Please submit reports on this template and not in a separate document. Please type responses below prompts for each item in this word document. Attach all supporting materials as appendices.

Part I: Follow-Up on Last Year’s Assessment Report Recommendations
Based on the recommendations and planned actions from your last assessment report, please discuss actions and/or follow-up, as well as their results.

Part II: Report on This Year’s Assessment Project
While your annual assessment project may have assessed multiple learning outcomes, this report should focus on just one program learning outcome.

Abstract
Provide a short abstract (no more than 250 words) describing the assessment project, procedures and results.

Learning Outcome Assessed
Which one of your program learning outcomes did you assess?

Data Collection and Methodology
How did you collect evidence to determine whether or not this learning outcome is being achieved? Please explain:

• The way in which student work was collected or observed.
• The student groups studied.
• Please include any instruments in an appendix.
How was the evidence you collected analyzed? Please explain:

- The methods you used to analyze and interpret the results.
- The person or group who analyzed the data.
- How “acceptable performance” was determined for this assessment project.
- Please include any scoring guides or rubrics in an appendix.

Results

What are the results of this assessment project?

- Please include any tables, charts, or graphs in an appendix.
- Please complete the following table. Report each number as a single whole number (not a decimal, range of numbers, or percentage).

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th># Students Assessed</th>
<th># Students with Acceptable or Better Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation of Results

Based on your analysis of the data, what evidence did you find for whether or not your unit’s specific learning outcomes are being met?

Describe your program’s satisfaction with the results.

Recommendations and Plans for Action

Based on the results of your assessment project, what recommendations do you have to improve students’ achievement of this learning outcome in the future?

Based on your recommendations for improvement, please describe your plans for implementing your recommendations. Please explain:

- Your expected timeline for each of these actions.
- Any potential barriers you see to implementing these actions.
<table>
<thead>
<tr>
<th>POINTS</th>
<th>Learning Outcome Assessed</th>
<th>Data Collection &amp; Methodology</th>
<th>Analysis/Interpretation of Results</th>
<th>Recommendations and Plans for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Outcome assessed is clearly identified</td>
<td>Outcome identified clearly tied to student learning expectations, outcome formulated appropriately</td>
<td>Methods for gathering evidence of student learning clear &amp; appropriate; primarily uses direct assessment methods.</td>
<td>Analysis of results clearly presented &amp; appropriate based on analysis of the data</td>
</tr>
<tr>
<td>2</td>
<td>Outcome assessed identified; requires some reading or interpretation to find it</td>
<td>Outcome tie to student learning not immediately clear &amp; small issues in outcome formulation</td>
<td>Methods for gathering evidence of student learning either unclear or inappropriate; direct assessment methods used, but not as primary method</td>
<td>Either analysis of results unclear or inappropriate</td>
</tr>
<tr>
<td>1</td>
<td>Outcome assessed identified; requires considerable reading or interpretation to find it</td>
<td>Outcome tie to student learning not clear &amp; significant problems in outcome formulation</td>
<td>Methods for gathering evidence of student learning unclear &amp; inappropriate; primary methods for collecting student learning data indirect</td>
<td>Analysis of results unclear &amp; inappropriate</td>
</tr>
<tr>
<td>0</td>
<td>Outcome assessed is not identified</td>
<td>No clear tie to student learning &amp;/or outcome formulation inappropriate</td>
<td>Methods for gathering evidence of student learning not reported</td>
<td>Results are not presented</td>
</tr>
<tr>
<td>Bonus (+1)</td>
<td></td>
<td>Appropriately uses multiple methods to triangulate data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Point Total:**

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2014 Assessment Advisory Board
Goal 1: Mastery of Content
This goal embraces the breadth and depth of ideas, theories, approaches, and information which DePaul students encounter through and beyond their studies.

Outcomes: DePaul graduates will demonstrate and be able to apply:
1. general knowledge of cultures, religions, science, the arts, history, and computational reasoning
2. specialized knowledge and skills from within a specific discipline or field.

Goal 2: Intellectual and Creative Skills
In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

Outcomes: DePaul graduates will be able to:
1. systematically access, analyze and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions.
2. solve quantitative problems.
3. create and support arguments using a variety of approaches.
4. use existing knowledge to generate and synthesize ideas in original ways.
5. communicate clearly in speech and writing.

Goal 3: Personal and Social Responsibility
This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university’s mission.

Outcomes: DePaul graduates will be able to:
1. articulate their own beliefs and convictions, as well as others’, beliefs, about what it means to be human and to create a just society
2. articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
3. evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
4. benefit their communities through socially responsible engagement and leadership.

Goal 4: Intercultural and Global Understanding
This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Outcomes: DePaul graduates will demonstrate:
1. respect for and learning from the perspectives of others different from themselves.
2. knowledge of global interconnectedness and interdependencies.
3. knowledge to become a steward of global resources for a sustainable future.

Goal 5: Integration of Learning
Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Outcomes: DePaul graduates will be able to:
1. relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience.
2. make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
3. design, develop, and execute a significant intellectual project.

Goal 6: Preparation for Career and Beyond
This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Outcomes: DePaul graduates will be able to effectively:
1. set goals for future work that are the result of realistic self-appraisal and reflection.
2. articulate their skills and knowledge and represent themselves to external audiences.
3. work toward goals independently and in collaboration with others.
4. employ technology to create, communicate, and synthesize ideas.
5. set priorities and allocate resources.
Assessment Certificate Program

Brief Purpose, Description, and Background

The purpose of the assessment certificate program is to provide resources and support to faculty and staff engaging in the assessment of student learning.

This program is a collaboration between academic affairs and student affairs at DePaul University and Loyola University. All faculty and staff at both institutions are eligible to participate in individual workshops and/or the certificate program. Workshops will be offered in both face-to-face and online media. Through this program, we aim to enhance collaborations and share expertise across universities as well as across the curricular and co-curricular domains.

Structure of Program

Workshop topics will be based on elements of the “Assessment Loop” illustrated below.

![Assessment Loop Diagram]

Source: AAHE/NCA Higher Education Learning Commission

Anyone can participate in any of the workshops; to participate in the assessment certificate program, faculty/staff will need to complete a minimum of six assessment workshops over the course of two years. All participants will need to attend an introductory workshop and a culminating workshop at their own institutions, plus complete any four additional workshops based on their interests and needs. These four workshops may be taken at either Loyola University or DePaul University. Certificate program participants will also need to select and complete an appropriate culminating project related to their own work with assessment.
Workshop Topics
Workshop topics will be based on elements of the “Assessment Loop”

Previous Workshops:
Introduction to Assessment
Writing and Revising Learning Outcomes
Assessment Planning
Direct vs. Indirect Assessment
Writing Effective Reports
Cultural Competency in Assessment

Future Workshops:
Workshops will focus on a variety of topics related to the “Assessment Loop,” such as:

Creating and Using Rubrics
Selecting Appropriate Assessment Methodologies
Analyzing Assessment Data Tools for
Online Assessment Discussion of
Culminating Projects

We welcome suggestions for future workshop topics.

Timeline
The assessment workshops and certificate program are scheduled to begin in Fall 2014. Registration for the certificate program and a schedule of assessment workshops will be ready by August 2014.

If Interested...
If you are interested in receiving notification when this information is available, please sign up at the Assessment Certificate Program table at the Teaching and Learning Conference Resource Fair or contact any of the program coordinators below.

Contact Information

DePaul University:
Ellen Meents-DeCaigny, Student Affairs (emeentsd@depaul.edu; 312-3627298)
Jen Sweet, Teaching, Learning & Assessment (jsweet2@depaul.edu; 312-362-7177)

Loyola University:
Michael Beazley, Student Affairs (mbeazl1@luc.edu; 773-508-2204)
Shannon Milligan, Faculty Center for Ignatian Pedagogy (smilligan@luc.edu; 773-508-3881)