



Divine Word College Assessment Manual

(updated: 6.17.2024)

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College Mission

Divine Word College, a Roman Catholic seminary in the tradition of the Society of the Divine Word, educates men and women for missionary service as priests, brothers, sisters and laypersons. For this purpose, we offer an education that combines spiritual formation, a liberal arts curriculum, language learning and mission preparation within an environment that teaches and honors the rich cultural diversity of the world. This spiritual, academic, and experiential preparation serves the particular learning needs of our students, promotes their development as whole and responsible persons, and fosters a lifelong commitment to serving God's people.

Core Beliefs

Divine Word College embodies and gives expression to several beliefs fundamental to the Society of the Divine Word.

The Church is missionary by its very nature.

God calls some to give special witness to the Church's missionary mandate.

The missionary charism of the Society of the Divine Word, its history, heritage and hopes, is a significant contribution to the Church's missionary outreach.

Service to the local churches through apostolic ministry demands the proper education and spiritual formation of future missionaries.

Core Values

Diversity - Student recruitment efforts, the intercultural studies major, the spiritual formation program, intercultural activities, and the international teaching experience of the faculty foster and support cultural diversity at Divine Word College. Students, faculty, staff, and friends of the College grow in intercultural community, reflecting the strong international mission of the Society of the Divine Word.

Opportunity - A program of generous scholarship assistance, the Intensive English Language Institute, a low teacher-student ratio, and other academic resources meet the learning needs of Divine Word College students, especially those from immigrant and refugee communities. This commitment of College resources demonstrates an historic interest of the Society of the Divine Word in the United States in enabling the marginalized to assume their rightful place within the Church.

Community - Active involvement by members of the Society of the Divine Word in the life of the College, the organization of students into small faith communities, the Friends Across Nations (FAN) program, and the interdependence among departments and personnel foster a close-knit community at Divine Word College. College personnel in community portray the determination of the priests and brothers of the Society of the Divine Word to build community among themselves, their collaborators, and those whom they serve.

Spiritual Growth - An integrated program of spiritual direction, group retreats, daily, and special liturgies, and regular prayer opportunities support Divine Word College students, faculty, staff, and friends in the discernment of their call to follow Jesus Christ. While pursued within community, spiritual growth is highly and intensely personal.

Service - Outreach to the elderly at area nursing homes, to the poor in homeless shelters and at soup kitchens, to youth in religious education programs, and to disabled children in local care facilities is an important aspect of Divine Word College's effort to follow the example of Jesus Christ who came "not to be served, but to serve." Students and faculty members regularly put themselves at the service of the local and regional community.

Integrity - Honesty in academic policies and practices, respect for each student's freedom in vocational discernment, the provision of just compensation, fair treatment for employees, and an adherence to high ethical standards in fundraising efforts and financial reporting help ensure that Divine Word College lives its mission and delivers on its promise.

Lifelong Learning - A liberal arts education program opens students to new worlds of knowledge, broadens intellectual horizons, and provides the critical skills increasingly necessary for informed leadership and service. Carefully designed curricula lead students to an appreciation of the complex and changing social environments of our time. Educational programs open to the wider community demonstrate Divine Word College's commitment to lifelong learning as a key to effective religious and missionary service.

Our Vision

Divine Word College aspires to excel in the spiritual and academic formation of missionaries who are grounded in faith, broadly educated in the liberal arts, interculturally competent to appreciate and honor the rich diversity of the world, and committed to serving God's people.

Toward these ends, the College seeks to advance the following goals and priorities:

- Provide a continuously updated, high quality undergraduate education that is interculturally informed and rooted in the liberal arts.
- Offer an outstanding religious formation program that embodies SVD charism, values, and objectives and, for seminary students, meets the expectations of the United States Conference of Catholic Bishops' Program of Priestly Formation.
- Recruit, develop, and retain a cadre of well qualified and competent faculty and staff who are committed to advancing the College's mission
- Maintain an optimum level of student enrollment that is consistent with the requirements of excellence in teaching and learning.
- Take full advantage of technology to enhance teaching and learning as well as to maximize operational efficiencies.
- Marshal adequate resources and strive toward financial independence through development efforts and endowment opportunities.
- Assure adequate physical facilities through a program of scheduled maintenance and careful projection of future housing requirements.
- Promote the international mission of the Society of the Divine Word and the College to external constituencies through a series of special cultural and educational events, school visits, support groups, and short-term visits to the College by external groups.

Assessment Objective

Student learning is our central focus here at Divine Word College. In order to measure our students' learning and to ensure their learning experience is being addressed, fostered, and continually improved, Divine Word College has implemented various assessment processes that enable faculty and staff to gather and use assessment data, evidence, and feedback. By doing so, we strive to continually advance and improve our curriculum, course offerings, and adapt to emerging changes or trends. We are interested in knowing when and how our students learn and what we can do to improve and enhance their experience. We view assessment as an integral part of an effective institution, a successful and fulfilling student learning experience, and a productive and involved faculty contribution.

Director for Institutional Effectiveness

Job Title Director for Institutional Effectiveness

Reports to Vice President for Academic Affairs

Classification Exempt

Status Full Time

Job Purpose

The Director for Institutional Effectiveness is an at-will employee of the College who is appointed by the President and accountable to the Vice President for Academic Affairs. The Director provides leadership in implementing the College's assessment policies in the academic and co-curricular programs, facilitating the collection, analysis, and reporting of data, and providing data-driven recommendations for curricular improvements. The Director also assists with strategic planning, institutional compliance, and institutional research activities and reporting to internal and external entities.

Duties and Responsibilities

1. Collect and analyze assessment data on student achievement of Program Learning Outcomes (PLOs) in the College's academic and co-curricular programs, to include the Undergraduate degree programs, the English as a Second Language (ESL) program, and the Religious Formation Program (RFP).
2. Provide annual assessment reports to the Vice President for Academic Affairs, the Vice President for Formation and Student Life, Department Chairs, and the Intensive English Language Institute (IELI) Director.
3. Make specific data-driven recommendations for improvements in curriculum and curricular alignment across all programs.
4. Assist Department Chairs and the IELI Director with the Annual Program Review process.
5. Chair the Assessment Committee to provide for ongoing attention to assessment matters in collaboration with faculty committee members.
6. Provide periodic reports and presentations to the Faculty Senate, academic departments, and other entities regarding college assessment activities and educational resources.

7. Leverage assessment software programs in support of effective collection and analysis of data (Watermark/Outcomes Assessment Projects) and provide leadership in the HLC Assessment Academy 2020-2024 cohort project (Sparq).
8. Create, promote, and maintain effective communication strategies in support of data utilization for institutional effectiveness, including an assessment resource page on the DWCI.EDU website.
9. Teach a maximum of ten (10) contact hours per ESL Term and/or a maximum of three (3) credit hours per Undergraduate October Term (O-Term) and/or March Term (M-Term) based upon actual college needs and as assigned by the Vice President for Academic Affairs.
10. Serve as the key resource person for collecting, maintaining, and reporting institutional data to both internal and external entities.
11. Collaborate with the Registrar, Business Office, and other college personnel for annual IPEDS (Integrated Postsecondary Educational Data System) reporting requirements.
12. Assist with accreditation reporting requirements for the Higher Learning Commission (HLC), the Commission on English Language Program Accreditation (CEA), and for reporting and compliance requirements for the Department of Education and other governmental agencies.
13. Collaborate with the President and each of the four Vice Presidents regarding institutional research and data for semi-annual progress reports on the College's Strategic Plan.
14. Participate in annual professional development conferences and activities related to job responsibilities.
15. Attend weekly staff meetings with the Vice President for Academic Affairs.
16. Perform other duties as assigned by the Vice President for Academic Affairs

Qualifications

- Completed graduate degree and three years' experience in higher education administration and/or teaching experience at the college or university level.
- Knowledge of academic program assessment methods.
- Knowledge of HLC and CEA accreditation standards.
- Excellent written and oral communication skills.
- Strong analytical and critical thinking skills.
- Proficiency in the use of MS Office (especially Word, Excel, PowerPoint) and Learning Management Systems (e.g. Populi).

Working Conditions

- Work is normally performed in a typical interior/office work environment.
- Ability to work a flexible schedule.

Physical Requirements

- Limited exposure to physical risk.
- Limited physical effort required.
- Ability to lift up to 25 pounds.

Direct reports

None

Date approved:

Reviewed:

Specific Responsibilities Director for Institutional Effectiveness

- Every Monday, send PR “Assessment Bites” text
- Communicate everything several times and via several channels:
 - DWC Assessment Populi Group
 - DWC Assessment Website
 - LOG
 - Academic Assessment Committee
- Stay on track with all committees and chair work:
 - Academic Assessment Committee (every second Thursday)
 - HLC Assessment Academy Committee (every other Friday)
 - HLC Interim Monitoring Report Committee (TBA)
- Be in touch with Department Chairs
- Remind Department Chairs of Annual Assessment Reports DUE
- Attend and present at every Faculty Senate Meeting
 - Status quo etc.
- Keep website and Populi Assessment DWC groups current
- Keep “Version” doc relevant and reflective of current project/year!
- Set up faculty evaluators when needed (late fall semester for spring; late spring semester for fall)
- Set up faculty evaluator training when needed (August; January)
- Ask Department Chairs to incorporate review of signature assignments, rubrics, and so forth to their September and February faculty meetings
- AUGUST Academic Assessment Meeting: include data from Student Exit Surveys and Interviews
- Project work:
 - Establish Project
 - Add classes
 - Add outcomes to classes
 - Add Excel rosters

- Add rubrics
- Add evaluators
- Add scrubbed signature assignments
- Send “Demographic Assessment Data” Excel to OAP!
- Create THREE Evaluation Periods
- Try to make February and October In-Service days for assessment purposes...informal conversations
 - a. Assessment Committee January
- Excel Updates:
 - a. Demographics every April and October
 - b. Add “Academic Sessions” every year
 - c. Upload rosters
 - d. Add new evaluators

Institutional Assessment Committee

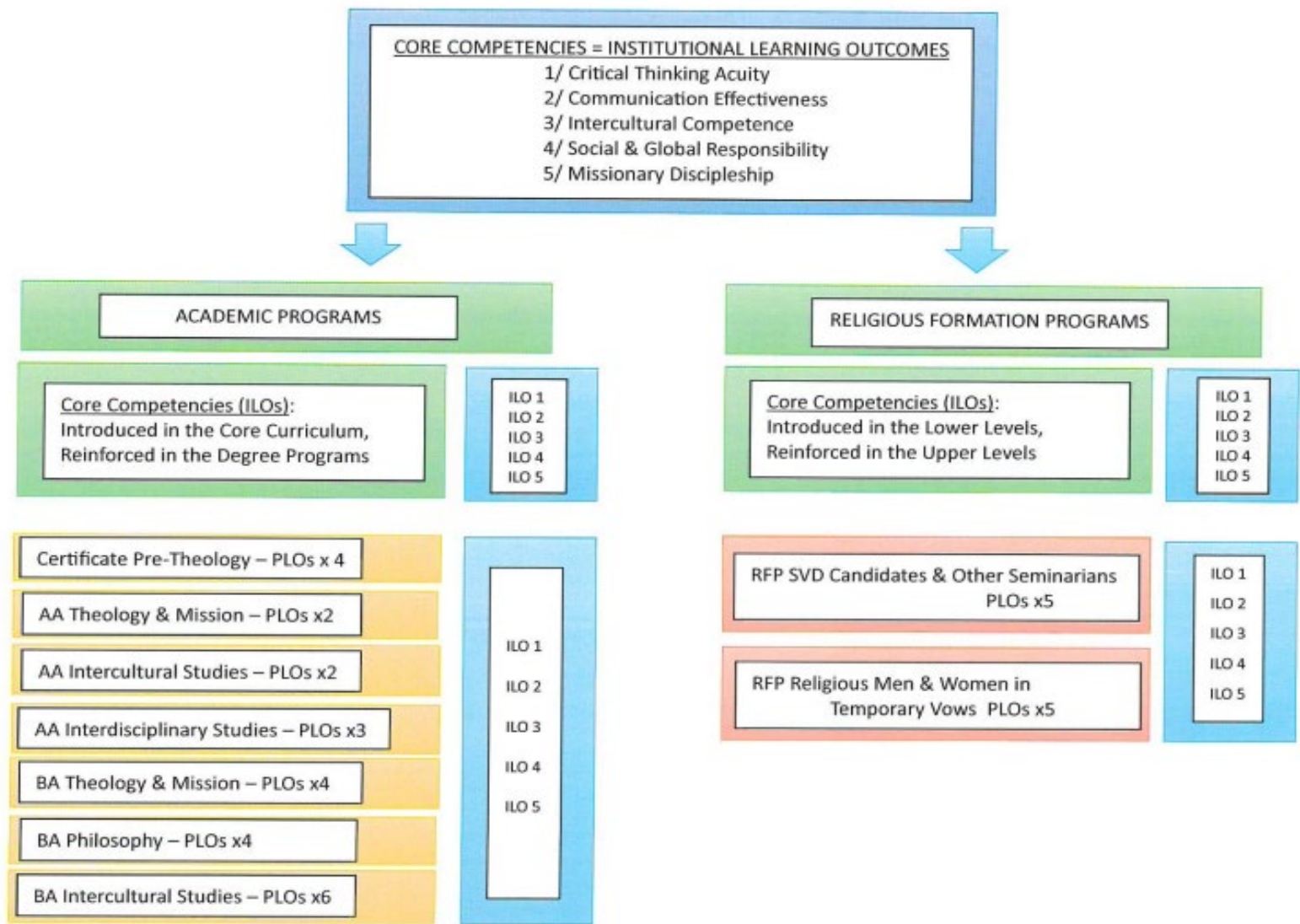
* Updated revisions per IAC Chair, Committee & VPAA (2/23/2024)

4.04	<p>INSTITUTIONAL ASSESSMENT COMMITTEE</p> <p>The Institutional Assessment Committee facilitates the assessment of student learning and program effectiveness in the College’s academic and religious formation programs. Academic assessment is an important responsibility of instructional faculty in the Undergraduate and ESL programs. Religious formation assessment is an important responsibility of formation personnel in the Religious Formation programs.</p> <p>Under the leadership of its Chair, the Institutional Assessment Committee coordinates the collection, analysis, and reporting of data with the purpose of providing data-driven recommendations for curricular improvements in accord with the College’s Assessment Plan.</p> <p>The Institutional Assessment Committee is responsible to, and collaborates with, the Vice President for Academic Affairs and the Vice President for Formation and Student Life.</p>
4.04.01	<p>Members.</p> <p>The Institutional Assessment Committee is comprised of seven members.</p> <ul style="list-style-type: none"> • The Director for Institutional Effectiveness (Chair, ex officio) • One appointed faculty member from the Department of Interdisciplinary Studies [DIS] • One appointed faculty member from the Department of Theology & Philosophy [DTP] • One appointed faculty member from the Intensive English Language Institute [IELI] • One appointed formator from the initial formation program for Candidates (seminarians). • One appointed formator from the initial formation program for Men and Women in Temporary Vows. • One appointed member from the Formation and Student Life Committee who is a member of the DWC staff/faculty. <p>The Vice President for Academic Affairs, after consultation with the Director for Institutional Effectiveness and the respective Department Chairs, recommends three faculty members for appointment by the College President to the Institutional Assessment Committee.</p> <p>The Vice President for Formation and Student Life, after consultation with the Director for Institutional Effectiveness and the Formation and Student Life Committee, recommends three members for appointment by the College President</p>

	to the Institutional Assessment Committee. Appointed committee members serve two-year terms.
4.04.02	<p>Responsibilities.</p> <p>The Institutional Assessment Committee is responsible for providing assistance to departmental faculty and religious formators in the implementation of the Assessment Plan as it pertains to the College’s academic and religious formation programs. In particular, these responsibilities include assistance with:</p> <ul style="list-style-type: none"> • Analysis of assessment data on student achievement of Institutional Learning Outcomes (ILOs) across all programs: Undergraduate, ESL, Initial Formation Programs for Candidates and for Men and Women in Temporary Vows; • Analysis of assessment data on student achievement of Program Learning Outcomes (PLOs) in the Undergraduate degree programs; • Review of assessment data on student achievement of Program Learning Outcomes (PLOs) in the ESL Program; • Analysis of assessment data on student achievement of Program Learning Outcomes (PLOs) in the initial formation programs for Candidates and for Men and Women in Temporary Vows; • Crafting annual Exit Survey assessment reports for review by Undergraduate Department Chairs, the Formation Team, and the Intensive English Language Institute (IELI) Director; • Crafting annual assessment reports by directors of the initial formation programs for Candidates and for Men and Women in Temporary Vows; • Making specific data-driven recommendations for improvements in curriculum and curricular alignment across all academic and religious formation programs.

<p>4.04.03</p>	<p>Scope of Responsibility. The committee focuses attention on the following established programs:</p> <p>Academic Programs</p> <ul style="list-style-type: none"> • Core Curriculum • Certificate in Pre-Theology • AA/ Theology & Mission • AA/ Intercultural Studies • AA/ Interdisciplinary Studies • BA/ Theology & Mission • BA/ Philosophy • BA/ Intercultural Studies <p>Religious Formation Programs</p> <ul style="list-style-type: none"> • RFP / SVD Candidates & Other Seminarians • RFP / Religious Men & Women in Temporary Vows
<p>4.04.04</p>	<p>Meetings. The Institutional Assessment Committee shall normally meet four times each semester as published in the annual College Almanac:</p> <ul style="list-style-type: none"> • Fall Semester: August, September, October, November • Spring Semester: January, February, March, April <p>The Chair may call additional meetings as required.</p> <p>The Chair shall ensure that meeting minutes are recorded, amended, approved, and preserved in accord with established protocols.</p>
<p>4.04.05</p>	<p>Reporting. The Institutional Assessment Committee reports include summaries of essential data and noted trends, especially those that support recommendations for program and curricular improvements.</p> <p>The Annual Assessment Report for Academic and Religious Formation is sent to the President, the Vice President for Academic Affairs and the Vice President for Formation and Student Life. This report will include components on Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) Assessment, Student Exit Survey data, and Religious Formation Program data.</p> <p>Results and recommendations from the Annual Assessment Report are shared with the Chairs Council, the Faculty Senate, and the Formation Team in interest of identifying and implementing appropriate changes.</p> <p>Recommended program and curricular changes for both the academic and religious formation programs will be submitted for approval to the Board of Administration and Board of Trustees.</p>

DIVINE WORD COLLEGE INSTITUTIONAL ASSESSMENT MAP: CURRICULAR & CO-CURRICULAR PROGRAMS



Approved Program Learning Outcomes and Core Competencies

CORE CURRICULUM

Program Learning Outcomes (PLOs)

- ❖ CORE/1 – Critical Thinking Acuity: Divine Word College graduates will have gained proficiency in the intellectual skills necessary to explore issues, ideas, artifacts, and events, before making a decision, accepting or formulating an opinion, or reaching a conclusion.
- ❖ CORE/2 – Communication Effectiveness: Divine Word College graduates will have acquired effective written and oral communication skills to be able to express themselves appropriately while presenting to or interacting with widely diverse audiences.
- ❖ CORE/3 – Intercultural Competence: Divine Word College graduates will possess the knowledge, skills, and attitudes that are necessary to interact effectively with people who are culturally different from themselves.
- ❖ CORE/4 – Social & Global Responsibility: Divine Word College graduates will be informed about the world's most pressing issues, especially those affecting the poor and marginalized, applying knowledge and skills to develop solutions in accord with Catholic Social Teaching.
- ❖ CORE/5 – Missionary Discipleship: Divine Word College graduates will have gained the knowledge, skills, and attitudes for practicing prophetic dialogue in the tradition of SVD missionaries with the poor, the marginalized, faith-seekers, and persons of different cultures and faith-traditions.

BA IN INTERCULTURAL STUDIES

Program Learning Outcomes (PLOs)

- ❖ BA/ICS/1 – Identify and explore multiple forms of cultural expression.
- ❖ BA/ICS/2 – Ability to analyze the impact of social identities such as race, class, gender, ethnicity, and national origin on social interactions.
- ❖ BA/ICS/3 – Identify and evaluate patterns of social and intercultural interaction in order to facilitate intercultural dialogue.
- ❖ BA/ICS/4 – Demonstrate proficiency in basic research methods and communicating findings.

AA IN INTERCULTURAL STUDIES

Program Learning Outcomes (PLOs)

- ❖ AA/ICS/1 – Identify and explore multiple forms of cultural expression.
- ❖ AA/ICS/2 – Ability to analyze the impact of social identities such as race, class, gender, ethnicity, and national origin on social interactions.

AA IN INTERDISCIPLINARY STUDIES

Program Learning Outcomes (PLOs)

- ❖ AA/IDS/1 – Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.
- ❖ AA/IDS/2 – Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.
- ❖ AA/IDS/3 – Identify and explore multiple forms of cultural expression.

BA IN PHILOSOPHY

Program Learning Outcomes (PLOs)

- ❖ BA/PHI/1 – Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.
- ❖ BA/PHI/2 – Develop the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.
- ❖ BA/PHI/3 – Construct logically sound arguments in oral and written form.
- ❖ BA/PHI/4 – Apply appropriate methods of philosophical analysis to critical issues of contemporary relevance.

CERTIFICATE IN PRE-THEOLOGY

Program Learning Outcomes (PLOs)

- ❖ CF/PTH/1 – Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.
- ❖ CF/PTH/2 – Develop the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.
- ❖ CF/PTH/3 – Construct logically sound arguments in oral and written form.
- ❖ CF/PTH/4 – Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

BA IN THEOLOGY & MISSION

Program Learning Outcomes (PLOs)

- ❖ BA/THM/1 – Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.
- ❖ BA/THM/2 – Distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.
- ❖ BA/THM/3 – Develop knowledge and skills necessary for faith-filled dialogue in ecumenical, interreligious, intercultural, and secular mission settings.
- ❖ BA/THM/4 – Apply appropriate methods of theological analysis within local contexts.

AA IN THEOLOGY & MISSION

Program Learning Outcomes (PLOs)

- ❖ AA/THM/1 – Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.
- ❖ AA/THM/2 – Distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.

Divine Word College Assessment Plan and Timeline

The College adheres to Allen's (2004, *Assessing Academic Programs in Higher Education*) six steps of effective institutional assessment.

The six steps of assessment include:

- 1) Creating learning objectives
- 2) Checking for and ensuring alignment between a curriculum and the established objectives
- 3) Developing an institutional assessment plan
- 4) Collecting assessment data via various methodologies
- 5) Use the given data results to improve a program
- 6) Frequently re-examine the assessment plan and process and adjust and improve where needed

DWC Assessment Plan

At Divine Word College, we ensure educational quality by following the six steps of assessment. We have established a solid and cyclical assessment plan with specific processes and elements that is faculty-oriented, data-driven and reflective of the institution's Mission. By exploring our courses, programs, and Program Learning Outcomes (PLO) through curriculum mapping, we were able to determine the status of our alignment and make changes accordingly. Our identified Signature Assignments highlight the established Program Learning Outcomes and yield data that we effectively analyze via powerful assessment software and that produces information we can use to continuously improve our students' educational experience. We close the assessment loop by using previously collected data to draw conclusions, make inferences, recognize trends, identify ramifications, and make recommendations for departmental and program improvements. Our departments produce Annual Undergraduate Department Assessment Reports that emphasize progress, improvement, reflection, analysis, and faculty engagement in the assessment process. Our Assessment Guide for Undergraduate Faculty effectively supports our faculty in their assessment efforts and provides timelines, assessment procedure outlines, templates, and more. Several of our faculty and staff have been participating in the HLC Assessment Academy to further improve the quality of our learning environment and enhance our professional development and awareness of current trends and best practices.

Through ongoing collaborations and involvement, the Academic Assessment Committee, Faculty, and Director of Institutional Effectiveness acknowledge the recursive nature of assessment and continually strive towards enhancing the quality of all programs.

Assessment Plan and Timeline

When	What	Who
August	Faculty Evaluator Training	Director for Institutional Effectiveness
September	Evaluations of signature assignments complete	Faculty Evaluators

When	What	Who
Early October	Start Fall Project Outcomes Assessment Projects	Registrar: Director for Institutional Effectiveness
Mid October	Data examined by Institutional Assessment Committee; following 2-3 rounds of data collection, IAC determines members of small CC/PLO relevant faculty Ad-Hoc Committee for observations	Chairs Academic Departments VPAA
October	Publish data	Director for Institutional Effectiveness
March	Start new Spring Project in Outcomes Assessment Projects	Director for Institutional Effectiveness
March	Publish data	Director for Institutional Effectiveness
May	Repeat the cycle and produce data	Academic Departments

Shared Assessment Language

Common Terms

In order to understand what we mean when we discuss assessment, assessment planning, or other related topics, it is imperative that we share definitions for commonly referred to words, concepts, and ideas.

Assessment Plan: a plan devised by an institution that outlines precisely what PLO is being assessed by whom, when, and how (YR).

Assessment Steps (for program assessment): Faculty develop learning objectives, check for alignment between the curriculum and the objectives, develop and implement an assessment plan, use results to improve the program, and routinely examine the assessment process and correct it, as need (Allen, 2004, p. 165)

Assessment: The collection and use of evidence to improve a product or process (Allen, 2004, p. 165)

Closing the Loop: faculty discuss assessment results, reach conclusions about their meaning, determine implications for change, and implement them (Allen, 2004, p. 166)

Coefficient alpha: An internal consistency reliability estimate based on correlations among all items on a test (Allen, 2004, p. 166)

Core Competencies: Knowledge, values, and skills that we expect our students to have/obtain through their studies at Divine Word College. While these are enforced, introduced, and promoted in our Core Curriculum, these five core competencies are also fostered and reinforced in upper level courses to ensure our students gain adequate exposure to them and opportunities to obtain these (YR).

Curriculum Alignment: Curriculum and learning objectives are aligned or matched to ensure that students are provided appropriate learning opportunities in order to achieve the identified learning objectives or outcomes. (<https://www.csun.edu/mike-curb-arts-media-communication/assessment-terms-and-definitions>)

Curriculum Mapping: the process indexing or diagraming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use). (<https://www.edglossary.org/curriculum-mapping/>)

Direct Measure: Students demonstrate that they have achieved a learning objective (Allen, 2004, p.167).

Competence interview: Test which is orally administered (Allen, 2004, p. 167).

Portfolios: Collections of multiple student work samples usually compiled over time and rated using rubrics. The design of a portfolio is dependent upon how the scoring results are going to be used. Assessment Terms Glossary, Northern Illinois University, <https://www.niu.edu/effectiveness/assessment/index.shtml>.

Embedded Assignments: Assessment activities occur in courses. Students generally are graded on this work, and some or all of it also is used to assess program learning objectives (Allen, 2004, p. 168).

Embedded Assessment: assessment activities occur in courses. Students generally are graded on this work, and some or all of it also is used to assess program learning objectives (Allen, 2004, p. 168).

Empirical data: quantitative or qualitative data based on and obtained via varying research methods or methodologies (YR).

Formative Assessment: Assessment designed to give feedback to improve what is being assessed (Allen, 2004, p. 168)

Institutional Assessment: an on-going process designed to monitor and determine the extent to which curricular, co-curricular and institutional areas and processes support the achievement of student learning outcomes as defined by the mission of the college. (<https://www.csun.edu/mike-curb-arts-media-communication/assessment-terms-and-definitions>)

Learning Outcomes (sometimes titled “objectives”) – Statements that describe specific behavior a student is expected to demonstrate to assure the stated goal has been achieved; knowledge, skills and values students should demonstrate upon completion of a course, program or curriculum (<https://www.csun.edu/mike-curb-arts-media-communication/assessment-terms-and-definitions>)

Mission: A holistic vision of the values and philosophy of a program, department, or institution. (Allen, 2004, p.169)

Outcomes: target measures that demonstrate achievement of mission and goals (<https://www.csun.edu/mike-curb-arts-media-communication/assessment-terms-and-definitions>)

Program Assessment: An ongoing process designed to monitor and improve student learning. Faculty development explicit statements of what students should learn, verify that the program is designed to foster this learning, collect empirical data that indicate student attainment, and use the data to improve student learning (Allen, 2004, p. 171)

Program Learning Outcomes: [Measurable] (sometimes referred to as PLO; “program learning outcomes) knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline meet to discuss the expected learning outcomes

for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the BIG things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses (<http://www.laspositascollege.edu/slo/program.php>).

Reliability: The degree of measurement precision and stability for a test or assessment procedure (Allen, 2004, 171)

Rubric: An explicit scheme for classifying products or behaviors into categories that are steps along a continuum (Allen, 2004, p. 171)

Student Learning Outcomes (sometimes referred to as SLO; “student learning objectives”) Statements of what students are expected to know and be able to do by the time they complete the major or degree. They may be stated in terms of expected knowledge, skills or attitudes. These outcomes must be consistent with the mission of the department, college, and university. (<https://www.csun.edu/mike-curb-arts-media-communication/assessment-terms-and-definitions>)

Summative: Assessment is designed to provide an evaluative summary (Allen, 2004, p. 172)

Validity: How well a procedure assesses what it is supposed to be assessed (Allen, 2004, p.173)

Assessment of Program Learning Outcomes and Assessment Tools

Signature Assignments: In order to gain insight into our students' learning, faculty have established certain Signature Assignments, which are a type of embedded assessment, that aid in the attainment of student data. These are used to assess student learning for each individual PLO. Some PLOs share one signature assignment as some signature assignments are used to measure more than just one PLO.

Upon student completion, faculty send their Signature Assignments to the Director for Institutional Effectiveness who then anonymizes the data and uploads the signature assignments to OAP. The assignments are then assessed via four designated Faculty Evaluation of Signature Assignment evaluation periods. PLO relevant faculty are assigned as Faculty Evaluators for each assessment project.

Rubrics: Divine Word College faculty utilize an array of in-house established or VALUE based rubrics in order to assess the mentioned signature assignments. These rubrics are integrated in the OAP software and coupled with the signature assignment they assess.

Software (OAP): Divine Word College utilizes the Outcomes Assessment Projects software in order to streamline its data collection and evaluation process.

Login: <https://www.watermarkinsights.com/signon/>

Student Exit Survey: All departing students complete the Student Exit Survey one to two weeks before the end of their final term/semester or within a couple of days after its end.

The procedure is as follows: The Director of Institutional Effectiveness sends the Director of Admissions the link to the Survey Monkey Student Exit Survey. Once the Director of Admissions receive a list of students who will either be leaving Divine Word College or transitioning from the IELI (Intensive English Language Institute) to Divine Word College's undergraduate program, they then send an email message to the students asking them to schedule an appointment to come to the Director of Admission's office to complete the Student Exit Survey. The Director of Admissions is also able to talk to some students individually in the hallways or in the dining room for scheduling purposes. Students make an appointment, come to the Director of Admissions' office, and access the Student Exit Survey either on the Director of Admissions' laptop or on the student's electronic device. The students complete the survey in the Director of Admissions' office under their supervision; they are available to answer any questions the students might have about the survey as they complete it. Upon completing the survey, students received a gift card for their work.

The Student Exit Survey aims to assess the following:

- Program Learning Outcomes
- Core Competencies
- Religious Formation: Human Formation, Intellectual Formation, Ministry Formation, Intercultural Community Formation, Spiritual Formation
- Intensive English Language Institute PLOs

Assessment of Core Competencies and Assessment Tools

Signature Assignments: In order to gain insight into our students' learning, faculty have established certain Signature Assignments, which are a type of embedded assessment, that aid in the attainment of student data. These are used to assess student learning for each Core Competency. Some Core Competencies and Program Learning Outcomes share one signature assignment as some signature assignments are used to measure more than just one Core Competency or Program Learning Outcome.

Upon student completion, faculty send their Signature Assignments to the Director for Institutional Effectiveness who then anonymizes the data and uploads the signature assignments to OAP. The assignments are then assessed via four designated Faculty Evaluation of Signature Assignment evaluation periods. PLO relevant faculty are assigned as Faculty Evaluators for each assessment project.

Rubrics: Divine Word College faculty utilize an array of in-house established or VALUE based rubrics in order to assess the mentioned signature assignments. These rubrics are integrated in the OAP software and coupled with the signature assignment they assess.

Software (OAP): Divine Word College utilizes the Outcomes Assessment Projects software in order to streamline its data collection and evaluation process.

Login: <https://www.watermarkinsights.com/signon/>

Student Exit Survey: All departing students complete the Student Exit Survey one to two weeks before the end of their final term/semester or within a couple of days after its end.

The procedure is as follows: The Director of Institutional Effectiveness sends the Director of Admissions the link to the Survey Monkey Student Exit Survey. Once the Director of Admissions receive a list of students who will either be leaving Divine Word College or transitioning from the IELI (Intensive English Language Institute) to Divine Word College's undergraduate program, they then send an email message to the students asking them to schedule an appointment to come to the Director of Admission's office to complete the Student Exit Survey. The Director of Admissions is also able to talk to some students individually in the hallways or in the dining room for scheduling purposes. Students make an appointment, come to the Director of Admissions' office, and access the Student Exit Survey either on the Director of Admissions' laptop or on the student's electronic device. The students complete the survey in the Director of Admissions' office under their supervision; they are available to answer any questions the students might have about the survey as they complete it. Upon completing the survey, students received a gift card for their work.

The Student Exit Survey aims to assess the following:

- Program Learning Outcomes
- Core Competencies
- Religious Formation: Human Formation, Intellectual Formation, Ministry Formation, Intercultural Community Formation, Spiritual Formation
- Intensive English Language Institute PLOs

Compared to Program Learning Outcomes, which are assessed once per assessment cycle, Core Competencies are assessed twice via a lower- and an upper-level signature assignment. These assessment opportunities are as follows:

Core Competency	Classes
1 Critical Thinking Acuity	Lower-Level: PHI 212: Ethics [new class FALL 2024]
	Upper-Level: PHI 499 Senior Capstone
2 a/b Communication Effectiveness	Lower-Level: ENG 112 Academic Writing
	Upper-Level: ICS/TRS/PHI 499 Capstone
	Lower-Level: COM 160 Public Speaking
	Upper-Level: ICS/TRS/PHI 499 Capstone
3 Intercultural Competence	Lower-Level: ANT 163 Cultural Anthropology
	Upper-Level: PSY 394 Cross Cultural Psychology
4 Social and Global Responsibility	Lower-Level: THM 253 Christian Ethics
	Upper-Level: THM 353 Catholic Social Teaching
5 Missionary Discipleship	Lower-Level: THM 212: New Testament
	Upper-Level: THM 370: Missiology

Benchmarking

In order to assess our students' performance, ability, success, and development, faculty have established specific benchmarks for each Core Competency.

These are as follows:

Core Competency	Classes	Benchmark	Assessment Semester							
1 Critical Thinking Acuity	<table border="1" style="width: 100%;"> <tr> <td data-bbox="461 579 1011 653">Lower-Level: PHI 212: Ethics [new class FALL 2024]</td> </tr> <tr> <td data-bbox="461 653 1011 684">Upper-Level: PHI 499 Senior Capstone</td> </tr> </table>	Lower-Level: PHI 212: Ethics [new class FALL 2024]	Upper-Level: PHI 499 Senior Capstone	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1065 579 1211 852">Lower-Level: 75% of students are expected to achieve a 2 or higher</td> </tr> <tr> <td data-bbox="1065 852 1211 1125">Upper-Level: 50% of students are expected to achieve a 3 or higher</td> </tr> </table>	Lower-Level: 75% of students are expected to achieve a 2 or higher	Upper-Level: 50% of students are expected to achieve a 3 or higher	Fall 2023, 2027			
Lower-Level: PHI 212: Ethics [new class FALL 2024]										
Upper-Level: PHI 499 Senior Capstone										
Lower-Level: 75% of students are expected to achieve a 2 or higher										
Upper-Level: 50% of students are expected to achieve a 3 or higher										
2 a/b Communication Effectiveness	<table border="1" style="width: 100%;"> <tr> <td data-bbox="461 1136 1011 1209">Lower-Level: ENG 112 Academic Writing</td> </tr> <tr> <td data-bbox="461 1209 1011 1241">Upper-Level: ICS/TRS/PHI 499 Capstone</td> </tr> <tr> <td data-bbox="461 1251 1011 1325">Lower-Level: COM 160 Public Speaking</td> </tr> <tr> <td data-bbox="461 1325 1011 1356">Upper-Level: ICS/TRS/PHI 499 Capstone</td> </tr> </table>	Lower-Level: ENG 112 Academic Writing	Upper-Level: ICS/TRS/PHI 499 Capstone	Lower-Level: COM 160 Public Speaking	Upper-Level: ICS/TRS/PHI 499 Capstone	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1065 1136 1211 1409">Lower-Level: 75% of students are expected to achieve a 2 or higher</td> </tr> <tr> <td data-bbox="1065 1409 1211 1682">Upper-Level: 50% of students are expected to achieve a 3 or higher</td> </tr> <tr> <td data-bbox="1065 1713 1211 1881">Lower-Level: 75% of students are</td> </tr> </table>	Lower-Level: 75% of students are expected to achieve a 2 or higher	Upper-Level: 50% of students are expected to achieve a 3 or higher	Lower-Level: 75% of students are	Spring 2024, 2027
Lower-Level: ENG 112 Academic Writing										
Upper-Level: ICS/TRS/PHI 499 Capstone										
Lower-Level: COM 160 Public Speaking										
Upper-Level: ICS/TRS/PHI 499 Capstone										
Lower-Level: 75% of students are expected to achieve a 2 or higher										
Upper-Level: 50% of students are expected to achieve a 3 or higher										
Lower-Level: 75% of students are										

		<p>expected to achieve a 2 or higher</p> <p>Upper-Level: 50% of students are expected to achieve a 3 or higher</p>	
3 Intercultural Competence	<p>Lower-Level: ANT 163 Cultural Anthropology</p> <p>Upper-Level: PSY 394 Cross Cultural Psychology</p>	<p>Lower-Level: 75% of students are expected to achieve a 2 or higher</p> <p>Upper-Level: 50% of students are expected to achieve a 3 or higher</p>	Fall 2024, 2026
4 Social and Global Responsibility	<p>Lower-Level: THM XXX Catholic Social Teaching</p> <p>Upper-Level: THM 370 Missiology</p>	<p>Lower-Level: 75% of students are expected to achieve a 2 or higher</p> <p>Upper-Level: 50% of students are expected to achieve a 3 or higher</p>	Spring 2025, 2028
5 Missionary Discipleship	<p>Lower-Level: THM 212: New Testament</p> <p>Upper-Level: THM 370: Missiology</p>	<p>Lower-Level: 75% of students</p>	Fall 2025, 2027

		<p>are expected to achieve a 2 or higher</p> <hr/> <p>Upper- Level: 50% of students are expected to achieve a 3 or higher</p>	
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Religious Formation

As Divine Word College's primary Co-Curricular Program, the Formation Program plays a key role in the College's assessment procedures. According to the Policy Handbook "Religious formation assessment is an important responsibility of formators in the initial formation programs for candidates and for men and women in temporary vows".

Forthcoming

Religious Formation Assessment Tools

Student Exit Survey: All departing students complete the Student Exit Survey one to two weeks before the end of their final term/semester or within a couple of days after its end.

The procedure is as follows: The Director of Institutional Effectiveness sends the Director of Admissions the link to the Survey Monkey Student Exit Survey. Once the Director of Admissions receive a list of students who will either be leaving Divine Word College or transitioning from the IELI (Intensive English Language Institute) to Divine Word College's undergraduate program, they then send an email message to the students asking them to schedule an appointment to come to the Director of Admission's office to complete the Student Exit Survey. The Director of Admissions is also able to talk to some students individually in the hallways or in the dining room for scheduling purposes. Students make an appointment, come to the Director of Admissions' office, and access the Student Exit Survey either on the Director of Admissions' laptop or on the student's electronic device. The students complete the survey in the Director of Admissions' office under their supervision; they are available to answer any questions the students might have about the survey as they complete it. Upon completing the survey, students received a gift card for their work.

The Student Exit Survey aims to assess the following:

- Program Learning Outcomes
- Core Competencies
- Religious Formation: Human Formation, Intellectual Formation, Ministry Formation, Intercultural Community Formation, Spiritual Formation
- Intensive English Language Institute PLOs

Site Supervisor Survey: The Site Supervisor Survey aims at gaining more insight into the Ministry Site Supervisor's perception of our DWC students while they are engaged in their ministry. This survey consists of 19 total question, 3 of which are open-ended questions. This allows the site supervisors to comment on their perception of the students' strengths, areas of improvement, and provide general comments.

While 11 questions aim to elicit information regarding students' work or professional performance, 5 questions ask about students' performance in regards to the DWC Core Competencies.

This tool is available in hardcopy and as SurveyMonkey survey.

Formation Group Survey: This tool is completed by formators who reflect on their formatees' behavior in regards to the established Formation Program outcomes, namely Human Formation, Spiritual Formation, Intellectual Formation, Missionary Ministry Formation, and Intercultural Community Formation.

The survey's first 4 questions elicit demographic student information.

Divine Word College Assessment Timeline

Date	What	Who	Notes
August First Meeting	Assessment Committee Meeting; finalize evaluators	Assessment Committee Members	
August	Evaluator Training	Director for Inst. Effectiveness	
August	Collect all Spring Signature Assignment descriptions and rubrics	Director for Inst. Effectiveness	
September Department Meetings	Faculty review all signature assignments and rubrics; review and revise accordingly	Faculty; Chairs	September Department Meetings
September 1-25	Spring Project Faculty Evaluator Periods (4 weeks)	Faculty Evaluators	
September 25	Evaluations of spring signature assignments complete	Faculty Evaluator Groups	
October 1 Start Fall Project OAP	Start Fall Project OAP	Director for Institutional Effectiveness	
September 25 to early October	Director for Institutional Effectiveness creates data report; IAC Members examine data; following 2-3 rounds of data collection, IAC determines members of small CC/PLO relevant faculty Ad-Hoc	Chairs Academic Departments VPAA	

	Committee for observations		
October	Department Meetings: faculty discuss spring data and make recommendations	Chairs Academic Departments	
Mid October	Publish Spring Data and Summaries (Spring Project) LOG DWC Assessment Group Populi Faculty Senate	VPAA Director for Inst. Effectiveness	
December	Gather all signature assignment data Fall project	Director for Institutional Effectiveness	

**Happy
New Year**

March 1	Start OAP Spring Project	Director for Institutional Effectiveness	
February to early March	Director for Institutional Effectiveness creates data report; IAC Members examine data; following 2-3 rounds of data collection, IAC determines members of small CC/PLO relevant faculty Ad-Hoc Committee for observations	Chairs Academic Departments VPAA	
March	Department Meetings: faculty discuss fall data and make recommendations	Chairs Academic Departments	
Mid-March	Publish Fall Data and Summaries (Fall Project) LOG DWC Assessment Group Populi Faculty Senate	Director for Institutional Effectiveness	
May	Annual Assessment Reports Due	Chairs Director for Institutional Effectiveness	
May	Gather all signature assignment data Spring Project	Director for Institutional Effectiveness	
May 1	Set up Fall Project	Director for Institutional Effectiveness	
NEW AY Repeat cycle	NEW AY Repeat cycle	NEW AY Repeat cycle	NEW AY Repeat cycle

Assessment of Student Learning Data – Providing Data-Based Feedback and Recommendations

In order to ensure that all Student Learning Outcomes and Core Competencies are continuously monitored, evaluated, and assessed, the selected members of the Divine Word College community will meet in regular intervals to ensure the recommendation phase of DWC assessment progresses effectively. The following section outlines such approaches, procedures, and attempts at learning from and improving our students' learning based on collected data.

Evaluations of procured data to make data-based recommendations for curricular changes.

What	Who	When
Program Learning Outcomes	Institutional Assessment Committee appointed Ad-Hoc PLO/CC Assessment Committee. Committee comprised of departmental faculty who are relevant to assessed Program Learning Outcome	Following 2-3 rounds of data collection for given Program Learning Outcome
Core Competency	Institutional Assessment Committee appointed Ad-Hoc PLO/CC Assessment Committee. Committee comprised of departmental faculty who are relevant to assessed CC.	Following 2-3 rounds of data collection for given CC

Process and Timeline for Data-Based Recommendations

Following two to three rounds of data collection for a given Program Learning Outcome or Core Competency, the members of the Institutional Assessment Committee assign PLO/CC two to three relevant faculty to an Ad-Hoc PLO/CC Data Recommendation Committee. These Ad-Hoc Committee members meet to collaboratively create observations for each assessed PLO/CC, and return their observations to the Institutional Assessment Committee. The members of the latter Committee then accept or refute the given observations, make recommendations, and send these back to the relevant department(s) for discussion and implementation of data-driven changes.

Institutional Assessment Committee – assigns Ad-Hoc Committee consisting of 2-3 PLO/CC relevant faculty – meet to assess data – make data observations – submit observations to Institutional Assessment Committee – Institutional Assessment Committee approves/rejects and submits recommendations to department(s).

Divine Word College Assessment Communication Plan

Audience	Timing	Key Issues/Descriptions	Channel	Frequency	Result
DWC Community; particularly faculty evaluators	Beginning of Academic Year	Overall Assessment Plan; Semesterly faculty evaluator schedules (signature assign.)	Face-to-face; LMS Populi Group: "Assessment at DWC"	Every semester; August and January	Awareness of faculty evaluations and assignments Institution wide discussion groups via College's LMS "Populi"
Academic Assessment Committee	Meetings start at the beginning of each Academic Year	Institutional Assessment	Face-To-Face LMS Populi Group: Academic Assessment Committee	Monthly	Discuss all assessment-related matters; share all decisions with the Faculty Senate, VP
DWC faculty	September; February	Signature assignments, rubrics, descriptions	Face-to-face LMS Populi Group: "Assessment at DWC"	Every semester	Communication between those who created signature assignments and those who evaluate during a given project/course to avoid miscommunication/confusion Discussion opportunities via College's LMS "Populi"

DWC faculty	September to October; February to March	Consultation and Evaluation period	Director for Institutional Effectiveness posts and emails data: online LMS Populi Group: "Assessment at DWC"	Every semester	Seeking out recommendations collected project data: s fall. Institution wide discussion groups via College's L "Populi"
DWC faculty	October; March	Consultation and Evaluation Period: finalize recommendations.	Face-to-Face	Every semester	Finalize recommendations submit to Director of Institutional Effectiveness via email College's information s "Populi"
DWC Community	October; March	Finalize recommendations; publish	LOG; LMS Group Assessment at DWC"; Email	Every semester	Publish all final data re summaries to Populi; L out
DWC Community	May	Annual Assessment Reports	Chairs email Director for Institutional Effectiveness	Every year	Collect all "Annual Ass Reports" for document purposes

Assessment Guide for Divine Word College Undergraduate Faculty

FALL SEMESTER:

August

- Double check your syllabus to ensure it fits the given Syllabus Template (*Appendix A*)
- Please submit the following items to the Director for Institutional Effectiveness:
 - o Instructions for the Signature Assignment (*Appendix B*),
 - o Rubric for the Signature Assignment (*Appendix F*),
 - o Course syllabus
 - o For a full list of items to consider and remember, please see the Cheat Sheet and Things to Keep in Mind (*Appendix C*)

September to November

- Please engage in the data collection process by administering your Signature Assignment
- If you have been selected to be a Faculty Evaluator (*Appendix D*) for other faculty Signature Assignments, please attend all relevant trainings, review all relevant materials, or contact the Director for Institutional Effectiveness with potential questions you may have.
- Review Academic PLO/CC reports each semester. Review Annual Assessment Report every year (*Appendix E*).

December

- Before you depart for Christmas Break, please make sure you have submitted the following items to the Director for Institutional Effectiveness:
 - o All “unscrubbed” (has student names on them) student Signature Assignments,
 - o Make sure that you know which of your spring courses are needed for the Assessment Plan. Plan accordingly!

SPRING SEMESTER:

January

- Double check your syllabus to ensure it fits the given Syllabus Template (*Appendix A*)
- Please submit the following items to the Director for Institutional Effectiveness:
 - o Instructions for the Signature Assignment (*Appendix B*),
 - o Rubric for the Signature Assignment (*Appendix F*),
 - o Course syllabus
 - o For a full list of items to consider and remember, please see the Cheat Sheet and Things to Keep in Mind (*Appendix C*)

February to April

- Please engage in the data collection process by administering your Signature Assignment
- If you have been selected to be a Faculty Evaluator (*Appendix D*) for other faculty Signature Assignments, please attend all relevant trainings, review all relevant materials,

or contact the Director for Institutional Effectiveness with potential questions you may have.

- Review Academic PLO/CC reports each semester. Review Annual Assessment Report every year (*Appendix E*).

May

- Before you depart for the summer, please make sure you have submitted the following items to the Director for Institutional Effectiveness:
 - o All “unscrubbed” (has student names on them) student Signature Assignments,
 - o Make sure that you know which of your fall courses are needed for the Assessment Plan. Plan accordingly!

Appendices:

- Appendix A: Syllabus Template
- Appendix B: Instruction Signature Assignment Template
- Appendix C: Signature Assignment Submission: Cheat Sheet and Things to Remember
- Appendix D: Faculty Evaluator Training
- Appendix E: Annual Undergraduate Assessment Report Template
- Appendix F: Rubric for the Signature Assignment Template

Appendix A: Course Syllabus Template

A syllabus is like the blue print of the course and it is part of the archived documents that the College preserves for future reference. A syllabus is a learning tool, an agreement between the instructor and the student, a document that clearly informs the students about the objectives and requirements of the course, and how their performance is evaluated. It demonstrates to our external reviewers how we actually advance the College's teaching mission, institutional learning outcomes, and program objectives. It clearly describes what is covered in a course so that when students wish to transfer credits to another institution, the receiving institution can make an informed decision about the course's transferability. A well-constructed syllabus and faithful adherence to its provisions are essential to assure fairness to students and protection for the instructor.

The following components should be represented in every course syllabus. This template indicates the minimum required elements for a course syllabus; departments may require additional elements, and individual professors have the option of including more if they wish.

A. Course Identification

Course
 Number and
 Title
 Number of
 Credits
 Meeting Days,
 Times & Location
 Current Semester
 Prerequisite(s) (courses, permission of instructor, etc.)

B. Instructor Information

Name
 Office Number and
 Location Office
 Phone
 Number/Extension
 Office Hours
 Email Address

C. Course Description (from Catalog)

Please add the exact course description found in the course catalog. Of course, you may expand on to this very concise course explanation by adding a separate paragraph following this course catalog description!

D. Program Learning Outcomes and Course Learning Outcomes

Indicate the chief objectives of the course. State each learning outcome. Indicate how each learning outcome will be assessed (i.e. exams, quizzes, labs, formal papers, informal writing assignments, daily homework, projects, oral presentations, and/or class participation, etc.)

Please only list the PLOs that are being supported or assessed in your course. Do not list all PLOs. If your course is part of the College Assessment Plan and features a Signature Assignment, please make sure to emphasize the assessed PLOs by marking them with an asterisk. In addition to your PLOs, your course might reinforce certain CORE Competencies. If this is the case you are encouraged to list these as well. Keep in mind that you do not need to assess all outcomes at once!

Also, please make sure your Signature Assignment is clearly described in your syllabus.

E. Course Materials and Resources

A listing of required texts and other required readings (e.g., library reserves, photocopied materials, websites, articles on *Populi*) and any other materials needed for the course.

F. Course Evaluation Methods

Should include both the method of assessment (Exams, Written Assignments, Oral Projects, Other) and the percentages of each as a part of the final grade). Note: Some instructors may wish to include additional details; for example, the types of formal papers required (response paper, critical paper, etc.) as well as any rubrics to be employed. Please address your Signature Assignment here. For transparency purposes, please indicate how it will be used for program assessment.

G. Course Grading:

Outstanding		Very Good		Satisfactory		Poor	
A+	100-97%	B+	89-87%	C+	79-77%	D+	69-67%
A	96-93%	B	86-83%	C	76-73%	D	66-63%
A-	92-90%	B-	82-80%	C-	72-70%		
D-	62-60	Fail	59% and below				

H. Special Needs – According to the Americans with Disabilities Act, any student who has a disability which may interfere with his or her ability to complete the requirements of this course has a right to request special accommodation from the instructor or to ask for assistance from the college counselor.

I. College Policies

All syllabi should include statements that are consistent with current college policies

concerning:

- Academic Honesty (reference to catalog)
- Attendance
- Classroom Conduct (Late arrival, use of cell phones, internet, etc)
- Disabilities Accommodation
- Incompletes/Withdrawals (reference to catalog)
- Late Assignments
- Make-up Assignments, Tests and Exams

J. Course Calendar

At a minimum, provide an outline of the topics or units that will be covered in the course. Include dates of exams and due dates of readings, major assignments/papers/projects, etc.

K. Bibliography or Supplemental Material (OPTIONAL)

Provide a list of recommended readings and other materials.

L. Any Helpful Tips on Doing Well in the Course

M. Disclaimer regarding the option of the professor to modify the syllabus and the calendar.

Indicate how changes in the syllabus will be communicated. Changes in the syllabus should be announced in a timely manner, both orally and in writing.

Appendix B: Signature Assignment for XXX [Insert which PLOs are addressed via the assignment]

Course: [Please fill in these sections to correctly reflect your course.]
Instructor:
Assignment Title:
Assignment ID: (To be assigned)

Outcomes to be Assessed: Please insert the PLOs (full text) that will be addressed via your course.
 Example: TRS/BA/1 - Articulate the basic doctrines, traditions, and scriptural interpretations of the Church.

TRS/BA/3 - Develop attitudes and skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission.

Assignment Description: [Please describe your assignment here. What exactly do you expect your students to complete for this assignment? What must they do in order to succeed? Be as detailed as possible. Note that this section addresses different items than the “Evaluation Criteria” section below.]

Example: Drawing from our study of Hebrew Scripture, this assignment challenges you to engage with a “troubling” theological text. One of the most common questions asked of Christians is how they can call the Bible sacred, when it contains stories that are violent and disturbing. In order to clearly articulate the basic doctrines, traditions, and scriptural interpretations of the Church (TRS/BA/1), you will first write a paper in which you analyze one of these difficult stories. Then, you will present the results of your research to the class—thereby practicing skills that are necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission (TRS/BA/3).

Your research paper should be approximately eight pages in length and must employ a minimum of four scholarly sources. Your presentation should be no longer than ten minutes in length and must use at least five PowerPoint slides. The paper and presentation should be organized as follows:

- (1) State the problem
(Why is this text so troubling?)
- (2) Explain the cultural context
(How was this text understood when it was written?)
- (3) Explain the theological context
(How ought this text to be understood now?)
- (4) Conclusion
(Restate the problem and summarize what you learned)

Keep in mind that your goal is not to “solve” the issue, but to engage with a difficult topic (through research) and to develop skills to share what you have learned with others (through presenting your findings to the class).

Evaluation Criteria:

Example [Please list your specific Evaluation Criteria here. Note that this is different from the “Description” part and focuses on how you are planning on assessing the assignment, not what you expect it to entail.]:

The project will be evaluated based on the following criteria. See the attached rubrics for further details.

Paper (Written Communication VALUE Rubric)

1. Context and Purpose for Writing: Students will demonstrate awareness of the implied audience for this project, namely, a person who is struggling to engage with a troubling theological text.
2. Content Development: Students will explore the cultural and theological context behind a troubling theological text.
3. Genre and Disciplinary Conventions: Students will organize their writing by following the instructions provided in the assignment description.
4. Sources and Evidence: Students will engage with at least four scholarly sources.

5. Control of Syntax and Mechanics: Students will utilize language skills to cogently convey information.
-

Formatting:

Example [Please address your formatting requirements here. For some subjects this section/option might not apply.]:

Use Chicago Style.

Times New Roman 12-point font; double-spaced; 1-inch margins

Possible Topics:

Example [Please add a few possible topics that your students may use here. This list is not exhaustive, and for some subjects this option/section might not apply.]:

1. Creation and Evolution
2. The Binding of Isaac
3. The Plagues and the Killing of the Firstborn
4. Israel's "Holy War" against the Canaanites
5. Prophets and the Land / Ecological Consciousness

Appendix C: Signature Assignment Submission: Cheat Sheet and Things to Remember

Dear Faculty Members,

Please consider the following items as you prepare to submit your Signature Assignments:

- **Please do not scrub names. I will take care of this for you!**
- **Please do not have multiple authors contribute to the Signature Assignment. Only one author per paper.**
- **Alongside your assignments, please send me your Signature Assignment rubric and instructions!**
- **Please let me know of any changes you might make.**

If you have any questions, please let me know

Appendix D: Faculty Evaluator Training

Please note that you will NOT receive an email from Taskstream or Watermark. Instead, log onto <https://www.watermarkinsights.com/signon/>, use your xx@dwci.edu email as your username, and request a password reset or use the forgotten password option to receive a password.

1) Overview

- a. <https://watermarkinsights.hubs.vidyard.com/watch/JecgD6PLpLyGSffkQQUP2J> (~4:00 minutes):
- b. **Why?**
Within the Assessment Plan and process, faculty evaluations are a crucial part of the evidence and data collection phase. We rely on your expertise to determine whether our students are successfully achieving our set objectives and use this data to improve our students' experiences at DWC.
- c. **Who?**
You have been selected by your departments and the Director for Institutional Effectiveness to complete the mentioned scoring component of our assessment plan.
- d. **What?**
Please follow the instructions sent to you by our assessment software, OAP, to complete the faculty scoring process of student work.

2) Resource Guides: <https://www.vialivetext.com/showcases#/show/5b9b8cb238bbb579af000077>

- a. **Scoring Student Artifacts (clip; 13:00 minutes)**
 - i. <https://drive.google.com/file/d/0B9quslAoiYILeFlvbDUzQ0lPaVk/view?resourcekey=0-UWGSiWIUGKyFzRkRtxUklw>
- b. **Document:**
 - i. Quick Start Guide "Evaluating Student Submissions"
(<https://drive.google.com/file/d/0B9quslAoiYILVmRlQzNFcm0wYjA/view?resourcekey=0-UAtgEPNQCBBHo1ynCG8fLVg>)

3) Do you need more assistance?

- a. Yasmin Rioux; yrioux@dwci.edu; Extension 273

Appendix E: DWC Annual Assessment Report

Template for Annual Undergraduate Departmental Assessment Report

1) Academic Program Learning Outcomes and Core Competency Assessment [AY]

- a. All OAP generated graphs/data/reports
- b. Compiled by Director for Institutional Effectiveness
- c. Reviewed by Institutional Assessment Committee
- d. Available to DWC Community via LMS; mentioned in department meetings; open to feedback
- e. Gathering of data-driven recommendations takes place following 2-3 rounds of PLO or CC data collection.

2) Student Exit Survey Report [AY]

- a. Explanation of Methodology
- b. Data and Analysis of all qualitative and quantitative questions
- c. Data collected by Director of Admissions Office
- d. Report compiled by member of Institutional Assessment Committee
- e. Reviewed by Institutional Assessment Committee
- f. Available to DWC Community.

3) Data for Religious Formation Program [AY]

- a. In progress.

Published: November/December

Appendix F: Rubric for the Signature Assignment Template

DWC SIGNATURE ASSIGNMENT ASSESSMENT RUBRIC TEMPLATE

COURSE PREFIX/NUMBER:

**SIGNATURE
ASSIGNMENT ID:** _____

**SEMESTER:
STUDENT ID CODE:** _____

ASSESSOR ID CODE: _____

Rubric Title:

Brief Assignment Descriptor:

PLO Assessed	Evaluation Criterion	4 = Exceeds Expectations	3 = Meets Expectations	2 = Meets Most Expectations	1 = Meets Some Expectations	0 = Failure to Meet Expectations	Assessor Score	Assessor Note
<input type="checkbox"/> BA <input type="checkbox"/> AA <input type="checkbox"/> CF <input type="checkbox"/> CORE <input type="checkbox"/> 1 <input type="checkbox"/> ICS <input type="checkbox"/> 2 <input type="checkbox"/> IDS <input type="checkbox"/> 3 <input type="checkbox"/> PHI <input type="checkbox"/> 4 <input type="checkbox"/> PTH <input type="checkbox"/> 5 <input type="checkbox"/> THM <input type="checkbox"/> 6		<i>*Masterfully</i>	<i>*Adequately identifies and articulates the...</i>	<i>*Identifies and articulates fairly well the ...</i>	<i>*Identifies and articulates some of the ...</i>	<i>*Shows little or no understanding of the ...</i>		

<input type="checkbox"/> BA <input type="checkbox"/> AA <input type="checkbox"/> CF <input type="checkbox"/> CORE <input type="checkbox"/> 1 <input type="checkbox"/> ICS <input type="checkbox"/> 2 <input type="checkbox"/> IDS <input type="checkbox"/> 3 <input type="checkbox"/> PHI <input type="checkbox"/> 4 <input type="checkbox"/> PTH <input type="checkbox"/> 5 <input type="checkbox"/> THM <input type="checkbox"/> 6		<i>*Shows thorough application of...</i>	<i>*Shows adequate application of...</i>	<i>*Shows fair application of...</i>	<i>*Shows poor application of the ...</i>	<i>*Shows little or no application of the ...</i>		
<input type="checkbox"/> BA <input type="checkbox"/> AA <input type="checkbox"/> CF <input type="checkbox"/> CORE <input type="checkbox"/> 1 <input type="checkbox"/> ICS <input type="checkbox"/> 2 <input type="checkbox"/> IDS <input type="checkbox"/> 3 <input type="checkbox"/> PHI <input type="checkbox"/> 4 <input type="checkbox"/> PTH <input type="checkbox"/> 5 <input type="checkbox"/> THM <input type="checkbox"/> 6		<i>*Shows excellent awareness of</i>	<i>*Shows a good awareness of ...</i>	<i>*Shows a fair awareness of ...</i>	<i>*Shows some awareness of the ...</i>	<i>*Shows little or no understanding of the ...</i>		
						TOTAL SCORE FOR THE ASSIGNMENT →		

Additional Assessor Comments:

OFFICE USE ONLY:

DATE ENTERED INTO OAP PLATFORM:

DATA ENTRY COORDINATOR SIGNATURE:

***Please note that the given terms are mere examples of potential wording. You may select or choose to use different words to explain your scoring.**