

Ohio Dominican University
Academic Assessment Committee
Annual Report: 2016-2017

Introduction

The Academic Assessment Committee (AAC) was focused on several assessment initiatives in 2016-2017. The committee continued to provide leadership and guidance to faculty on program assessment efforts through the Focus Group process, the Program Assessment Surveys, Program Assessment Summary Reports, and a more thorough Program Review process. Faculty development in the area of assessment was deepened through a focused Faculty Development Workshop and the development of a handout, "Assessment at a Glance." Committee members participated in the Higher Learning Commission Reaccreditation Committee subgroups and made significant contributions to the development of the Assurance Argument. The Committee also continued to oversee the implementation of the Quality Initiative Project, in which four of the new Student Learning Outcomes were assessed in 2016-2017. Committee members included Anna Davis, Karen Gray, Larry Masek, Nicole Powell, Kelsey Squire, Anjel Stough-Hunter, and Linda Wolf (Director).

Program-Level Assessment

Focus Groups

The successful Focus Group process in which a set of programs receive targeted focus and assistance for assessment was continued. The 2015-2016 Focus Group programs, Accounting, Art, Art Education, Business Administration (B.S.), Communication Studies, Economics, Insurance & Risk Management, presented their assessment results, insights, and assessment plans for the next five years. Programs for 2016-2017 were Biopsychology, Criminology and Criminal Justice, Finance, Integrated Social Studies, Political Science, Psychology, Public Relations and Marketing Relations, and Sociology. Faculty gathered and discussed program assessment on October 7, 2016 and February 3, 2017.

Program Assessment Surveys and Program Assessment Summary Forms

The Committee continued to use the Program Assessment Survey to assist program faculty to delineate assessment goals for the year and to reflect on what was learned in the previous year. The Program Assessment Surveys were collected in Fall with a due date of October 28, 2016. Thirty-eight programs (84% - increased from 66% in 2015-2016) completed surveys in 2016-2017. Program Assessment Summary Forms were updated for 2016-2017 for program faculty to document assessment initiatives. This year the Assessment Committee made the forms available on the shared f-drive for faculty use.

Course-Level Assessment

The Academic Assessment Committee added a new section to the Course Assessment Form for faculty to add a brief description of the course and identify the role of the course in the curriculum. The Undergraduate Student Learning Outcomes, revised in Spring 2016, were integrated into the Course Assessment Form. In addition to reporting on assessment of student learning outcomes at the course level, faculty indicate the level to which they address the university undergraduate learning outcomes in their course. In 2016-2017, 308 forms were submitted from 52 full-time faculty and 38 part-time faculty. This was an increase of 62 forms over 2015-2016.

Assessment of University Student Learning Outcomes

In 2016-2017, the Committee, in conjunction with the Quality Initiative Project Committee, oversaw the assessment of four of the Undergraduate Student Learning Outcomes. Faculty from Theology and Philosophy assessed the outcome of Learning in the Catholic and Dominican Tradition in their general education courses by using common exam prompts. Ethical and Moral Reasoning was assessed by faculty teaching in the CORE 179, 279, and 379 courses and in Philosophy 243 *Bioethics*. Faculty teaching courses designated as satisfying the diversity requirement assessed Civil and Global Learning. Mathematics faculty assessed Quantitative Reasoning across general education mathematics courses. New assessment forms were developed to gather these evaluations.

Higher Learning Commission Reaccreditation Process

Members from the Academic Assessment Committee continued participation in the five subcommittees established to develop the University's Assurance Argument in preparation for the reaccreditation review process. Subcommittees successfully produced draft responses to address Core Criteria set by the Higher Learning Commission.

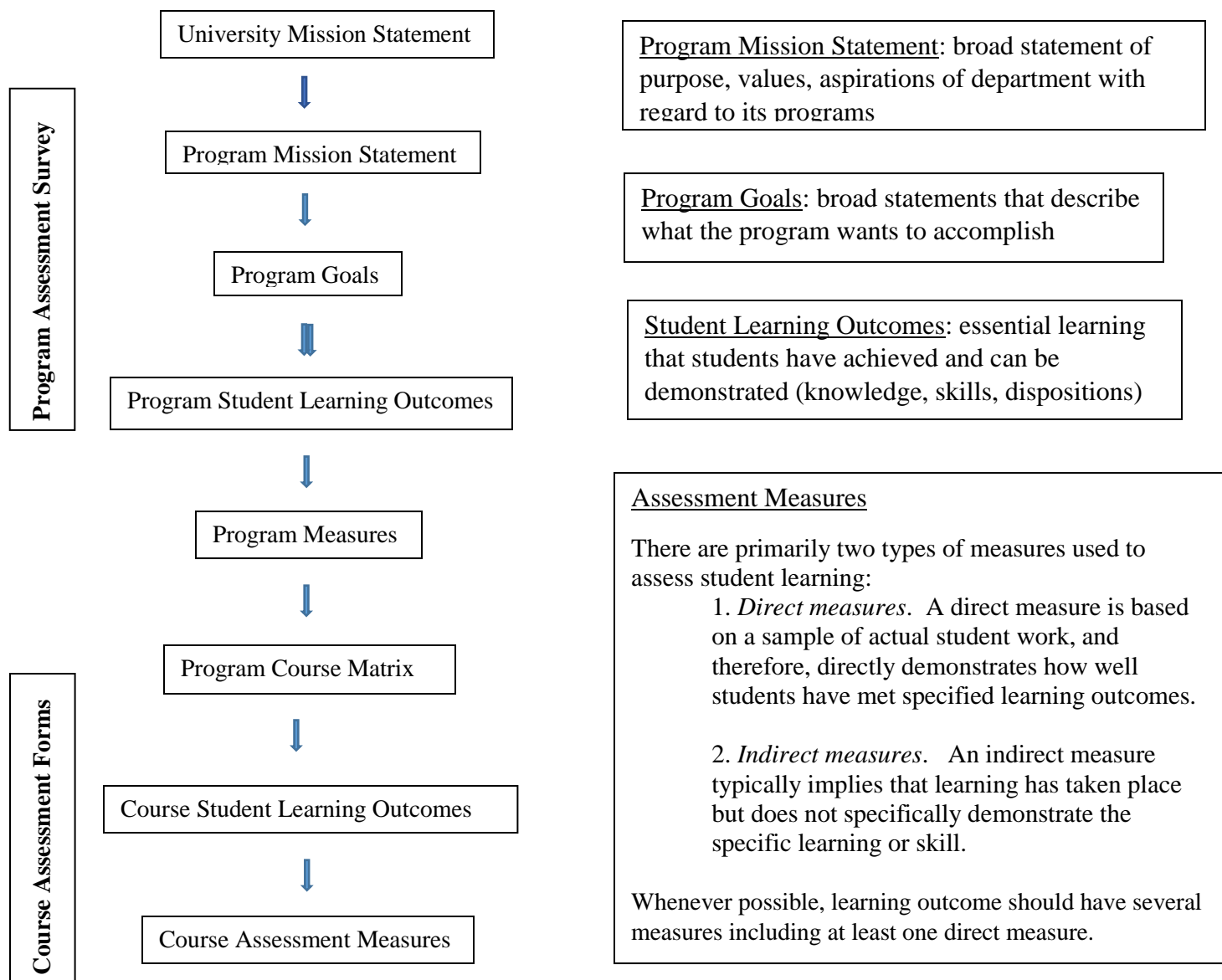
Program Review

A program review process was slated for Spring 2017. In preparation, the Academic Assessment Committee hosted a Faculty Development Workshop on October 21, 2016. The workshop presented an overview of the assessment process, which was outlined in a new handout, "Assessment at a Glance" (see Appendix A), developed for faculty. Committee members also developed a binder template for the program review process. The binders included information regarding the program's mission, goals, learning outcomes, enrollment and graduation trends, student outcomes, student experiential learning opportunities, and assessment. The program review binder template was explained in the workshop and examples given. In response to faculty feedback, a digital format was developed for the program review binders. After the binders were available for faculty, additional training sessions on the binders were held on March 20, 2017 and March 24, 2017. Faculty were asked to complete their binders by June 1, 2017.

Submitted by Linda G. Wolf, Ph.D.

Appendix A

Assessment at a Glance



Examples of Direct Measures

Course assignments (essays; case studies)
 Observations of field work
 Artistic performances and exhibits
 Capstone projects, senior theses, portfolios
 Scores on licensure, certification or subject area tests
 Pre-and post-tests; standardized tests

Examples of Indirect Measures

Course evaluations
 Surveys of student perceptions of learning
 Focus group interviews
 Job placement

 Alumni surveys
 Retention rates; graduation rates