key reference points during the strategic planning process. We will additionally use and follow the guidance of our IE process as we discuss how to measure the success of our strategic planning process.

OUTCOMES and ACCOUNTABILITY

As we proceed through our strategic plan and the work underpinning our forward progress, it is important to have an objective means of evaluating our work. Without assessment and evaluation, we cannot truly ascertain our progress and hold ourselves accountable. Following the patterns and work established in our culture of assessment and found throughout this IEAP, we utilize key outcome measures aligned with our strategic plan as illustrated in our *college report card*, which is shared institution-wide (see **Appendix A**).

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)
- The Medical Assisting Education Review Board (MAERB)

SUMMARY

Sound IE and assessment practices provide a framework of standards for all divisions, departments, and programs. As a growing college, our Institutional Effectiveness function is evolving and 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 C** 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 Institutional Research Team and the IEC to review assessment practices, communicate results, and provide faculty/staff development opportunities

Institutional Research Team (IR)

- 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
- 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 D** 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.

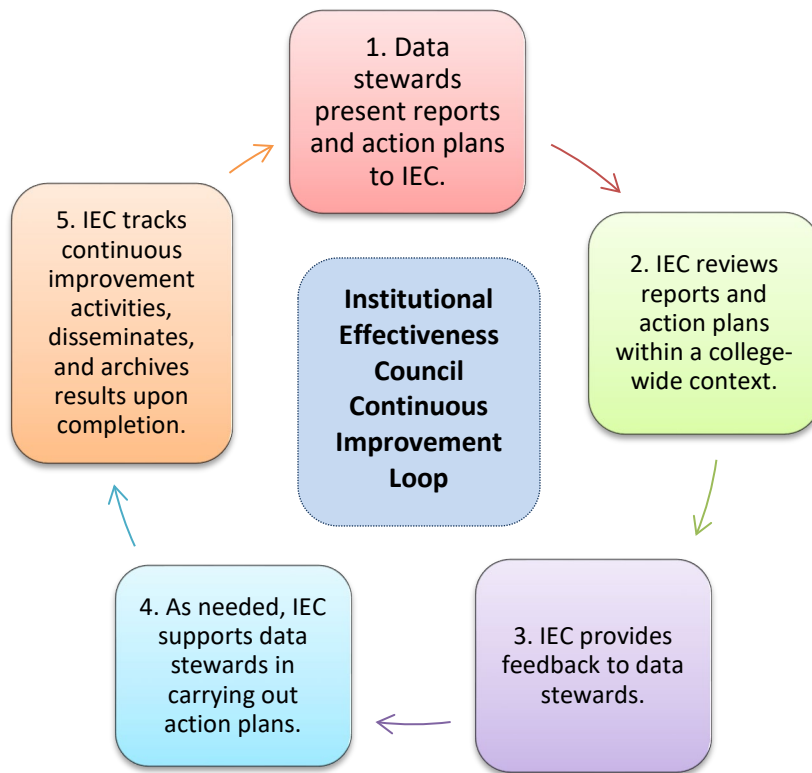
According to governance by-laws, the purpose of IEC is to examine institutional data that informs the academic and operational discourse of the college and ensures accountability of ongoing institutional assessment and continuous improvement. Its processes are described in the Institutional Effectiveness 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.



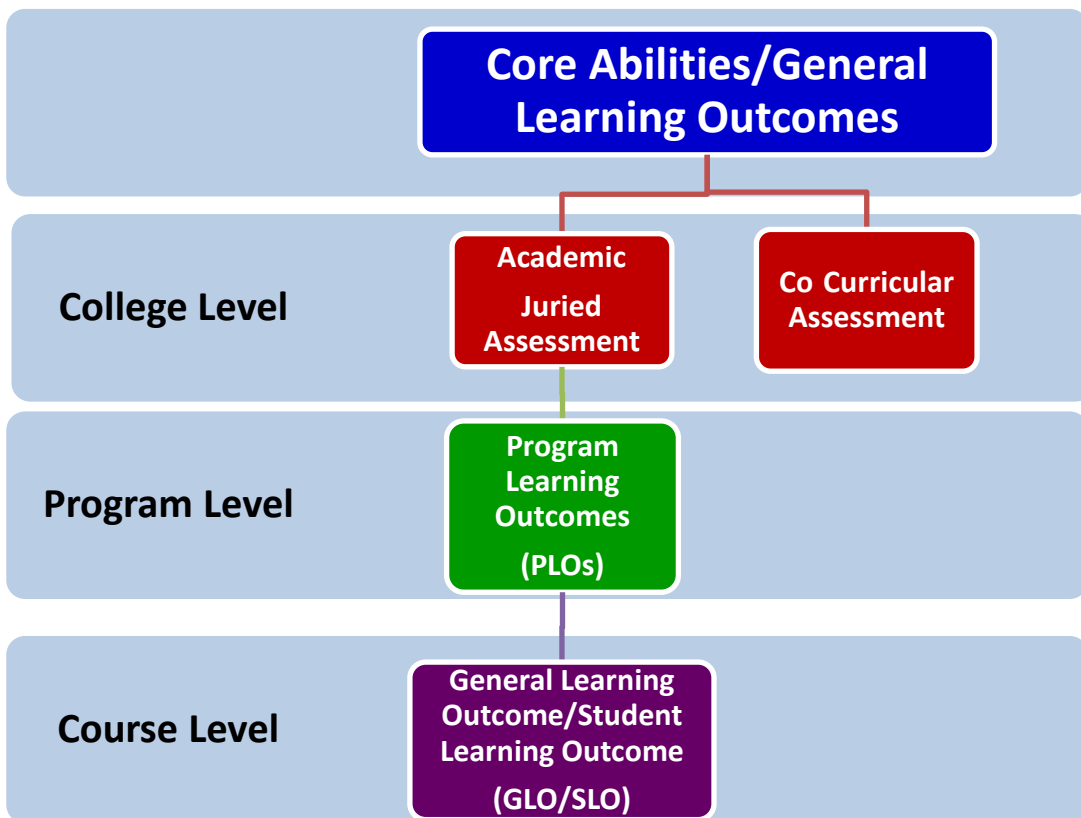
How this process works:

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 E**. For a complete list of reports, see the Institutional Reporting Cycle in **Appendix F**. 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

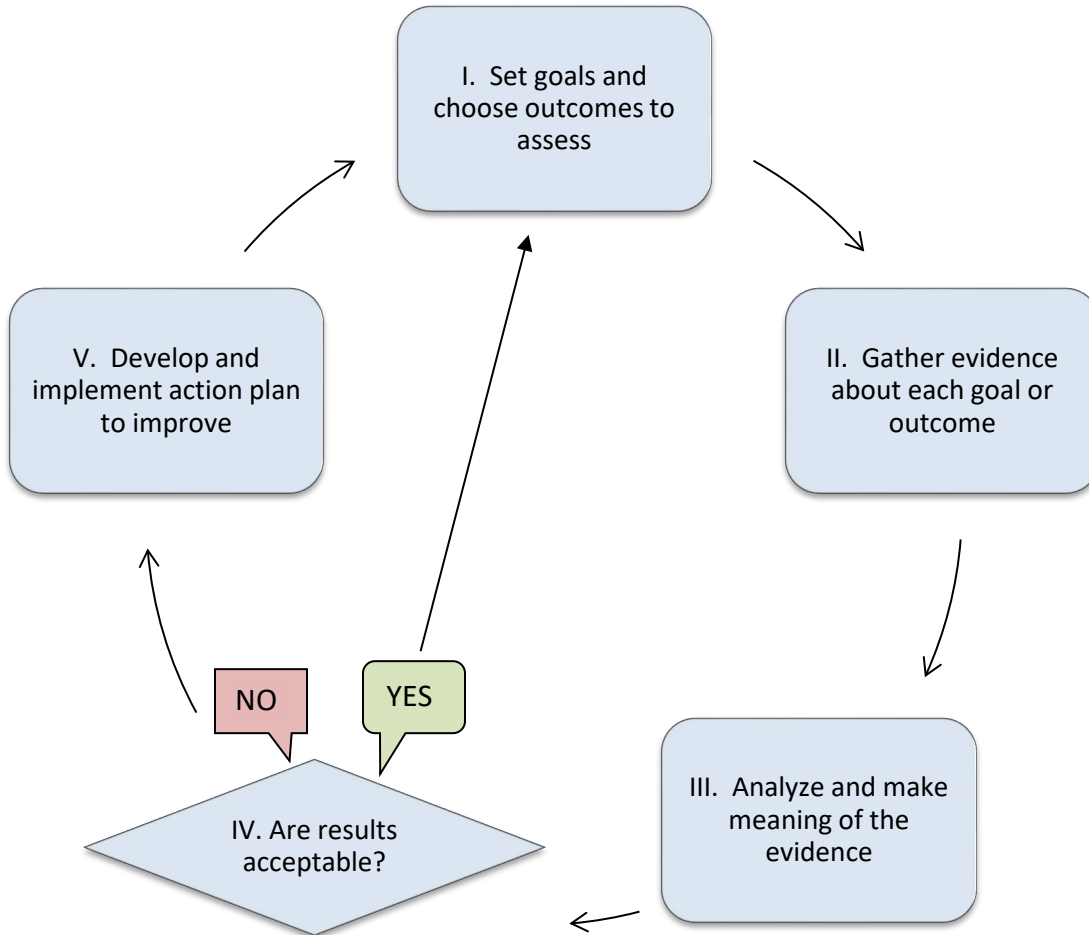
Assessment data is analyzed at the college, program/division, and course levels (see Assessment Hierarchy below). The Core Abilities (CA) are known as General Learning Outcomes (GLOs), for which the Assessment Committee sets institutional goals. Annual core ability assessment data is collected and analyzed within the Assessment Committee, which develops action plans 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 contained 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 Assessment Committee sets 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 G**) 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 institutional research, assessment committee, and vice president of academic affairs. If results are satisfactory, the council sets new goals for the next assessment period.
4. An annual Academic Assessment report is presented to IEC.

Program-Level Assessment

1. Programs collect, aggregate, and analyze PLO assessments and program outcomes.
2. Program director and faculty review the data and develop action plans as warranted.
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 H**), 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 I**).
2. Faculty assist in identifying 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. Juried assessment scores are analyzed and reported to the Assessment Committee and IEC. If analysis indicates the need for improvement, the assessment committee develops an action plan. If results are satisfactory, the committee sets new goals for the next assessment period, based on the assessment timeline.
5. An annual Academic Assessment report is presented to IEC.

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

Co-Curricular Assessment

In 2020-21, a new co-curricular assessment model aligned with college values will be piloted. Requiring academic scholarship recipients to engage in community service projects and then reflect on those experiences, the model asks students to describe their learning and how it aligns with college values. The Student Services Council and the student-led Talon Society will oversee the logistics of the pilot, matching students with service opportunities and monitoring completion. The Assessment Committee will oversee the data collection and analysis and report to IEC. If analysis indicates the need for improvement, an action plan will be developed. If results are satisfactory, the committee will set new goals for the next assessment period. An annual Co-Curricular report will be presented to IEC. See (**Appendix K**) for co-curricular model.

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 F** 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. A Terminology Guide ensures consistency and compliance with individual accreditor assessment language requirements (**Appendix L**).

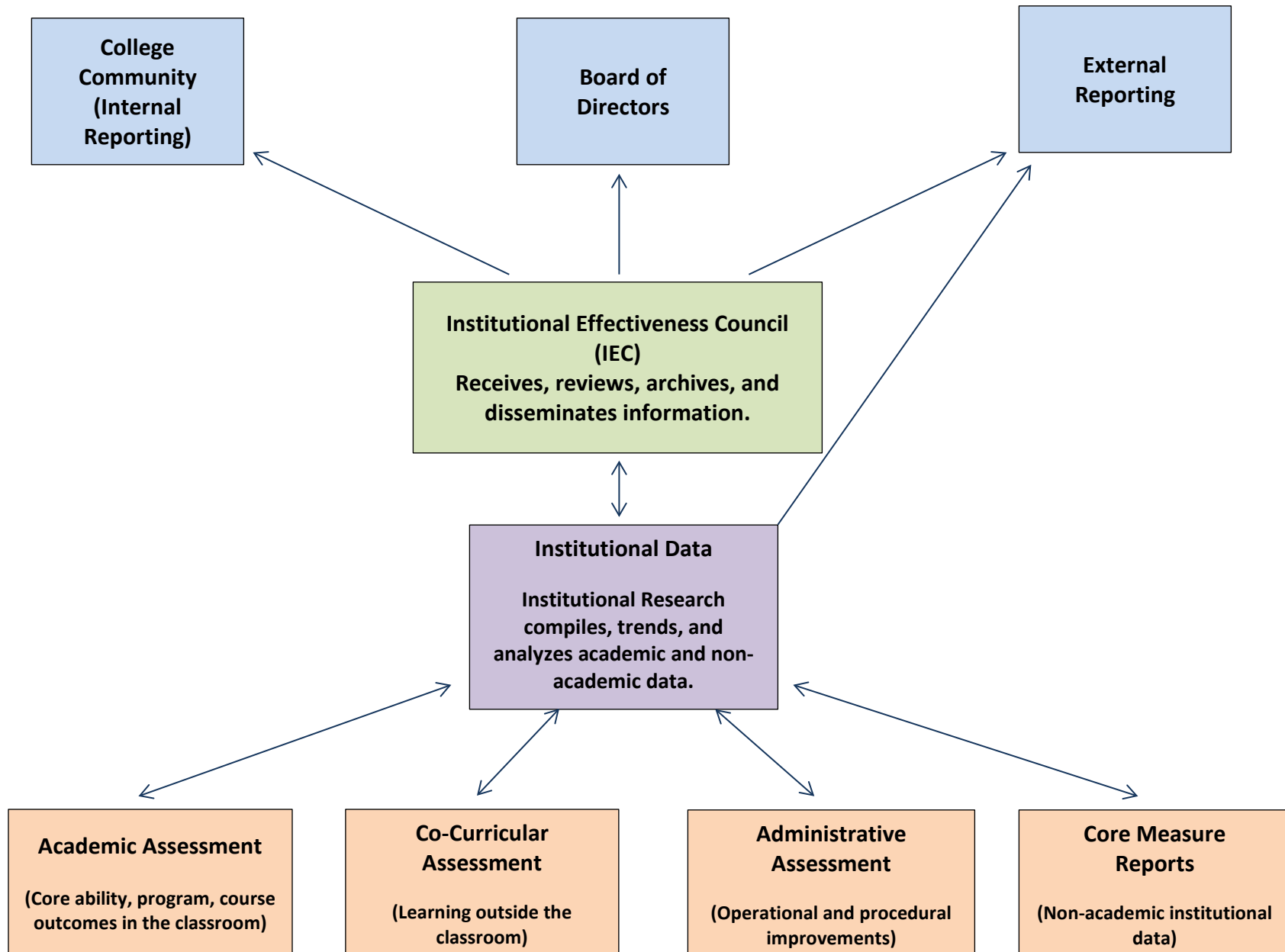
Co-Curricular: Co-curricular assessment initiatives are those which demonstrate how learning occurs outside the classroom. In 2021-22, a new model for co-curricular assessment will be piloted (see above).

- 3. 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.

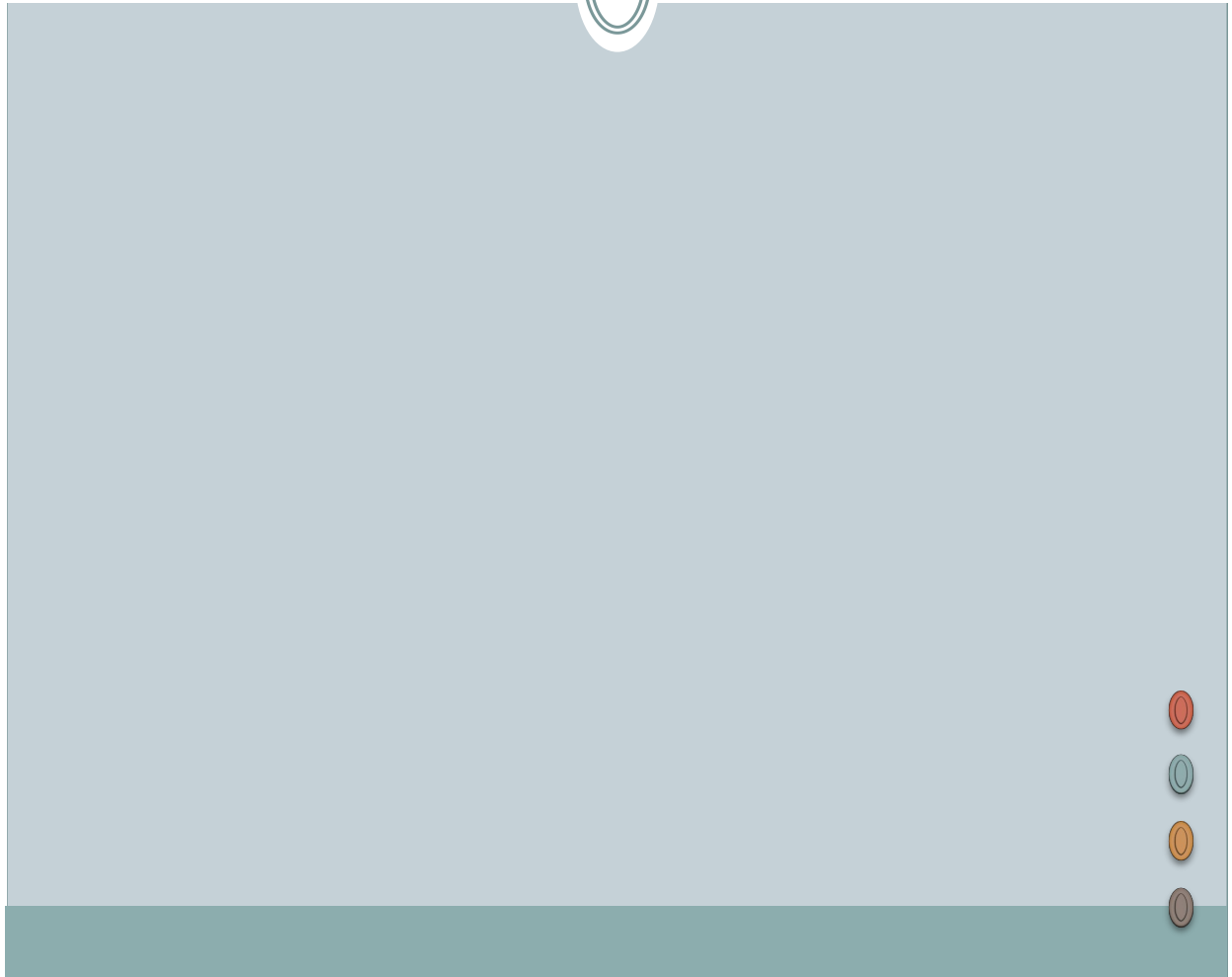
SUMMARY

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

2020-21 College Report Card and Strategic Projects

Strategic Priority	Metric	Benchmark	History	Goal	2020-21 Results
Advance Academic Reputation	Faculty Research	Deans will provide a 20-21 summary report.		2021-22 goal is increase over baseline	6 scholarly activities=baseline
	Graduation Rate (FTFT)	IPEDS calculation, peer avg: 2015-16: 63% 2016-17: 55% 2017-18: 56% 2018-19: 61% 2019-20: TBD	2015-16: (10) 60% 2016-17: (4) 25% 2017-18: (2) 50% 2018-19: (3) 100%	Greater than/equal to select peer institutions average annual graduation rate	2019-20: (4) 25%
	Graduation Rate (Historical)	Internally generated	Students entering 2005 through: 2012-13: 67.4% 2013-14: 65.1% 2014-15: 63.4% 2015-16: 61.9% 2016-17: 61.6%	Greater than/equal to previous year	2017-18: 59%
	Persistence Rate (All Degree Seeking Students)	Internally generated	SP20 to F20: 87% F20 to SP21: 83% Avg = 85%	85% or better	85%
	Retention Rate (New Degree Seeking Students)	IPEDS (FT/FT cohorts): 73% (8 local); 74% (3 AHSEC)	F16 to F17: 70% F17 to F18: 62% F18 to F19: 67%	Greater than previous year Range: 68-72%	F19 to F20: 71%
	Licensure Pass Rates	ARRT Ohio Colleges: 2016: 90.3% 2017: 89.3% 2018: 89.4% 2019: 89.1%	2016: 100.0% 2017: 90.9% 2018: 92.3% 2019: 100%	Greater than 2020 Ohio average: ARRT: 88.2% NCLEX: 84.41%	2020: 92%
		NCLEX Ohio Colleges: 2016: 81.12% 2017: 84.96% 2018: 86.88% 2019: 86.25%	2016: 96.72% 2017: 90.20% 2018: 98.44% 2019: 94.37%		2020: 100%
	Student Satisfaction Surveys	Overall Satisfaction, 1-7 National 4-yr. Colleges 2017: 5.25 2018: 5.29 2019: 5.26 2020: 5.29	2016: 5.32 2017: 5.28 2018: 5.40 2019: 5.64	Greater than national average	F20 Internal: 5.6
Q 24: Would you recommend Aultman College?		2016: 70% 2017: 80% 2018: 69% 2019: 82%	Greater than previous year	F20 Internal: 76%	
Achieve Financial Sustainability	Fall Census Enrollment	Internally generated	F15: 372 F16: 391 F17: 394 F18: 343 F19: 305	Meets or exceeds budgeted number	F20: 355 vs. budget 317
	Admissions Yield (Accepted to Census)	TBD	F18: 53% SP19: 60% AY 18-19: 53.3% AY 19-20: 56.8%	Greater than previous year	AY 20-21: 54%
	Diversified Revenue Streams	Aultman College historical financial data tied to projected overall financial need.	N/A	Establish metrics Spring 2021 using 2 nd half 2021 added to 1 st half 2022 (from calendar year calculations)	Added Diversified Revenue Streams calculation into the 2021-2022 Budget

Strategic Priority	Metric	Benchmark	History	Goal	2020-21 Results
	Endowment		17-18: \$1,857,641 18-19: \$2,006,195 19-20: \$2,273,780	Increase by \$68,215	\$2,485,216
	AY Budget	Internally generated	17-18: (\$1,603,004) 18-19 = (\$1,528,798) 19-20 = (\$1,466,429)	Making progress to break-even status	(\$1,664,395)
	AY Net Loss	Internally generated	17-18: (1,303,302) 18-19 = (\$1,360,058) 19-20 = (\$1,429,412)	Net loss at or less than budgeted amount	(\$920,817) vs. (\$1,664,394) budget
	Capital Expenditure	Internal capital funding		\$25,000	\$5,612
	Student Aid	Loan Default Rate	3-yr Cohort Default Rates FY 2015: 4.8% n=8/166 FY 2016: 8% n=12/150	Lower than State/Nat'l avg 2015: 12.2%/10.8% 2016: 11.1%/10.1% 2017: NA/9.7%	Fall 2020: FY 2017: 4.7% n=8/167
Advance the College Culture	Employee Turnover	CUPA Staff: 13.2-15.4% CUPA Faculty: 5.5-10%	F16 to F17: 10.7% F17 to F18: 11.3% F18 to F19: 4.8% F19-F20: 10.2%	9.2% (-1% under 2019-20)	2020-21 AY: 10.4%
	Diversity/Inclusion Profile	TBD	NA	Establish report card measures in 2020-2021	TBD
	Technology Student Satisfaction Score	Internal: Overall IT support excellent/good RNL: Support for tech issues/questions (IT) available when needed	Fall 2018 Internal: 86.8% Fall 2019 RNL: 6.33/7.0 (90%)*	Greater than or equal to prior year	Fall 2020 Internal: 77%
	Employee Satisfaction	TBD	TBD	Create employee satisfaction survey plan in 2020-21	Survey chosen; delivery in F21
Amplify the College Identity	Employer Satisfaction Surveys	Will you continue to hire Aultman College graduates? (1 year post-grad)	RAD 2018: 100% n=6 2019: 100% n=3 2019: 100% n=4 2020: 100% n=3 ASN 2018: 100% n=14	95% affirmative response	100% (RAD only)
	Graduate Employment	Alumni survey—1 yr. post grad/completion and direct outreach to alumni, deans/program directors, AHF human resources	ASN 2019: 100%; n=4 RAD CL2019: 100%; n=18 ASN 2020: 91%; n=12 RAD CL2020: 100%; n=11^ BSNC 2020: 92%; n=24 BSW 2020: 100%; n=2	90% of survey respondents report employment w/in 1 yr post grad/completion (*RAD 11/13 actively seeking employment)	All 2020 Grads: 90% (46 of 51 grads)
	Positive Press Citations	Report after spring semester	19-20: 12 citations	Increase annually	2020-21: 23 citations
	First Choice Profile	Total first time freshmen	AY Total: 2017-18: 40 2018-19: 37 2019-20: 32	Annual increase in the number of first-time freshman	2020-21: 37

See Report Card Calculations document for detailed definitions, calculations, and more historical results. *Technology satisfaction: RNL score converted to percentage.

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, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

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.



Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

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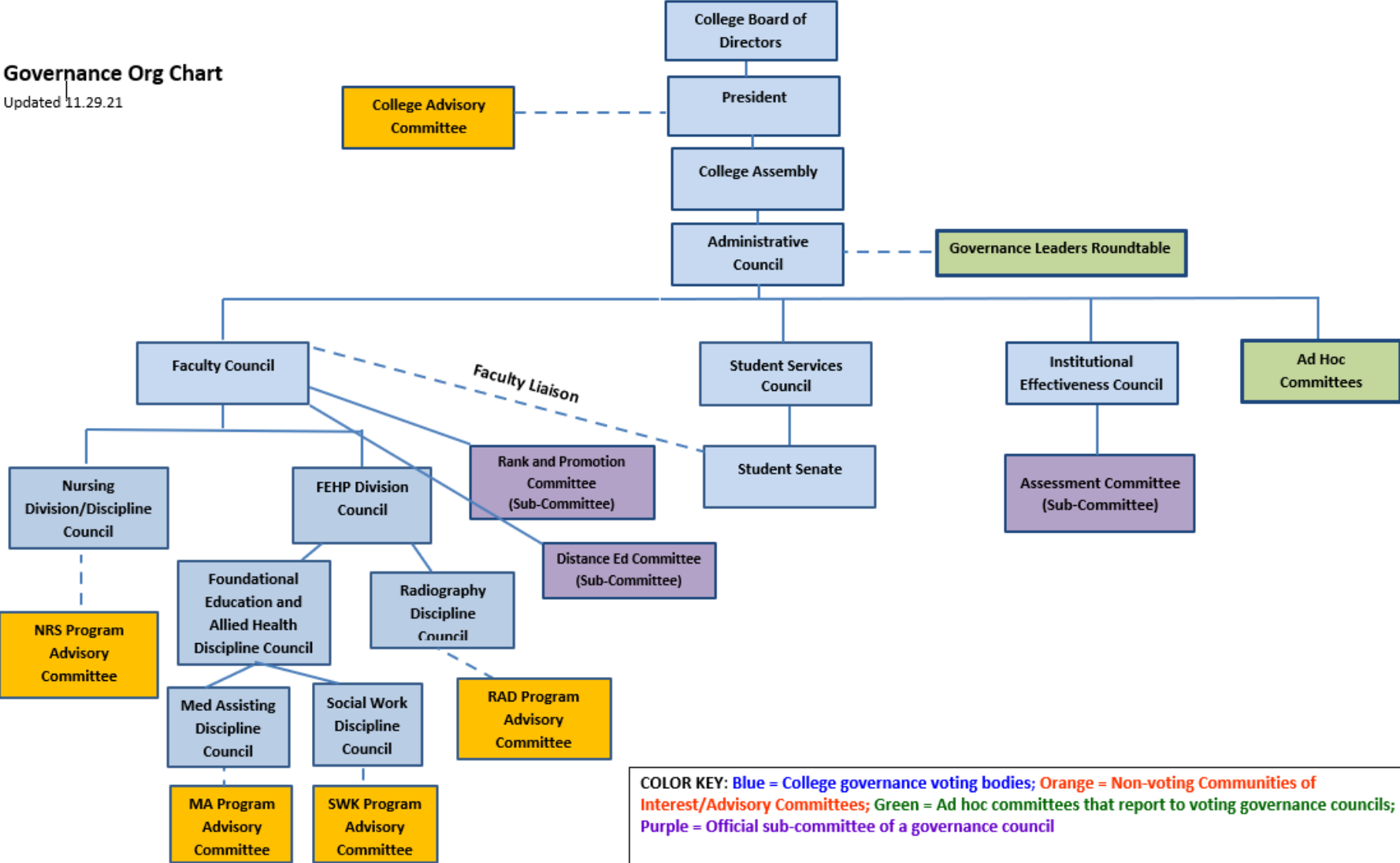
Updated information on these principles is available at
<http://www.learningoutcomesassessment.org/PrinciplesofAssessment.html>

<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/Viewpoint-Hutchings-EwellBanta.pdf>

APPENDIX D

Governance Org Chart

Updated 11.29.21



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.)

APPENDIX F

INSTITUTIONAL REPORTING CYCLE

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 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 October/January	Registrar, Institutional Research (IR)	Registrar submits data to IR, who analyzes data for IEC Report	Fall & Spring, first IEC meeting following census date
	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

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC (Assume IEC meets monthly)
	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)	October
	Graduation Rate Annual Report	Number of students that graduate based on entering cohort and graduation semester; historical trends	AY (Dec through Aug grads)	IR	IR submits IEC report	November
	IPEDS Annual Data Feedback Report	IPEDS Summary (Select data from above IPEDS submissions)	Annually (spring)	IPEDS Key Holder	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	IR (on behalf of Assessment Committee)	Assessment Committee reviews GLO/SLO reports and conducts juried assessments; IR submits final annual summary report to IEC	June
	Co-Curricular Assessment Report	College-wide Core Ability (GLO) Assessment	Spring and Fall; Final report end of academic year	IR (on behalf of Assessment Committee)	Staff submit Assessment Reports to IR and Assessment Committee each fall/spring; IR submits AY summary report to IEC	June
	Foundational Education (FEEd) AY Report	FEEd chooses a subject in which to direct assessment efforts for the academic year (e.g., Math placement)	Academic Calendar Year	FEEd Dean (and faculty as assigned)	FEEd Dean (or designee) submits AY summary report to IEC	September
	Academic Effectiveness Report	Summary of various academic initiatives and strategic projects.	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/online course evaluations and other assessment tools	Academic Year	Distance Ed Committee	DE rep submits annual summary report to IEC	May

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC (Assume IEC meets monthly)
	Student Success Services Annual Report: Library, SSC, Advising	Library: Usage, inventory, survey data, etc. SSC: Summary of student usage and effectiveness	Library information required annually by DOE & IPEDS Feb & April Other areas: academic year reports	Academic Librarian, SSC Coordinator, Advisors	Librarian submits library data to the external report by due date; submits an abbreviated IEC Report	May
Academic Program Data	ASN Annual Program Report	Enrollment, program SLOs, program effectiveness and survey data	Academic Calendar Year	Program Director	Compile program data from various sources/tools, discuss with faculty, and present analysis and action plans	September
	BSN Annual Program Report	Enrollment, program SLOs, program effectiveness and survey data	Academic Calendar Year	Program Director	Compile program data from various sources/tools, discuss with faculty, and present analysis and action plans	October
	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
	Medical Assisting	Enrollment, program SLOs, program effectiveness, survey data	Cohort data (AY)	MA 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	September
Internal Surveys	5 Year Alumni Survey	Continued Education, Employment, etc.	Five years (approximately) post graduations (August added 2018)	IR	IR collects data, distributes the results to the appropriate parties (programs), and then submits IEC	July
	Employee Satisfaction Survey	Survey conducted as needed. When assessed, HR representative can bring results and actions to IEC.				

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC (Assume IEC meets monthly)
	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	IR	IEC and IR review comments, identifies issues; create Action Plan to address comments; IR reports current and historical data	November – Preliminary Report; March – final report with action plans
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
	AICUO Annual Data Survey; Counselor's Guide	Institutional data collected for use in Ohio government and public-relations programs; for Ohio HS guidance counselors	November; May	IR & Admissions	IR submits institutional data to the external report by due date; "checked off" on IEC Reporting Cycle	N/A
	Annual College Report	Institutional data and yearly summary for our external constituents (Board of Directors, donors, etc.)	September-final	Communications Specialist	Communication Specialist writes and creates publication for distribution to college constituents	N/A
	Annual Security (Clery) Report	Department of Education consumer information (crime rates, safety policies, etc.)	October 1	IR	IR submits disclosure report filing	N/A
	College Board Annual Survey	IPEDS and internal data	mid-December	IR	IR submits institutional data to the external report by due date; "checked off" on IEC Reporting Cycle	N/A
	Compliance Report	High level information about Institutional compliance in areas such as TIV, TIX, accreditation, financial audits.	Approximately quarterly, reported to college BOD	IR	IR submits to BOD and AHF compliance department; "checked off" on IEC Reporting Cycle	N/A
	Disclosure of Consumer Information	Federal requirements for Title IV colleges	July	IR and Financial Aid Administrator	Approximately every two years, consumer information is verified and posted to college website; "checked off" on IEC Reporting Cycle	N/A

	Reporting Tool	Data Collected	Reporting or Administration Date	Responsible Party(ies)	Process	Report Due to IEC (Assume IEC meets monthly)
	Higher Education Directory (HEP) Survey	Administrative titles, tuition, enrollment numbers	July	IR	IR 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	IR	IR 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 (keyholder), Financial Aid, Billing Analyst, HR, IR	Admissions, Finance, Financial Aid, HR, IR, 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

Monthly Reporting Cycle by Academic Year

September

- ASN Annual Program Report (Prog Dir)
- RAD Annual Program Report (Prog Dir)
- *Annual College Report (Comm Specialist)*

October

- CCP Report (Admissions/Advising)
- BSN Annual Program Report (Prog Dir)
- Admissions Report, Fall (Adm Rep)
- Enrollment/Retention Report-Fall (IR)
- Finance and Tuition AY Report (Dir Finance)
- Financial Aid & Audit AY Report (Fin Aid Admin)
- *Annual Security Report (IR)*
- *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 (IR)
- Annual Student Satisfaction Survey Prelim Report (IR)
- *NLN Annual Survey (Nursing Dean)*
- *AICUO Annual Data Survey (IR)*

December

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

January

- Admissions Report, Spring (Adm Rep)
- Enrollment/Persistence Report-Spring (IR)
- *End of Year Strategic Planning Report (IR)*

February

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

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

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

March

- Diversity AY Report (?)
- IPEDS Annual Data Feedback Report (KeyHolder)
- Student Satisfaction Survey Final Report (IR)

April

- *HLC Institutional Update (IR)*
- *IPEDS Spring Collection (Finance/HR/Library/Reg/IR)*

May

- Distance Ed Assessment Report (Dean FEd)
- Student Success Services Report (Library, SSC, Advising)
- AICUO Annual Counselor's Guide (Admissions, IR)*

June

- Foundational Ed AY Report (FEd Dean)
- Academic Assessment AY Report (IR)
- Co-curricular Assessment AY Report (IR)
- Health Sciences Annual Program Report (Prog Dir)
- Medical Assisting Annual Program Report (Prog Dir)
- *ACT IDQ Update (IR)*
- *Science Lab Safety AY Report (Science Lab Safety Coord)*

July

- BSW Annual Program Report (Prog Dir)
- Academic Effectiveness AY Report (VP AA)
- Five Year Alumni Survey - All Grads (IR)
- *HEOA Disclosure of Consumer Information (IR)*
- *Higher Education Directory Update (IR)*
- *OBN Annual Report (NRS Dean)*

August

- *IPEDS August Collection (Registrar/IR)*

APPENDIX G
COURSE ASSESSMENT REPORT FORMS
FOUNDATIONAL EDUCATION/HEALTH SCIENCES COURSE ASSESSMENT REPORT

Course Number/Name:	Semester:	Instructor:	<input type="checkbox"/> FT <input type="checkbox"/> PT <input type="checkbox"/> Adjunct
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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 submit to the Institutional Research and Assessment Coordinator 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 Full Description on page 2):			
1. Think critically A. <u>Explanation</u> of issues B. <u>Evidence</u> C. <u>Conclusions</u> and related outcomes	II. Demonstrate Information Literacy A. <u>Determine</u> extent of info needed B. <u>Evaluate</u> info sources critically C. <u>Use</u> info to convey a message D. <u>Correctly</u> apply info use strategies	III. Communicate Effectively A. <u>Central</u> message B. <u>Context</u> and purpose C. <u>Delivery</u>	IV. Exhibit social and ethical responsibility A. <u>Ethical</u> self-awareness B. <u>Diversity</u> of communities and cultures C. <u>Evaluate</u> ethical perspectives/concepts
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. (If students meet the standard, was anything learned that would further improve future assignments?)			

* **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).

AULTMAN COLLEGE
ASN COURSE ASSESSMENT REPORT

Course Number/Name:	Semester:	Instructor:	<input type="checkbox"/> FT <input type="checkbox"/> PT <input type="checkbox"/> Adjunct
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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 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 A. <u>Explanation</u> of issues B. <u>Evidence</u> C. <u>Conclusions</u> and related outcomes	II. Demonstrate Information Literacy A. <u>Determine</u> extent of info needed B. <u>Evaluate</u> info sources critically C. <u>Use</u> info to convey a message D. <u>Correctly</u> apply info use strategies	III. Communicate Effectively A. <u>Central</u> message B. <u>Context</u> and purpose C. <u>Delivery</u>	IV. Exhibit social and ethical responsibility A. <u>Ethical</u> self-awareness B. <u>Diversity</u> of communities and cultures C. <u>Evaluate</u> ethical perspectives/concepts
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ASN Program Student Learning Outcomes (SLOs)

1. <u>Provide</u> nursing care within the legal and ethical scope and standards of nursing practice (GLO III)	2. <u>Promote</u> an interdisciplinary approach to effectively use <u>resources</u> . (GLO II or IV)	3. <u>Utilize</u> the nursing process to influence client outcomes across the lifespan (GLO I or III)	4. <u>Adapt</u> holistic teaching and learning principles to promote health (GLO II or IV)	5. <u>Incorporate</u> a variety of communication modes for effective exchange of information (GLO II or IV)	6. <u>Demonstrate</u> caring, safe and competent nursing interventions in diverse healthcare settings (GLO I or III)
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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 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).

**AULTMAN COLLEGE
RAD COURSE ASSESSMENT REPORT**

Course Name/Number:	Semester:	Instructor:	___ FT ___ PT ___ Adjunct
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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 will be responsible for forwarding each GLO report to the Institutional Research/Assessment Coordinator (IRAC).

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

I. Think critically A. <u>Explanation</u> of issues B. <u>Evidence</u> C. <u>Conclusions</u> and related outcomes	II. Demonstrate Information Literacy A. <u>Determine</u> extent of info needed B. <u>Evaluate</u> info sources critically C. <u>Use</u> info to convey a message D. <u>Correctly</u> apply info use strategies	III. Communicate Effectively A. <u>Central</u> message B. <u>Context</u> and purpose C. <u>Delivery</u>	IV. Exhibit social and ethical responsibility A. <u>Ethical</u> self-awareness B. <u>Diversity</u> of communities and cultures C. <u>Evaluate</u> ethical perspectives/concepts
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RAD Program Goals

1. <u>Demonstrate</u> competence in the essential skills of medical imaging and treatment (GLO II) 2. <u>Communicate</u> effectively and professionally in the medical environment (GLO IV)	3. <u>Demonstrate</u> critical thinking, problem solving skills and life-long learning (GLO I) 4. <u>Demonstrate</u> professional values and ethical behaviors (GLO III) 5. <u>Graduates</u> will function as a competent, entry-level professional that meets the health care needs of the community.
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I. List Course Content Objective from approved syllabus that supports the Program Goal being measured.	
II. List Learning Activity(es)* used to measure student success with this Program Goal.	
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 <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).

AULTMAN COLLEGE
BSN and BSNC COURSE ASSESSMENT REPORT

Course Number/Name:	Semester:	Instructor:	___ FT ___ PT ___ Adjunct
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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 A. ___ Explanation of issues B. ___ Evidence C. ___ Conclusions and related outcomes	II. Demonstrate Information Literacy A. ___ Determine extent of info needed B. ___ Evaluate info sources critically C. ___ Use info to convey a message D. ___ Correctly apply info use strategies	III. Communicate Effectively A. ___ Central message B. ___ Context and purpose C. ___ Delivery	IV. Exhibit social and ethical responsibility A. ___ Ethical self-awareness B. ___ Diversity of communities and cultures C. ___ Evaluate ethical perspectives/concepts

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).

AULIMAN COLLEGE
BSW COURSE ASSESSMENT REPORT

Course Number/Name:	Semester:	Instructor:	<input type="checkbox"/> FT <input type="checkbox"/> PT <input type="checkbox"/> Adjunct
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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):

1. Think critically A. <u>Explanation</u> of issues B. <u>Evidence</u> C. <u>Conclusions</u> and related outcomes	II. Demonstrate Information Literacy A. <u>Determine</u> extent of info needed B. <u>Evaluate</u> info sources critically C. <u>Use</u> info to convey a message D. <u>Correctly</u> apply info use strategies	III. Communicate Effectively A. <u>Central</u> message B. <u>Context</u> and purpose C. <u>Delivery</u>	IV. Exhibit social and ethical responsibility A. <u>Ethical</u> self-awareness B. <u>Diversity</u> of communities and cultures C. <u>Evaluate</u> ethical perspectives/concepts
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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)	

I. List Student Learning Outcome(s) from approved syllabus that supports the Program Outcome being measured.	
II. List Learning Activity(es)* 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 <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).

**AULTMAN COLLEGE
MA COURSE ASSESSMENT REPORT**

Course Number/Name:	Semester:	Instructor:	<u> </u> FT <u> </u> PT <u> </u> Adjunct
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The Medical Assisting certificate curriculum includes three domains for learning: cognitive, psychomotor, and affective as prescribed by the 2015 core curriculum for Medical Assistants. The program evaluates and examines the performance of students and prepares them for the workforce. The program is based upon five (5) student learning outcomes (SLO) with the integration of four college-wide Core Abilities, or General Learning Outcomes (GLOs), which describ 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 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 A. <u>Explanation</u> of issues B. <u>Evidence</u> C. <u>Conclusions</u> and related outcomes	II. Demonstrate Information Literacy A. <u>Determine</u> extent of info needed B. <u>Evaluate</u> info sources critically C. <u>Use</u> info to convey a message D. <u>Correctly</u> apply info use strategies	III. Communicate Effectively A. <u>Central</u> message B. <u>Context</u> and purpose C. <u>Delivery</u>	IV. Exhibit social and ethical responsibility A. <u>Ethical</u> self-awareness B. <u>Diversity</u> of communities and cultures C. <u>Evaluate</u> ethical perspectives/concepts
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MA Program Student Learning Outcomes (SLOs)

1. <input checked="" type="checkbox"/> Demonstrate competent entry-level MA skills in cognitive, psychomotor, and affective domains (GLO I, II, III, IV)	2. <input checked="" type="checkbox"/> Practive effectively within the ethical and legal boundaries of the MA's scope of practice (GLO I, II, IV)	3. <input type="checkbox"/> Display professionalism and cultural competence when interacting and communicating with diverse providers, staff, patients, and patient's' support systems (GLO III, IV)	4. <input type="checkbox"/> Participate within <u>teams</u> roles, across a variety of healthcare delivery systems (GLO III, IV)	5. <input type="checkbox"/> Promote the value and professional standards of the certified medical assistant credential (GLO III)
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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 % of completers 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 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

FOUNDATIONAL EDUCATION PHILOSOPHY

The Aultman College faculty embrace the importance and richness of knowledge and abilities introduced and developed within the college Foundational Education core and elective courses. These courses truly lay the educational foundation supporting program-specific courses.

Through full participation in a rich foundational education experience, all our graduates should expect to exemplify four core abilities which shape exceptional healthcare professionals. These core abilities transfer across context and are directly linked to the specific learning outcomes and professional performance competencies of all Aultman College programs. Specifically, students may expect to improve their ability to:

- Think critically
- Demonstrate information literacy
- Exhibit social and ethical responsibility
- Communicate effectively

A. Think Critically

The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.

Indicators

- Explanation of issues
- Evidence
- Conclusions and related outcomes

B. Demonstrate Information Literacy

The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.

Indicators

- Determine extent of information needed
- Evaluate information sources critically
- Use information to convey a message
- Correctly apply information use strategies

C. Communicate Effectively

The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.

Indicators

- Central message
- Context and purpose
- Delivery

D. Exhibit Social and Ethical Responsibility

The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.

Indicators

- Ethical self-awareness
- Diversity of communities and cultures
- Evaluation of ethical perspectives and/or concepts

*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

Definition: The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.

TOPIC	UNSATISFACTORY (0)	INTRODUCTORY (1)	DEVELOPING (2)	PROFICIENT (3)
Explanation of issues	Statement of issue/problem is absent.	Statement or description of issue/problem is unclear or irrelevant.	Statement or description of issue/problem leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Statement or description of issue/problem is clearly and comprehensively described, delivering all relevant information necessary for full understanding.
Evidence	Source information/evidence is absent.	Source information/evidence is not interpreted or evaluated. Expert viewpoints are taken as fact, without question.	Source information/evidence is interpreted and/or evaluated to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Source information/evidence is interpreted/evaluated to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Conclusions and related outcomes	Conclusion is absent.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to the evidence related to the issue/problem; some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

This rubric was created using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

CORE ABILITY RUBRIC

Demonstrate Information Literacy

Definition: The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.

TOPIC	UNSATISFACTORY (0)	INTRODUCTORY (1)	DEVELOPING (2)	PROFICIENT (3)
Determine extent of information needed	Scope of research question or thesis is not defined.	Partially defines the scope of research question or thesis (e.g., parts are missing, remains too broad or too narrow). Difficulty identifying key concepts. Information/sources used partially answer research question or support thesis.	Defines the scope of research question or thesis. Identifies key concepts. Information/sources used relate to key concepts, answer research question, and/or support thesis.	Effectively defines the scope of research question or thesis. Articulates key concepts. Selects information/sources that directly relate to concepts, answer research question, and/or support thesis.
Evaluate information sources critically	No evidence that information is derived from sources.	Selects minimal information sources based on limited criteria (e.g., relevance to the research question).	Uses a variety of information sources based on limited criteria (e.g., relevance to the research question, currency, and authority).	Incorporates a variety of information sources appropriate to the scope and discipline of the research question. Considers importance (to researched topic) of multiple criteria (e.g., relevance to research question, currency, authority, audience, and bias or point of view).
Use information to convey a message	Information does not convey a specific message.	Information is too fragmented and/or inappropriate (e.g., misquoted, taken out of context, incorrectly paraphrased) to convey a message.	Organizes and develops relevant information to convey a basic message.	Synthesizes information to articulate a clear, cohesive, insightful message.
Correctly apply information use strategies	No evidence of correct information use strategies (see below)	Correctly uses at least one information use strategy.	Correctly uses two or three information use strategies.	Correctly uses four or more information use strategies.
	1) citations, references; 2) paraphrase, summary, quotes; 3) reflection of information’s original context; 4) distinction between common knowledge and ideas requiring attribution; 5) full understanding of ethical and legal restrictions on use of published, confidential, and/or proprietary information.			

This rubric was created using the Association of American Colleges and Universities (AAC&U) Information Literacy VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

CORE ABILITY RUBRIC**Communicate Effectively**

Definition: The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.

TOPIC:	UNSATISFACTORY (0)	INTRODUCTORY (1)	DEVELOPING (2)	PROFICIENT (3)
Central Message	Central message is indiscernible.	Central message is simply stated and basically understandable.	Central message is coherently stated and supported in most of the work.	Central message is compelling, fully supported, and consistent throughout the work.
Context and Purpose	Lack of attention to context, audience, purpose, and assigned task(s). Detracts from central message.	Demonstrates minimal attention to context, audience, purpose, and assigned tasks(s).	Demonstrates awareness of context, audience, purpose, and assigned tasks(s), including audience perceptions and assumptions.	Demonstrates thorough understanding of context, audience, purpose, and assigned task(s). Relevant content is compelling and pervasive throughout the work.
Delivery	No discernible relationship between message and audience perspective.	Minimally expresses, listens, and/or adapts ideas based on the perspectives of others.	Expresses, listens, and adapts ideas based on the perspectives of others.	Effectively tailors communication to express, listen, and adapt ideas based on the perspectives of others.

This rubric was created using the Association of American Colleges and Universities (AAC&U) Oral Communication and Written Communication VALUE Rubrics. Retrieved from <https://www.aacu.org/value-rubrics>

CORE ABILITY RUBRIC

Exhibit Social and Ethical Responsibility

Definition: The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.

TOPIC	UNSATISFACTORY (0)	INTRODUCTORY (1)	DEVELOPING (2)	PROFICIENT (3)
Ethical Self-Awareness	No expression of core beliefs.	Articulates core beliefs but does not explore their origins.	Explores core beliefs and analyzes their origins.	Discussion and analysis of core beliefs and their origins exhibits depth and clarity.
Diversity of Communities and Cultures	Undiscernible or one-sided recognition of the diversity of communities and cultures.	Recognizes that diverse communities and cultures exist and may differ from personal attitudes and beliefs. Exhibits limited interest about what can be learned from diversity of communities and cultures.	Reflects on how personal attitudes and beliefs differ from communities and cultures. Exhibits interest about what can be learned from diversity of communities and cultures.	Demonstrates adjustment of personal attitudes and beliefs based on insight/learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Evaluation of Ethical Perspectives and/or Concepts	Undiscernible or states position but does not state the objections or assumptions and limitations of varying perspectives and/or concepts.	States an ethical position with limited objections, assumptions, and implications of varying ethical perspectives and/or concepts.	Adequately argues an ethical position that considers the objections, assumptions, and implications of varying ethical perspectives and/or concepts.	Thoroughly and insightfully argues an ethical position integrating objections, assumptions, and implications of different ethical perspectives and/or concepts.

This rubric was created using the Association of American Colleges and Universities (AAC&U) Civic Engagement and Ethical Reasoning VALUE Rubrics. Retrieved from <https://www.aacu.org/value-rubrics>

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.

Foundational Education Core Abilities	BIO 102	BIO 105	BIO 107	BIO 205	BIO 205L	BIO 207	BIO 207L	BIO 215L	BIO 216	BIO 303	BIO 315	CHM 103	CHM 103L	PHY 105	ENG 105	ENG 107	HSC 115	HSC 119	HSC 130	MATH 102	MATH 104	PHL 104	PHL 214	PSY 111	SLS 107	SOC 121	HSC 355
	Level: 1=Introductory, 2=Developing, 3=Proficient																				Emphasis: L=Low M=Medium H=High						
1. Think critically: The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.																											
1.1 Explanation of issues	1M	2M	2M	2H	2M	2H	2M	2M	2H	2H	3H	3H	3H	3H	2H	2H	1M	1L	1H	3M	3H	3M	3M	1M	1M	1H	2M
1.2 Evidence	1M	1M	1H	2M	2M	2M	2M	1M	2M	2M	2M	2H	2H	3H	2H	2H	2M	1L	1L	1M	2H	2M	2M	1M	1M	1H	2N
1.3 Conclusions and related outcomes	1M	1H	1H	2M	2M	2M	2M	2M	2M	2M	2M	2H	2H	3H	2H	2H	2M	1L	2L	2M	3H	2H	2H	1L	1M	1H	2M
2. Information literacy: The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.																											
2.1 Determine the extent of information needed	1L	1M	1M	1M	1M	2M	1M	2M	2M	3M	3M	2M	2H	2H	2H	3H	1L	1L	1M	N/A	2H	2M	2M	NA	1M	1M	2H
2.2 Evaluate information sources critically	1L	1M	1M	1M	1M	2M	1M	1M	2M	2H	3M	1L	2H	3H	2H	3H	2M	1M	1M	N/A	2H	1M	2H	NA	1H	1H	2H
2.3 Use information to convey a message	1L	1L	1M	2H	1M	2H	1M	2M	2M	2H	3M	2M	2M	3H	2H	3H	2M	2M	2L	2M	3H	2H	2H	NA	1H	1H	2H
2.4 Correctly apply information use strategies	1L	1M	1M	2H	1M	2H	1M	2M	2M	2M	3M	NA	1L	3H	2H	3H	1H	2M	1H	N/A	1H	1L	2M	NA	1H	1M	2H
3. Social and ethical responsibility: The ability to exhibit social and ethical responsibility through self-awareness and ethically and concepts of diverse communities and cultures.																											
3.1 Ethical self-awareness	N/A	1L	1L	2L	1M	2L	2M	1L	2L	2M	2M	1L	NA	1L	2M	2M	1M	1L	2M	N/A	N/A	2H	3M	1L	1H	2H	2H
3.2 Diversity of communities and cultures	N/A	1L	1L	2M	1M	2M	2M	1L	2M	2M	2M	1L	NA	NA	2M	2M	2M	1L	2M	N/A	N/A	1L	3M	1L	1H	2H	2H
3.3 Evaluation of ethical perspectives and/or concepts	1L	1L	1M	2M	1M	2M	1M	1L	2M	2L	2M	1L	NA	NA	2H	3H	2M	1L	2M	N/A	N/A	2H	3M	1L	1H	2H	2H
4. Communicate effectively: The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.																											
4.1 Central message	1L	2M	2M	2H	1M	2H	1M	2M	2H	2H	2M	2L	2M	2M	2H	3H	1H	2L	1H	1M	1H	2M	2M	2M	1H	1M	3M
4.2 Context and purpose	1L	1M	1M	2H	1M	2H	1M	1M	2H	2H	2H	1L	2M	2M	2H	3H	2M	2L	1H	2M	3H	2H	2M	2M	1H	1H	3M
4.3 Delivery	1L	1M	1M	2M	1L	2M	1L	2M	2H	2H	2M	2M	2M	2M	2H	3H	1H	2M	1H	N/A	N/A	2M	2M	1L	1H	1H	3M

*denotes a specific assignment tied to measurement - see Artifacts tab for details

Associate of Science in Nursing Core Abilities	NRS 100	NRS 101	NRS 102	NRS 103	NRS 200	NRS 105	NRS 201	NRS 206	NRS 203	NRS 204
	Level:1=Introductory, 2=Developing, 3=Proficient L=Low M=Medium H=High									Emphasis:
1. Think critically: The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.										
1.1 Explanation of issues	1L*	1M*	1H*	2H*	2M*	2H*	2H*	2M	2H*	2H*
1.2 Evidence	1L*	1M*	1H*	2M*	2M*	2H*	2H*	2M	2H*	2H*
1.3 Conclusions and related outcomes	1L*	1M*	1H*	2H*	2H*	2H*	2H*	2H*	2H*	2H*
2. Information literacy: The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.										
2.1 Determine the extent of information needed	1L*	1H*	1H*	2L*	2M*	2L*	2M*	2M	2H*	2H*
2.2 Evaluate information sources critically	1L*	1H*	1H*	2L*	2M*	2L*	2M*	2M	2H*	2H*
2.3 Use information to convey a message	1M*	1H*	1H*	2L*	2M*	2L*	2M*	2M	2H*	2H*
2.4 Correctly apply information use strategies	1L*	1H*	1H*	2L*	2M*	2L*	2M*	2M	2H*	2H*
3. Social and ethical responsibility: The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.										
3.1 Ethical self-awareness	1M*	1M*	1M	1M	2L	2M	2M	2M	2M	2M
3.2 Diversity of communities and cultures	1M*	1M*	1M	1M	2L	2M	2M	2M	2M	2M
3.3 Evaluation of ethical perspectives and/or concepts	1M*	1M*	1M	1M	2L	2M	2M	2M	2M	2M
4. Communicate effectively: The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.										
4.1 Central message	1H*	1H*	1H*	2L*	2M*	2H*	2H*	2H	2H*	2H*
4.2 Context and purpose	1M*	1H*	1H*	2L	N/A	2H*	2H	2H	2H*	2H*
4.3 Delivery	1M*	1H*	1H*	2L	N/A	2H*	2H	2H	2H*	2H*
*denotes a specific assignment tied to measurement - see Artifacts tab for details										

Radiography Program - Core Abilities	RAD112	RAD114	RAD114C	RAD124	RAD124C	RAD128	RAD134	RAD134C	RAD246	RAD244	RAD244C	RAD138	RAD254	RAD254C	RAD248A
	Level: 1=Introductory, 2=Developing, 3=Proficient Emphasis: L=Low M=Medium H=High														
1. Think critically: The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.															
1.1. Explanation of issues	1L*	1M	1M	1M	1M	1H*	1M	2M	2H*	2M*	2H	2H*	2H*	2H	2H*
1.2 Evidence	1L*	1M	1M	1M	1M	1M*	1M	2M	2H*	2M*	2H	2H*	2H*	2H	2H*
1.3 Conclusions and related outcomes	1L*	1M	1M	1M	1M	1M*	1M	2M	2H*	2M*	2H	2H*	2H*	2H	2H*
2. Information literacy: The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.															
2.1 Determine the extent of information needed	1L*	n/a	n/a	n/a	n/a	1H*	n/a	n/a	2H*	2H*	n/a	2H	2H*	n/a	2H*
2.2 Evaluate information sources critically	1L*	n/a	n/a	n/a	n/a	1M*	n/a	n/a	2H*	2H*	n/a	2H	2H*	n/a	2H*
2.3 Use information to convey a message	1L*	n/a	n/a	n/a	n/a	1M*	n/a	n/a	2H*	2H*	n/a	2H	2H*	n/a	2H*
2.4 Correctly apply information use strategies	1L*	n/a	n/a	n/a	n/a	1M*	n/a	n/a	2H*	2H*	n/a	2H	2H*	n/a	2H*
3. Social and Ethical Responsibility: The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.															
3.1 Ethical self-awareness	1L*	1M	1M	1M	1M	1M	1M	2M	2H*	2M*	2H	2H	2H*	2H	2H*
3.2 Diversity of communities and cultures	1L*	1M	1M	1M	1M	1M	1M	2M	2H*	2M*	2H	2H	2H*	2H	2H*
3.3 Evaluation of ethical perspectives and/or concepts	1L*	1M	1M	1M	1M	1M	1M	2M	2H*	2M*	2H	2H	2H*	2H	2H*
4. Communicate effectively: The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.															
4.1 Central message	1L*	1M	1M	1M	1M	1H*	1M	2M	2H*	2H*	2H	2H	2H*	2H	2H*
4.2 Context and purpose	1L*	1M	1M	1M	1M	1H*	1M	2M	2H*	2H*	2H	2H	2H*	2H	2H*
4.3 Delivery	1L*	1M	1M	1M	1M	1H*	1M	2M	2H*	2H*	2H	2H	2H*	2H	2H*
*denotes a specific assignment tied to measurement - see Artifacts tab for details															

Bachelor of Science in Nursing Core Abilities	NRS 107	NRS 207	NRS 209	NRS 215	NRS 300	NRS 302	NRS 304	NRS 306	NRS 309	NRS 311	NRS 313	NRS 315	NRS 317	NRS 325	NRS 400	NRS 402	NRS 404	NRS 405	NRS 406	NRS 408	NRS 415
	Level:1=Introductory, 2=Developing, 3=Proficient Emphasis: L=Low M=Medium H=High																				
1. Think critically: The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.																					
1.1. Explanation of issues	1L*	1H*	1H*	2L*	2L	2M*	2M*	2M*	2M	2L	2M*	2H*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
1.2 Evidence	1L*	1H*	1H*	2L*	2L	2M*	2M*	2M*	2M	2L	2M*	2H*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
1.3 Conclusions and related outcomes	1L*	1H*	1H*	2L*	2L	2M*	2M*	2M*	2M	2L	2M*	2H*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
2. Information literacy: The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.																					
2.1 Determine the extent of information needed	1L*	1L*	1H*	2L*	2H*	2M*	2L	2M*	2H	2L	2M*	2H*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
2.2 Evaluate information sources Critically	1L*	1L*	1H*	2L*	2H*	2M*	2L	2M*	2H	2L	2M*	2M*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
2.3 Use information to convey a message	1M*	1M*	1H*	2L*	2H*	2M*	2L	2M*	2H	2L	2M*	2M*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
2.4 Correctly apply information use strategies	1L*	1M*	1H*	2L*	2H*	2M*	2L	2M*	2H	2L	2M*	2M*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
3. Social and ethical responsibility: The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.																					
3.1 Ethical self-awareness	1M	1M	1M	1M	1M	1H	2H*	1H	1M	1M	1M*	2L	2L	2L	2M	2M	2M	2H	2H	2H	2H
3.2 Diversity of communities and cultures	1M	1M	1M	1M	1M	1H	2H*	1H	1M	1M	1M*	2L	2L	2L	2M	2M	2M	2H	2H	2H	2H
3.3 Evaluation of ethical perspectives and/or concepts	1M	1M	1M	1M	1M	1H	2H*	1H	1M	1M	1M*	2L	2L	2L	2M	2M	2M	2H	2H	2H	2H
4. Communicate effectively: The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.																					
4.1 Central message	1H*	1M*	1H*	2L*	2M	2M*	2L*	2M*	2M	2L	2M*	2H*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
4.2 Context and purpose	1M*	1M*	1H*	2L*	2M	2M*	2L*	2M*	2M	2L	2M*	2H*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
4.3 Delivery	1M*	1M*	1H*	2L*	2M	2M*	2L*	2M*	2M	2L	2M*	2H*	2H	2H*	2M*	2H*	3M	3H*	3H	3H*	2H*
*denotes a specific assignment tied to measurement - see separate document for details																					
Red denotes BSNC-only student courses																					

Bachelor of Social Work Core Abilities	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: The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.																			
1.1. Explanation of issues	1L	1H	2M	2M	2M	2M	2H	2H	2H	3L	3M	3H	3H	3H	3H	3H	3H	3H	3H
1.2 Evidence	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
1.3 Conclusions and related outcomes	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
2. Demonstrate information literacy.																			
2.1	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3M	3H	3H	3H	3H	3H	3H	3H	3H
2.2	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
2.3	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
3. Exhibit social and ethical responsibility.																			
3.1 Ethical Self Awareness	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3M	3H	3H	3H	3H	3H	3H	3H	3H
3.2 Diversity of communities and cultures	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
3.3 Evaluation of Ethical	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
4. Communicate effectively: The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.																			
4.1 Central message	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3M	3H	3H	3H	3H	3H	3H	3H	3H
4.2 Context and purpose	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
4.3 Delivery	1L	1L	1L	2M	2M	2M	2H	2H	2H	3L	3L	3M	3M	3H	3H	3H	3H	3H	3H
*denotes a specific assignment tied to measurement																			

Medical Assisting Certificate Program Core Abilities	MAS 105	MAS 107	MAS 109	MAS 111	MAS 113	MAS 115		
	Level: 1=Introductory, 2=Developing, 3=Proficient Emphasis: L=Low M=Medium H=High							
1. Think critically: The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.								
1.1. Explanation of issues	1M	1M	1M	2M	2M	NA		
1.2 Evidence	1M	1M	1M	2M	2M	NA		
1.3 Conclusions and related outcomes	1M	1M	1M	2M	2M	NA		
2. Information literacy: The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.								
2.1 Determine the extent of information needed	1M	1M	1M	2M	2M	NA		
2.2 Evaluate information sources critically	1M	1M	1M	2M	2M	NA		
2.3 Use information to convey a message	1M	1M	1M	2M	2M	NA		
2.4 Correctly apply information use strategies	1M	1M	1M	2M	2M	NA		
3. Social and ethical responsibility: The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.								
3.1 Ethical self-awareness	1M	1M	1M	2M	2M	NA		
3.2 Diversity of communities and cultures	1M	1M	NA	2M	2M	NA		
3.3 Evaluation of ethical perspectives and/or concepts	1M	1M	1M	2M	2M	NA		
4. Communicate effectively: The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.								
4.1 Central message	1M	1M	1M	1M	1M	NA		
4.2 Context and purpose	1M	1M	1M	1M	1M	NA		
4.3 Delivery	1M	1M	1M	1M	1M	NA		
*denotes a specific assignment tied to measurement - see Artifacts tab for details								

APPENDIX J

ACADEMIC ASSESSMENT TIMELINE 2010 to Present and 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

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023***	2023-24
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)	Core Ability reevaluation	Critical Thinking Juried Assessment only	Communicate Effectively Juried and course-level assessment	Information Literacy	Ethical and Social Responsibility
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)	No co-curricular assessment conducted. Process revised to align to college values rather than core abilities. New process begins 2021-22 AY.	New co-curricular model developed for pilot in Fall 2021
Demonstrate Information Literacy	Library v1.0	Library v1.0	Library v2.0,	Library v2.0	Library v2.0	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		
Communicate Effectively			IT, Communications	IT, Communications	IT, Communications	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.

New co-curricular assessment philosophy and process developed in 2020-21, to be implemented in 2021-22. See the Co-Curricular Assessment Policy.



TITLE: Co-Curricular Program Policy	ORIGINAL EFFECTIVE DATE: Fall 2021	
	REVISION DATE: 4/19/2021	VERSION: 1

(This policy rescinds any previous publication covering the same material.)

I. Purpose:

The primary goal of a collegiate setting is learning, most obviously in the academic “classroom.” Learning also occurs outside the classroom through cocurricular experiences which include community service activities and service learning projects. The co-curricular program strives to engage students in demonstrating these college values:

- Compassion, integrity, and respect
- Diversity of ideas, cultures, and people
- Influential and inspired leadership

II. Policy:

Recipients of designated scholarships are required to complete community service co-curricular activities. The number of service hours required is determined by the amount of the scholarship. The Student Services Council oversees, guides, and implements program activities. The Assessment Committee, a sub-committee of IEC, compiles, analyzes, and reports co-curricular assessment data.

III. Definitions:

IV. Procedure:

Activity – Community Service for Scholarship Recipients

- Designated scholarship recipients will complete community service hours for each semester a scholarship is awarded.
- Community Service hours must be completed within the semester of the scholarship award. Students who cannot complete service hours within the semester must submit a written extension request to the student success services coordinator no later than two weeks before the end of the semester.
- Students will engage in one hour of service per academic year (AY) for each \$500 in scholarship awarded (hours will be adjusted by percentage if not divisible by that amount).
- Community service is required for the following scholarships:
- 1892 Endowed and Gifted Scholarships - \$1000 awards (2 hours per award)
- Admission Scholarships:

- Presidential Scholarship - \$18,210 per 2021-22 AY (36 hours per AY). Scholarship amount may change each year due to Board-approved adjustments in tuition and fees.
- Excellence Scholarship - \$2,000 per AY (4 hours per AY)
- Honor Scholarship - \$1,000 per AY (2 hours per AY)
- Achievement Scholarship \$750 per AY (1.5 hours per AY)
- Talon Society members who receive scholarships may count participation in Talon Society community service activities toward the scholarship requirement.
- The Student Services Council will oversee the co-curricular community service process. The council chair and chair-elect will guide Talon Society leaders in the process.
- The Talon Society, working with the VP of Community Engagement, will identify community service opportunities and coordinate communication to scholarship recipients about available opportunities.
- Scholarship award letters must state the community service requirement.
- The financial aid administrator will notify the Student Services Council chair each semester when the scholarships listed above are awarded.
- Student Services Council will monitor the completion of community service hours.
- The student success services coordinator will assist scholarship recipients as needed.
- Scholarship recipients will complete a reflective survey connecting their community service experiences with the college's values. Survey results will be forwarded to the Assessment Committee for compilation, analysis, and reporting.
- Students who do not complete community service hours and the survey will be ineligible for scholarships in the next academic year.

V. **Approvals:** Student Services Council 4/9/2021
 Administrative Council 4/19/2021

VI. **Location:** [Please name the sections to be provided in the following publications]

- **Catalog**
- **Website**

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)					
						Medical Assisting (MAERB)
Program Level*	4x Program Outcomes <i>Program Outcomes</i> Program Outcomes	6x Program Student Learning Outcomes (SLOs) <i>Program Student Learning Outcomes (SLOs)</i> Program Student Learning Outcomes	5x Program Goals & 9x Student Learning Outcomes (SLOs) <i>5x Program Goals</i> Program Goals and Student Learning Outcomes (SLO)	4x Program Learning Outcomes (PLOs) Additional 8x BSHS PLOs <i>Program Learning Outcomes (PLOs)</i> Program Learning Outcomes (PLOs)	9x Program Competencies <i>Program Competencies</i> Program Competencies	5x Program Goals
Course Level*	Student Learning Outcomes (SLOs) <i>Student Learning Outcomes</i> Student Learning Outcomes (SLOs)	Course Student Learning Outcomes (Course SLOs) <i>Course SLO</i> Course Student Learning Outcomes	Course Content Objectives <i>Course Content Objectives</i> Content Objectives	Student Learning Outcomes (SLOs) <i>Student Learning Outcomes (SLOs)</i> Student Learning Outcomes (SLOs)	Student Learning Outcomes (SLOs) <i>Student Learning Outcomes (SLOs)</i> Student Learning Outcomes (SLOs)	Course Goals <i>Student Learning Outcomes/ Objectives</i>
What happens in class**	None required <i>Learning Activity</i> Learning Objectives, Module Objectives	None required <i>Learning Activity</i> Learning Objectives, Learning and Assessment Activities	None required <i>Learning Activity</i> Learning Objectives, Learning Activities, Assessment Activities	None required <i>Learning Activity</i> Learning and Assessment Activities	None required <i>Learning Activity</i> Learning and Assessment Activities	Cognitive Objectives <i>Psychomotor Competencies</i> <i>Affective Competencies</i>

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 <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 1. Think Critically 2. Demonstrate Information Literacy 3. Exhibit Social and Ethical 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.