

## **University-wide Assessment Report: 2019 – 2022**

**Prepared by the University Assessment Committee**

**November 17, 2022**

### **Committee Members (2022-2023)**

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### **Executive Summary**

Every three years the University Assessment Committee (UAC) prepares a report addressing student-learning assessment across the university. This report covers the period from AYs 2019-20 through 2021-22 and reports on:

- Dominican's well-received interim monitoring report to the Higher Learning Commission (HLC),
- notable events at the college- and program-levels related to student-learning assessment,
- the increase in program participation from AY 2019-20 to AY 2021-22,
- the general consensus among programs that the majority of students are either achieving or making satisfactory progress towards goal attainment,
- mapping of college- and program-level student learning goals to the university-wide student learning goals,
- the use of rubrics and direct measures as indicators of best practice with respect to student-learning assessment, and
- the different ways programs are using assessment data to improve student learning: "close the loop," which can be grouped into four categories: assessment-related, communication, curricular, and pedagogical.

### *Conclusion/Recommendations*

The time and effort the Dominican community devoted to preparing materials for and developing the HLC interim monitoring report positioned the university quite well for the HLC decennial review scheduled for AY2024-25, provided that the institution not only maintains, but also builds on the policies, procedures, and efforts that have been established across the university.

In order to facilitate a sustainable and continuously improving assessment culture, the University Assessment Committee recommends that . . .

- programs, both curricular and co-curricular, remain diligent in adhering to their respective assessment plans,
- meetings in which student-learning assessment is addressed be formally documented in either meeting notes or minutes, which will then be made accessible to the UAC, and
- programs, schools, and colleges regularly communicate their formal student-learning assessment activities to their proper reporting body.

### **Interim Monitoring Report**

Since the last university-wide assessment report (2016 – 2019), Dominican University underwent its 4-year review by the Higher Learning Commission. In the HLC's report, the reviewers stated:

In order to ensure the Dominican University meets Core Component 4.B, the University is asked to submit a monitoring report providing evidence that the University has made significant progress towards developing effective processes for (1) articulating the University's overall assessment strategy and plan; (2) assessing student learning and academic quality for all programs at each degree level; and (3) assessing co-curricular programs. This interim monitoring report is due to the Higher Learning Commission on July 3, 2022.

The submitted interim monitoring report (see Appendix for the report narrative) documents the significant changes made across the university in response to the reviewers' feedback. Primarily, the report addressed efforts made at the university, college, school, and program levels (both curricular and co-curricular) regarding student-learning assessment.

The report was submitted to the HLC on June 30, 2022. On July 11, 2022 the HLC provided a staff analysis of the report. In its analysis, the commission, in addition to concluding that DU has made adequate progress, noted:

the Dominican University interim report is a carefully constructed document, with a well-organized narrative that is extensively supported by links and appendices that reinforce it, to provide a compelling case that is easy to support. Based on the comprehensive and extensive work that is captured in this document, the institution should be prepared to make a strong case for "assessment of student-learning at Dominican University" in time for its next reaffirmation visit in 2024-2025.

### **Notable events**

In addition to the positive response from the HLC to the interim monitoring report, other noteworthy items include:

- BSB, as part of its Assurance of Learning for AACSB accreditation, is reviewing and revising its student learning goals,
- The following CASS schools and programs have established formal communications with the UAC: School of Education, School of Social Work, SOIS-PhD., Informatics, and Information Management, and
- RCAS has established a college-level assessment committee that oversees program-level student-learning assessment. Recently, the committee has been involved in assisting programs articulate student learning goals and outcomes, working with programs to develop assessment plans, and reviewing program assessment reports.

### Participation

The total number of programs (curricular and co-curricular) participating in formal student-learning assessment dipped slightly from AY20 to AY21, but increased dramatically in AY22 (41% increase AY22 over AY21). A formal assessment of student learning is indicated by the submission of an assessment report to either the UAC or the program's respective school, college, or office that documents student-learning assessment within a program.

	<u>2019 – 2020</u>	<u>2020 – 2021</u>	<u>2021 – 2022</u>
Co-curricular	3	5	4
Curricular	15	12	20
Total	18	17	24

### Goal Achievement

Across the university, varieties of descriptors, both qualitative and quantitative, are used to indicate goal achievement, with quantitative being more prevalent. Programs typically used the following types of quantitative descriptors: average performance scores, comparing overall student performance to a national standard, or reporting percentages of students reaching a stated performance level. Qualitative indicators are used less frequently than quantitative indicators. A qualitative descriptor can represent a program's consensus as to whether or not students are meeting/exceeding a set benchmark or can communicate a general statement about overall student performance. Having a multitude of ways in which programs address goal achievement makes it difficult to address goal achievement across the university, especially as a single result. However, based on the analysis of submitted reports, it can be inferred that the majority of students are demonstrating learning outcomes indicative of goal achievement or progression towards the goal attainment.

### Goal mapping

A beneficial outcome of developing the interim monitoring report was that the exercise facilitated increased communication of student-learning goals to the UAC from colleges and programs. This allowed for the mapping of the university-wide student learning goals across both levels (see Tables 1 and 2). For both colleges and programs, the articulated student learning goals are intended to be representative of the student-learning assessments; they are not comprehensive. That is, formal communications of student learning assessments address the articulated learning goals, even though a broader set of goals and outcomes are assessed in a more casual manner. Thus, if a learning goal is mapped to a specific college or program, it is assumed that the goal is formally assessed (i.e., the assessment activity is documented and communicated along proper lines in a report).

Table 1. Representation of university-wide student learning goals across colleges.

Goals/ College	C-D ethos	Communi- cation	Critical Thinking	Global Citizenship	Inter. Disc./ Int. Inq.	Knowledge	Research & Scholarship	Soc. Resp./ Civic Eng.
BCHS		✓	✓		✓	✓		✓
BSB	✓	✓	✓	✓				✓
CASS			✓	✓	✓	✓	✓	
RCAS		✓	✓			✓		

Table 2. Representation of university-wide student learning goals across programs.

Goals/ Program	C-D ethos	Communi- cation	Critical Thinking	Global Citizenship	Inter. Disc./ Int. Inq.	Knowledge	Research & Scholarship	Soc. Resp./ Civic Eng.
BCHS								
Bach. Med. Stud.						✓		✓
Health & Well.		✓				✓		✓
Nursing			✓	✓	✓	✓		✓
Nutrition		✓	✓				✓	✓
Phys. Assist. Stud.			✓					✓
BSB								
BA	✓	✓	✓	✓		✓		✓
BBA	✓	✓	✓	✓		✓		✓
MBA		✓		✓		✓		✓
MSA		✓				✓		✓
CASS								
Criminal Justice Admin.		✓	✓	✓		✓	✓	
Disability Advocate		✓	✓	✓		✓	✓	
Human Services	✓	✓		✓		✓		
Labor Relations		✓	✓			✓	✓	
Legal Studies		✓	✓	✓		✓		
Public Administration		✓	✓	✓	✓	✓	✓	
Sustainability Studies		✓	✓			✓	✓	

Training & Development		✓	✓	✓		✓	✓	
Conflict Res.		✓	✓	✓		✓		
Informatics						✓		✓
Inf. Management		✓	✓			✓	✓	✓
SOE: Init. Lic.			✓	✓		✓		✓
SOE: Adv. Lic.		✓	✓	✓			✓	
SOIS-PHD.						✓	✓	
RCAS								
American Studies							✓	
Art								
Biology		✓	✓			✓	✓	
BWS								
CAS		✓						
Chemistry		✓				✓	✓	
Computer Science						✓		
English		✓				✓		✓
Fashion			✓	✓				✓
French		✓						
History			✓					
Italian		✓						
Mathematics		✓				✓		
Music						✓		
Neuroscience					✓	✓		✓
Philosophy			✓			✓		
Political Science						✓		
Psychology			✓			✓	✓	
Soc.-Crim.			✓			✓		
Spanish		✓				✓		
SWG			✓			✓		✓
Theatre		✓				✓		
Theology						✓		
OTHER								
Athletics								
Core Curric.	✓	✓	✓	✓		✓		✓
Honors			✓			✓	✓	
Library							✓	
Siena Center	✓		✓		✓	✓		
Study Abroad				✓				

## Best Practices

An important aspect of student-learning assessment is the use of best practices. Best practices include but are not limited to

- Articulating student learning/development in the form of measurable learning outcomes,
- Using rubrics to standardize evaluation of student behavior and/or performance, and

- Having a majority of direct measures (e.g., student-generated artifacts, exams, essay, etc.) of student learning, as opposed to relying on indirect measures such as surveys, placement data, or focus groups.

The UAC gauges the use of best practices by monitoring the percentage of reported assessments that use direct measures, as well as the percentage of programs using rubrics to score or evaluate student work.

While having a majority of assessments that use direct measures is a good indicator of best practices, it is unlikely that all assessments will involve the use of direct measures for two reasons: 1.) co-curricular programs might not be in a position to effectively administer direct assessment instruments and 2.) there is always the possibility that an indirect measure is the appropriate method to collect the desired information. Generally, given that direct measures are better indicators of student learning than indirect measures, the expectation is that most assessments will use direct measures.

Regarding rubrics, a high percentage of programs using rubrics is more desirable as well. Rubrics provide consistency in scoring which reduces errors and minimizes bias. Rubrics also clearly describe what is to be evaluated and how varying levels of achievement can be categorized. Overall, for each year covered in this report, a large majority of programs are using both direct assessment measures and rubrics.

#### *Direct Measures*

Percentage of reporting programs indicating the use of direct measure assessment instruments.

<u>2019-20</u>	<u>2020-21</u>	<u>2021-2022</u>
72%	78%	81%

#### *Rubrics*

Percentage of reporting programs indicating the use of rubrics as part of the assessment process.

<u>2019-20</u>	<u>2020-21</u>	<u>2021-2022</u>
73%	59%	68%

#### **Closing-the-Loop**

From the analysis of submitted assessment reports, ways in which programs have been using assessment data to improve student learning were identified. These are grouped into four categories: assessment, communication, curricular, and pedagogical.

##### *Assessment:*

- Rubric revision
- Modify assessment instrument

- Improve inter-rater reliability
- Review/revise student learning outcomes
- Assess and re-assess within a given semester
- Require demonstration of targeted concepts

*Communication:*

- Revise course syllabus
- Communicate guidelines to students

*Curricular:*

- Develop new courses
- Develop curricular maps
- Increase collaborative partnerships between faculty
- Increase collaborative partnerships between programs

*Pedagogical:*

- Use additional resources
- Spend more in-class time on a topic
- Improve feedback to students
- Incorporate more support from library instruction
- Add small-group discussions
- Incorporate flipped classrooms
- Provide students with more examples
- Provide students with practice exams
- Purposeful repetition of target concepts
- Incorporate more inclusive strategies
- Develop new activities
- Remediation interventions

## **Conclusion/Recommendations**

The time and effort the Dominican community devoted to preparing materials and developing dedicated to preparing the HLC interim-monitoring report positioned the university quite well for the HLC decennial review scheduled for AY2024-25, provided that the institution not only maintains, but also builds on the policies, procedures, and efforts that have been established across the university.

In order to facilitate a sustainable and continuously improving assessment culture, the University Assessment Committee recommends that . . .

- programs, both curricular and co-curricular, remain diligent in adhering to their respective assessment plans,

- meetings in which student-learning assessment is addressed be formally documented in either meeting notes or minutes, which will then be made accessible to the UAC, and
- programs, schools, and colleges regularly communicate their formal student-learning assessment activities to the proper reporting body.

## APPENDIX



DOMINICAN UNIVERSITY

### HLC Interim Monitoring Report

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**Institution:** Dominican University  
**Chief Executive Officer:** Glenna G. Temple, PhD  
**Submission Date:** July 3, 2022

**Action:** Provide evidence that Dominican University has made significant progress towards developing effective processes for (1) articulating the University's overall assessment strategy and plan; (2) assessing student learning and academic quality for all programs at each degree level; and (3) assessing co-curricular programs.

#### **Core Component: 4B**

To respond to the concerns of the review team, this report is organized around the following areas of focus:

- Assessment Strategy and Plan
- academic quality and program review
- student-learning goals at the college and degree-granting program levels
- communicating learning goals to students
- closing-the-loop: using assessment data to improve student learning
- co-curricular program participation

## Overview and Timeline

In response to the concerns of the review team as stated in the Mid-Cycle Review Final Report, the President's Office and the Office of Institutional Effectiveness – OIE (**staff list**) worked together to decide on the best approach to addressing their concerns. Consequently, OIE was responsible for coordinating the development of the report with the Director of Academic Assessment, Evaluation, and Achievement (assessment director) serving as lead. This included not only the writing of the report, but also engaging with other Dominican stakeholders (e.g., colleges, schools, programs, and committees) to ensure that pertinent elements of student-learning assessment and academic quality were identified or developed and that proper documentation was available for inclusion in this report.

To address the first concern, “articulating the University’s overall assessment strategy and plan,” the Office of Institutional Effectiveness worked with the University Assessment Committee – UAC (**member lists**) to identify specific elements that comprise the strategy and plan, locate existing documents where those elements are formally articulated, and, when necessary, formally articulate elements of the strategy and plan that had not been done so previously.

With respect to the second concern, “assessing student learning and academic quality for all programs at each degree level,” the OIE identified four areas of focus that best represent Dominican’s efforts towards improvement with respect to assessing student learning and academic quality:

- focusing on academic quality and the program review process,
- formally articulating student-learning goals at the college and degree-granting program levels,
- improving the communication of learning goals to students, and
- increased focus on closing-the-loop: using assessment data to improve student learning.

In addressing academic quality and program review, OIE gathered material developed by the Program Review Committee and its own reports.

Together, the UAC chair and the assessment director met with the deans, associate deans and school directors of the four colleges explicitly communicating to them the material needed for inclusion in the report. If the material (e.g., learning goals, assessment reports, etc.) did not exist, it was developed.

OIE and the UAC requested from colleges and programs their formally articulated student-learning goals and outcomes. Many programs took this as an opportunity to revise their current goals and outcomes or completely rewrite them, with review and feedback from the assessment director. The UAC was primarily responsible for ensuring that course syllabi included student learning goals and outcomes, while the assessment director worked with the Office of Information Technology to ensure that college- and program-level goals and outcomes were made available on the Dominican website.

In addressing the third concern, assessing co-curricular programs, the University focused on increasing co-curricular participation. The UAC chair and assessment director reached out to representatives of the following programs: Athletics, Library, Student Success and Engagement, Study Abroad, and University Ministry to provide documentation of their respective assessment activities.

These events and activities are chronicled in the interim report timeline.

## **Narrative**

### *Assessment Strategy and Plan*

Dominican has had in place and followed an assessment strategy and plan for a number of years, but until recently, this was not articulated as a single document. Consequently, the University Assessment Committee (UAC) was tasked with consolidating material embedded in the roles and responsibilities statement of the UAC, the University's learning goals schedule, and student-learning assessment resources into one cohesive Assessment Strategy and Plan. The Assessment Strategy and Plan document provides 1) a hierarchy of student-learning assessment that indicates the flow of information from programs to their respective college/school committees and subsequently to the UAC; 2) methods by which the UAC conveys student-learning assessment activities, findings, and curricular changes to not only programs and colleges, but also to the Provost; 3) timelines for assessments; and 4) templates to standardize, to the degree possible, student-learning assessment across the university.

### University Assessment Committee (UAC)

The Assessment Strategy and Plan document includes a description of the role and responsibilities of the UAC with respect to overseeing and facilitating student-learning assessment across the university. In this capacity, the UAC is responsible for setting the Assessment Schedule for the university-wide student learning goals, providing assessment plan templates, and providing both summary and program report templates. It is the expectation of the UAC that colleges/schools will provide the committee with annual summary reports of their respective assessment activities conducted that year. As the Assessment Strategy and Plan demonstrate, in addition to the colleges, the Crown Library, the Core Curriculum, and participating co-curricular programs directly report their annual assessment activities to the UAC for review and feedback.

### Borra College of Health Sciences (BCHS)

BCHS oversees its student-learning assessment through its BCHS Assessment Committee (member list). BCHS has developed a 5-year college-level assessment plan and 5-year assessment plans for each of its programs: Medical Studies, Health and Wellness, Nursing, Nutrition Science, and Physician Assistant Studies.

The BCHS assessment plans, at the program level, follow the expectations for assessment and the use of assessment data for program and curricular development as addressed in their specialized accreditation standards [Nursing – Commission on Collegiate Nursing Education (CCNE), Nutrition Science – Accreditation Council for Education in Nutrition and Dietetics (ACEND), and Physician Assistant Studies – Accreditation Review Commission for the Physician Assistant (ARC-PA)].

### Brennan School of Business (BSB)

BSB follows the dictates of the Association to Advance Collegiate Schools of Business (AACSB) for student-learning assessment. The AACSB's Assurance of Learning (AoL) specifies that the college have **assessment plans** for both its undergraduate and graduate degree-granting programs. In the college, the Undergraduate Program Development Committee (**member list**) is responsible for the AoL process involving the former and the Graduate Program Development Committee (**member list**) oversees the latter.

### College of Applied Social Sciences (CASS)

The CASS **assessment plan** provides a 5-year timeline and indicates which programs in the Schools of Education, Information Studies, and Social Work will be assessing the college's student learning outcomes. The current plan commenced in the 2021-2022 academic year. In addition, **assessment plans** for CASS programs are provided.

The CASS assessment plans, at the school level, follow the expectations for assessment and the use of assessment data for program and curricular development as addressed in their specialized accreditation standards (School of Information Studies – Committee on Accreditation of the American Library Association—COA and School of Social Work – Council for Social Work Education—CSWE), or the Illinois State Board of Education standards and requirements (for the School of Education).

Each school within CASS conducts an annual review of the particular assessments in order to better manage the work flow associated with student-learning assessment that needs faculty expertise in review. Each include this assessment as part of their full-faculty meetings in the spring semester. Each School then produces a report to the College for the annual assessment review conducted at the college level each summer. The exception to this process are the CASS continuing studies programs that are not housed in a particular School. The CASS Dean works directly with representatives of these programs to conduct the relevant assessments scheduled for a particular year and to include engaging part-time faculty in discussion of the data.

### Rosary College of Arts and Sciences (RCAS)

The RCAS Assessment Committee (**member list**) is responsible for overseeing college- and program-level student-learning assessment. Its specific duties are delineated in the college's **assessment plan**.

In order to better manage the work flow associated with student-learning assessment of 23 degree-granting programs, the RCAS Assessment Committee has developed report **submission protocols** and a report **submission schedule** where programs submit two reports over the course of five years. The first report (the self-study report) consists of the assessment section of the program's self-study that was generated as part of its five-year program review. The second report (the mid-cycle report) is submitted approximately 2.5 years after the program review. Although each program submits just two reports over the course of five years, the reports must address student-learning assessment in the corresponding years of the program's **assessment plan**.

### *Academic Quality and Program Review*

Dominican University includes program review as a means of not only addressing student-learning assessment, but also assessing program quality. The Program Review Committee (**member lists**) identifies the **academic programs** that will undergo program review (degree granting and without specialized accreditation) and sets the **schedule** for regular program review. Regarding student-learning assessment, the Program Review Committee in its **prescribed minimum content** document stipulates that programs must address student-learning assessment for all years covered by the self-study. The document also requests that programs address other academic quality indicators such as faculty effectiveness and D/F/W rates. In addition, the Office of Institutional Effectiveness provides programs with a **labor market occupation overview** and an **alumni outcomes report** to assist the programs in better gauging the program's academic quality. These reports equip programs to assess their curricula in relation to labor-market demand for knowledge and skills and the employment outcomes of its graduates.

### *Articulated Student Learning Goals*

Dominican has articulated student learning goals and outcomes (LGOs) at the university, college/school, and program levels. Links to the university, college-level and program-level goal statements are provided below.

University-wide:	<b><u>Learning goals</u></b>	<b><u>Sample learning outcomes</u></b>
BCHS:	<b><u>College-level learning goals</u></b>	<b><u>Program-level learning goals</u></b>
BSB:	<b><u>College-level learning goals</u></b>	<b><u>Program-level learning goals</u></b>
CASS:	<b><u>College-level learning goals</u></b>	<b><u>Program-level learning goals</u></b>
RCAS:	<b><u>College-level learning goals</u></b>	<b><u>Program-level learning goals</u></b>

### Core Curriculum

In 2019-2020, as reflected in the Dominican 2019 Assurance Argument to the HLC, Dominican's core curriculum underwent a significant overhaul. The new curriculum required the development of a new set of student learning outcomes (general education outcomes) to which the core director and participating faculty have been devoting their attention. This is reflected in the Core's **2019-2020** and **2021-2022** summary assessment reports to the UAC.

### *Communicating Learning Goals to Students*

Program-level student learning goals and outcomes are conveyed to students via course syllabi (BCHS: **sample 1**, **sample 2**, **sample 3**; BSB: **sample 1**, **sample 2**, **sample 3**; CASS: **sample 1**, **sample 2**, **sample 3**; RCAS: **sample 1**, **sample 2**, **sample 3**) and **program websites**. The **Dominican Faculty Handbook** includes the inclusion of student learning goals and outcomes as an expected component of course syllabi. The university is currently working on incorporating learning goal and outcome statements into the University Bulletin (**email exchange**).

### *Closing-the-Loop: Using Assessment Data to Improve Student Learning*

It is the expectation of the UAC that any submitted assessment report will address and document how the collected assessment information is being used to improve student learning through modifications at the course- and curriculum-level. Additionally, the UAC provides regular reports to the Provost to better position the use of assessment results in informing strategic planning.

#### Core Curriculum

In November 2019, a new Core Curriculum was approved by the Dominican faculty. Since the approval, the Core Committee (**member list**) has mapped its articulated learning goals and outcomes to specific areas and courses of the Core (**CORE LGO Mapping**) and has begun implementing student-learning assessment activities (**CORE 2021-2022 Summary Report**). An assessment plan addressing the assessment of all Core student-learning outcomes is currently under development (**CORE Draft Assessment Plans Fall-2021**).

#### UAC

A primary duty of the University Assessment Committee is to review and evaluate annual assessment summary reports submitted by the colleges, the CORE curriculum, and co-curricular programs. The committee's evaluations are rubric-based (**summary report rubric**, **program report rubric**). Within these reports, programs, in addition to describing their assessment process and analyzing the results, report on how the assessment data was able to inform the program regarding improving student learning, whether it be through changes in policy, modification in program practice, or course-level changes. From its analyses of submitted reports, the UAC is able to identify and showcase programs exhibiting exemplary assessment practices (**UAC minutes from March 16, 2022**). The first set of presentations, in an anticipated annual series, will occur in October of 2022 and will be hosted by DU's Center for Teaching and Learning Excellence (**UAC minutes from April 13, 2022**). Through these showcasing efforts, DU expects to further develop its strong culture of assessment.

Each year the UAC submits a summary report (**2019-2020, 2020-2021**) of its activities to the Provost to keep him better informed of the committee's activities for the year and to keep him well-informed on issues related to student-learning assessment. In addition to these annual summary reports, the UAC also generates every three years a report of student-learning assessment across the university (**University-wide Assessment Report 2016-2019**). This report is shared not only with the Provost, but also with the Deans Team and the Faculty Senate. These university-wide reports better inform Dominican stakeholders of the different types of student learning assessment activities being undertaken across the university. This strategy provides other programs with new ideas for assessment, fosters collaborations between programs, and promotes the use of best practices in student-learning assessment. The next report will be available in Fall 2022.

#### BCHS

BCHS Assessment Summary Reports are provided for academic years **2019-2020, 2020-2021, and 2021-2022**. Within each report, BCHS explicitly addresses how programs went about closing the loop for each outcome assessed. In addition to the summary reports, BCHS also submitted the minutes of the

college's assessment committee meetings where using assessment data to improve student learning was discussed (5.11.20, 4.28.21, 5.7.21, 4.26.22, and 5.10.22). Also included are the 2019-2020 and 2020-2021 UAC evaluations of the summary reports which were communicated to BCHS (2020-2021 communication).

#### BSB

Included in this report are assessment reports from the Brennan School of Business. This includes the Annual Summary Reports from 2019-2020, 2020-2021, and 2021-2022. Also included are the corresponding UAC evaluations of the reports from 2019-2020 and 2020-2021, and the 2020-2021 communication from the UAC to BSB.

BSB is accredited by AACSB and as part of its fulfillment for re-accreditation, provides the AACSB with a self-study every 7 years. As part of the self-study, BSB chronicles its student-learning assessment, including documenting the program's efforts in using assessment data to improve student learning. This is documented in Appendix 19 of the 2013-2018 self-study, the AoL Midterm Report from 2021, committee meeting notes (GPDC and UPDC) and faculty meeting minutes from November 2021.

#### CASS

CASS provides the UAC with copies of its Annual Report (2019-2020 and 2020-2021) which includes student-learning assessment. These reports are evaluated by the UAC (2019-2020 and 2020-2021) and the feedback is communicated to the college (2020-2021 communication).

SOE: The School of Education assesses its student-learning outcomes via the edTPA. The edTPA is a commercial standardized assessment instrument developed by Stanford University. edTPA is a subject-specific assessment with versions in 28 different teaching fields covering Early Childhood, Elementary, Middle Childhood and Secondary education. edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students. SOE's 2021-2022 assessment report addresses the school's use of edTPA data to improve student learning.

SOIS: The School of Information Studies is accredited by the American Library Association. In 2015, as part of its fulfillment for re-accreditation, SOIS submitted a "Program Presentation" to the ALA's Committee on Accreditation. In the program presentation, SOIS provides a section documenting its student-learning assessment efforts in the context of a continuous improvement assessment system logic model. SOIS is scheduled for re-accreditation in 2022. Annually, the school publishes outcomes and achievement summary updates (2020-2021). Programs within SOIS that are not part of the specialized accreditation provide student-learning assessment reports. Included are assessment reports from Informatics (2021-2022), Masters of Science in Information Management (2021-2022), and the SOIS-PhD. program (2021-2022).

SSW: In meeting the expectations of its accrediting body, the Council on Social Work Education (CSWE), the School of Social Work submits to the accrediting body a self-study every 7 years. As part of the self-study, SSW documents its assessment efforts. SSW's most recent self-study was submitted in 2016 and the next one is expected to be submitted in 2023. During the interim, SSW posts annual student-learning outcome achievement reports (2018-2019, 2019-2020, and 2020-2021).

## RCAS

Rosary College's Assessment Committee commenced committee business during the 2019-2020 academic year. During AYs 2019-2020 and 2020-2021, the committee ensured that all RCAS degree-granting programs had articulated **student-learning goals and outcomes** and had on file a **5-year assessment plan**. The committee also established a report submission schedule (see Area of Focus "Assessment Strategy and Plan" on page 4) based on the programs' 5-year program review cycle (Note: as of January 2022, programs have shifted to a 6-year program review cycle).

The committee began receiving, reviewing, and communicating feedback (**sample communication**) to programs regarding their respective assessment reports during the 2021-2022 academic year. Although the committee did not review any assessment reports during the previous academic year (2020-2021), it did provide a **summary report** to the UAC documenting its activities with respect to developing student learning goals, outcomes and assessment plans. This report was **reviewed** by the UAC and **feedback communicated** to the college dean.

The **2021-2022 summary report** documents the committee's activities with respect to reviewing program assessment activities and providing feedback. In all, during the 2021-2022 academic year, the committee reviewed the assessment activities of the following ten programs: Black World Studies (BWS), Communication Arts and Sciences, English, Fashion, History, Mathematics, Music, Philosophy, Psychology and Theatre Arts. Five of the programs were able to demonstrate how collected assessment data was used to improve student learning (BWS, English, Fashion, Philosophy, and Psychology). The changes that were made are highlighted in the 2021-2022 summary report.

## *Co-curricular Program Participation*

The UAC, while encouraging participation in student-learning assessment of all co-curricular programs, looks to involve those programs where assessment data can inform both the University-wide Student Learning Goals and the University's Strategic Priorities (e.g., develop critical thinking and Dominican ethos). Within the University Assessment Strategy and Plan is a **table** periodically updated that identifies specific co-curricular programs where their student-learning assessments align with both the university learning goals and the strategic priorities.

Participating co-curricular programs submit their respective assessment plans and reports to the Director of Academic Assessment, Evaluation, and Achievement who reviews them and submits them to the University Assessment Committee for further review. It is the role of the University Assessment Committee to provide feedback to the program.

## Athletics

Since AY2019-2020, Athletics has participated in the formal assessment of student learning (i.e., submitting assessment plans and annual program reports). Included in this report are Athletics' assessment plans for academic years **2020-2021** and **2021-2022**, its assessment reports to the UAC (**2019-2020**, **2020-21**, and **2021-2022**), the 2020-2021 UAC **evaluation** of Athletics' summary report and the subsequent **communication** from the UAC to the program.

## Library

For the 2021-2022 academic year, the Library Instruction program assessed two learning outcomes aligned with the University-wide Learning Goal Research and Scholarship. This is documented in the program assessment **report** submitted to the UAC.

### McGreal Center

A part of Dominican's Office of Mission and Ministry, the McGreal Center's mission is to "organize and preserve materials that document the significance of the U.S. Dominican family in the life of the Order of Preachers, the Church and our nation." The McGreal Center hires student workers and assesses this work experience on student learning and development. Included in this report are the McGreal Center's assessment plans for the academic years **2020-2021** and **2021-2022**, the assessment report for **2020-2021**, the UAC **evaluation** of the 2020-2021 report, and the subsequent **communication** from the UAC to the program.

### Siena Center

Dominican University established the St. Catherine of Siena Center to examine critical issues of church and society in the light of faith and scholarship. Each academic year, the Siena Center hosts a series of lectures based on a theme tied to a pressing contemporary social, cultural, or ecclesial issue. The Siena Center regularly assesses the impact of these lectures on student learning. Included in this report are the Siena Center's assessment plans for academic years **2019-2020** and **2020-2021**; its assessment reports for **2019-2020**, **2020-2021**, and **2021-2022**; the UAC evaluations and from **2019-2020** and **2020-2021**; and the communication (**2020-2021**) from the UAC to the program.

### Student Success and Engagement

The Office of Student Success and Engagement (SSE) connects students with offices and services across the university to ensure academic success and enhance the student life experience. An essential component of the **SSE Strategic Plan** is student identity development. In addition, three projects included in this report represent SSE's participation in student-learning/development and co-curricular assessment: Interdisciplinary (ID) Courses, Writing Fellows Practicum, and Peer-led Team Learning.

ID Courses: SSE is involved in the development and implementation of interdisciplinary courses that focus on student success. These courses are designed to help students build skills for college and career success (**ID 101**) and to integrate critical thinking and study skills into meaningful contexts (**ID 102**).

Writing Fellows Practicum: The practicum provides for students a space for intellectual engagement with writing (**Practicum syllabus**). SSE assesses the practicum's impact on student development through case studies (**case study sample**).

Peer-led Team Learning (PLTL): Through a National Science Foundation Hispanic-Serving Institution grant, Dominican has implemented PLTL in its introductory biology, chemistry, and mathematics courses. Over the course of the grant, SSE is assessing the learning and development of the student peer leaders. These **assessments demonstrate** that leveraging peer-facilitated learning **positively impacts** tutors' professional, personal, academic, and leadership growth; outcomes that align strongly with Dominican's mission of service, care, and personal responsibility.

### Study Abroad

Study Abroad has laid the groundwork for assessing student learning as documented in its **2020-2021 report** to the UAC and its 5-year **assessment plan**. As noted in its plan, Study Abroad was to begin formally collecting student-learning data in AY 2021-22, but due to the director accepting a new position in the university, assessment activities have been delayed until a new director has been hired. Included are the UAC's **evaluation** of the report and the **communication** from the UAC to the program.

#### University Ministry

University Ministry's VAA program submitted an assessment report for the **2020-2021** academic year. In it, the program describes how it has been collaborating with LAS seminar faculty on implementing restorative justice circles in the classroom. The assessment results demonstrate that the circle is an effective pedagogical tool for learning and utilizing course content, provides opportunity for contemplation, and fosters relationship and community building.

The report also describes a retreat experience for first-year students that is aligned to the LAS curriculum with both virtual and in-person tracks. Assessment results indicated that retreat participants were able to use their studies to inform their vocational discernment, consider how their courses might impact the way in which they navigate the world, and contemplate the role the curriculum has on their relationships.

The UAC reviewed and **evaluated** University Ministry's assessment report and provided **feedback**.

#### *Conclusion*

Dominican University continues to advance its efforts towards a mature culture of student-learning assessment. As highlighted in this report, the university has:

- formally articulated a University Assessment Strategy and Plan into one cohesive document,
- developed assessment plans for not only the university, but also the colleges, schools, and degree-granting programs,
- articulated student-learning goals/outcomes at the college- and program-level,
- established means of communicating learning goals and outcomes to students via course syllabi (course- and program-level), college and program webpages (college- and program-level), and the University Bulletin (pending),
- developed a process that we believe is conducive to using student-learning assessment data and program review to facilitate continuous improvement in assessing student-learning and academic quality, and
- increased the participation of co-curricular programs in student-learning assessment.

The evidence provided in this report demonstrates that Dominican University has made significant and sustainable progress towards developing effective processes for (1) articulating the University's overall assessment strategy and plan; (2) assessing student learning and academic quality for all programs at each degree level; (3) assessing co-curricular programs; and (4) using assessment data for continuous program improvement.