



SHENANDOAH™
U N I V E R S I T Y

The Assessment Process

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Introduction

MISSION
STATEMENT

Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation, and the world (2008).

The Shenandoah University (SU) mission clearly defines the institution's purpose within the context of higher education, indicates those whom the institution seeks to serve, and outlines what the institution seeks to accomplish.

Shenandoah University has adopted a model that incorporates the assessment of student learning outcomes at the institution, program, and course levels. All levels are informed by the strategic plan, which provides a useful blueprint for the future direction of SU. The assessment model embraces a culture of evidence whereby assessment is documented and evaluated on a yearly basis and then utilized in efforts to improve the feedback process. Assessment results are used for celebration, improvement and enhancement in areas needing attention. SU encourages a positive culture of assessment that is institutionally supported.

The assessment of educational programs at Shenandoah University relies on broad-based input from across the institution. The assessment process is ongoing and continuously evaluated for areas of efficiency and improvement. The following describes the process for assessment of academic programs, including the general education program and the institution's quality enhancement plan.

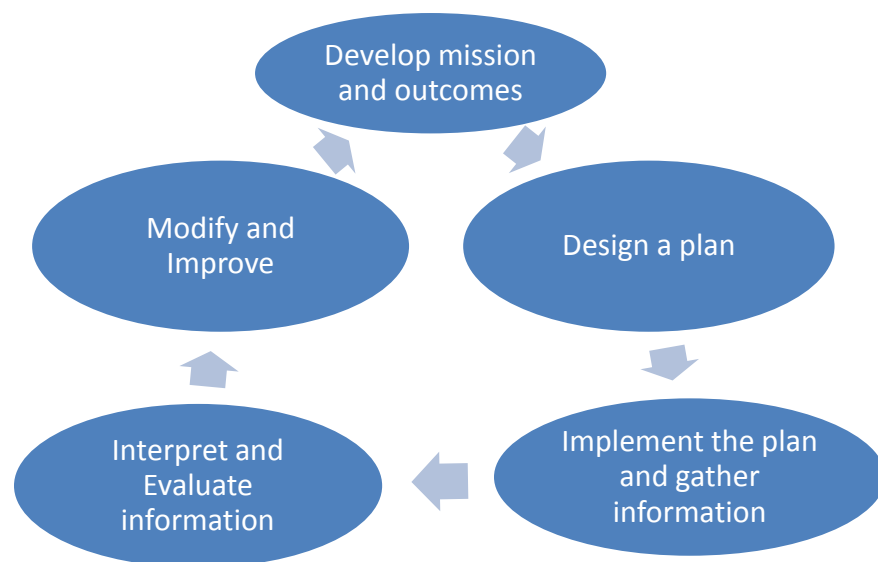
Assessment Framework

What is Assessment?

Assessment is the process of establishing clear and measurable outcomes, ensuring that students have opportunities to achieve established outcomes, analyzing and interpreting data that has been systematically gathered to determine how well students are meeting expectations, and using this information to make programmatic decisions.

Assessment is a continuous process of gathering, evaluating, and communicating information and using it to improve learning and institutional effectiveness (Figure 1).

Figure 1 – Assessment process



Why Assess?

The purpose of assessment is to develop systematic goals and objectives while measuring progress towards those goals. Effective assessment practices benefit students, faculty, and administrators. Assessment does not need to be difficult. In fact, when engaging the campus community, assessment helps to:

- Clarify the mission of a program while identifying the knowledge and skills needed for student learning.
- Provide the foundation for the program's curriculum.
- Ensure that graduates of a program have acquired all of the essential skills and achieved all identified outcomes.
- Provide students with clear expectations and improve the classroom evaluation process.
- Provide feedback that strengthens the decision making process.
- Ensure the General Education outcomes are being met and determine if appropriate tools are being used to evaluate student learning.
- Ensure that resources are used in the most effective way in terms of evaluating pedagogy, programing, and student support.
- Promote mutual understanding and collaboration for making changes that will improve student learning and institutional effectiveness.

Assessment must be useful and help to improve teaching and learning. Assessment should be faculty driven and facilitate discussions campus-wide. Moreover, no one-assessment tool is ideal for every course, program, or student. Multiple assessment methods should be used when meeting goals and objectives. In order to promote effective assessment, it is important to continuously evaluate the assessment program and determine if methods are providing useful information.



Assessment Structure at Shenandoah

The Assessment structure at Shenandoah:

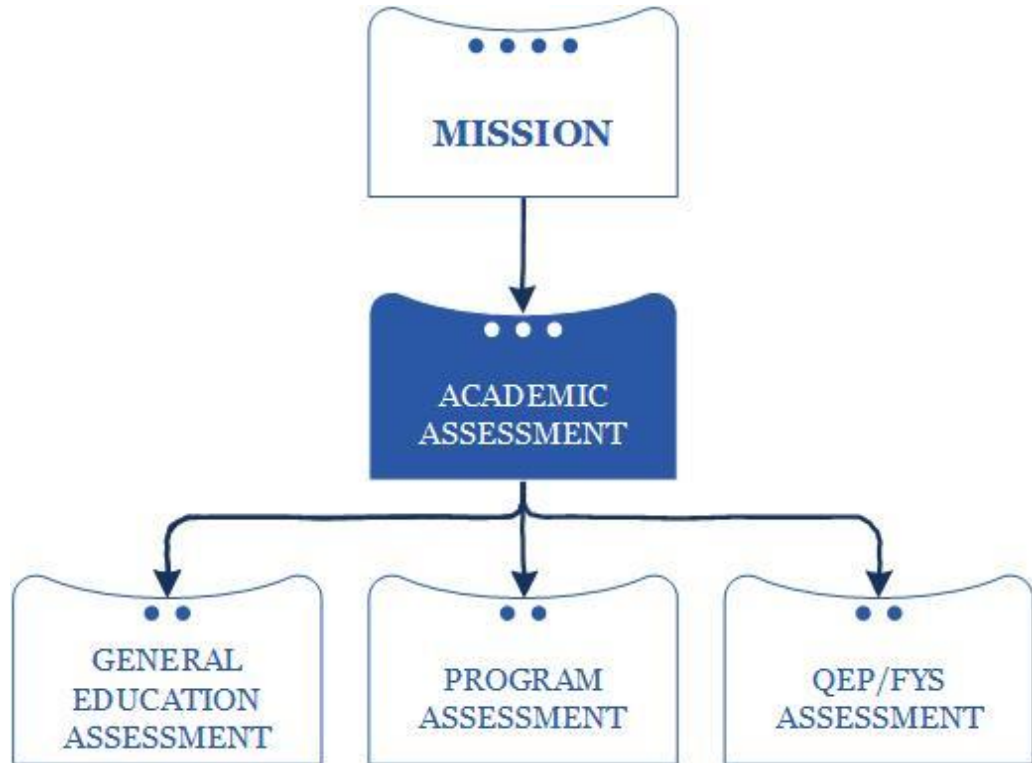
- Is mission based, student centered, and cyclical;
- Consists of multi-levels, student, course, program, and institution;
- Incorporates existing assessment activities using indirect and direct measures;
- Enhances the success of academic initiatives of strategic importance through student learning outcomes assessment;
- Fosters a culture for continuous improvement; and
- Is faculty led and supports various stakeholders.

Organizational Structure of SU Assessment

The organization structure at Shenandoah University provides support with decisions to improve student learning. All stakeholders provide support at various levels while increasing demand for accountability.

Those involved are committed to improving education by providing resources that maximize student and faculty involvement in the assessment process. The academic assessment process at SU can be broken down into three areas (Figure 2).

Figure 2 – Assessment Structure



Organizational Structure: Roles and Responsibilities

President of the University

Provides leadership and institutional accountability and assures a broad institutional perspective when enhancing strategic decision -making based on best practices.

Vice President of Academic Affairs

Provides leadership with strategic decision making while working collaboratively with faculty and staff to improve academic programs and student learning.

Institutional Research and Assessment

Director of Institutional Research

Promotes a culture of program and institutional effectiveness by monitoring assessment practices to assure quality improvement and data-driven decision making.

Director of First Year Seminar (QEP)

Oversees the development of the First Year Seminar Program (QEP) while providing the resources necessary to gather assessment data to be used when making improvements to the program.

Director of General Education

Manages the General Education Program by working closely with faculty and staff members. Supports assessment practices and provides leadership when monitoring the strengths and weaknesses of the program.

Assessment Coordinator

Works closely with all members of the SU community, conducts workshops related to WEAVE online while providing support for the assessment of the General Education Program and the First-Year Seminar Program. Recommends actions to improve the assessment process.

Levels of Assessment

Shenandoah University is dedicated to understanding and improving student learning. Assessment is a process, grounded in the institutional values set forth in the mission statement, and focused primarily on supporting quality learning and promoting excellence in education practices.

The Assessment Pyramid

There is a direct relationship between institutional effectiveness and assessing student learning. It is important to ground assessment practices among institutional outcomes. All levels of assessment are designed to correlate and build upon each other (Figure 3).

Figure 3 – Assessment Pyramid



Assessment Timeline

Implementing a rotation cycle for many accrediting agencies as well as assessing the General Education Program and the First Year Seminar Program at SU, involves strategic planning. To make this process valuable, an institutional assessment calendar (Appendix 1) is provided and made public to the SU Community. This form of communication facilitates accurate record keeping when reporting. In general, academic assessment at all levels follows a consistent cycle as seen below (Figure 4).

Figure 4 – Academic Assessment Cycle





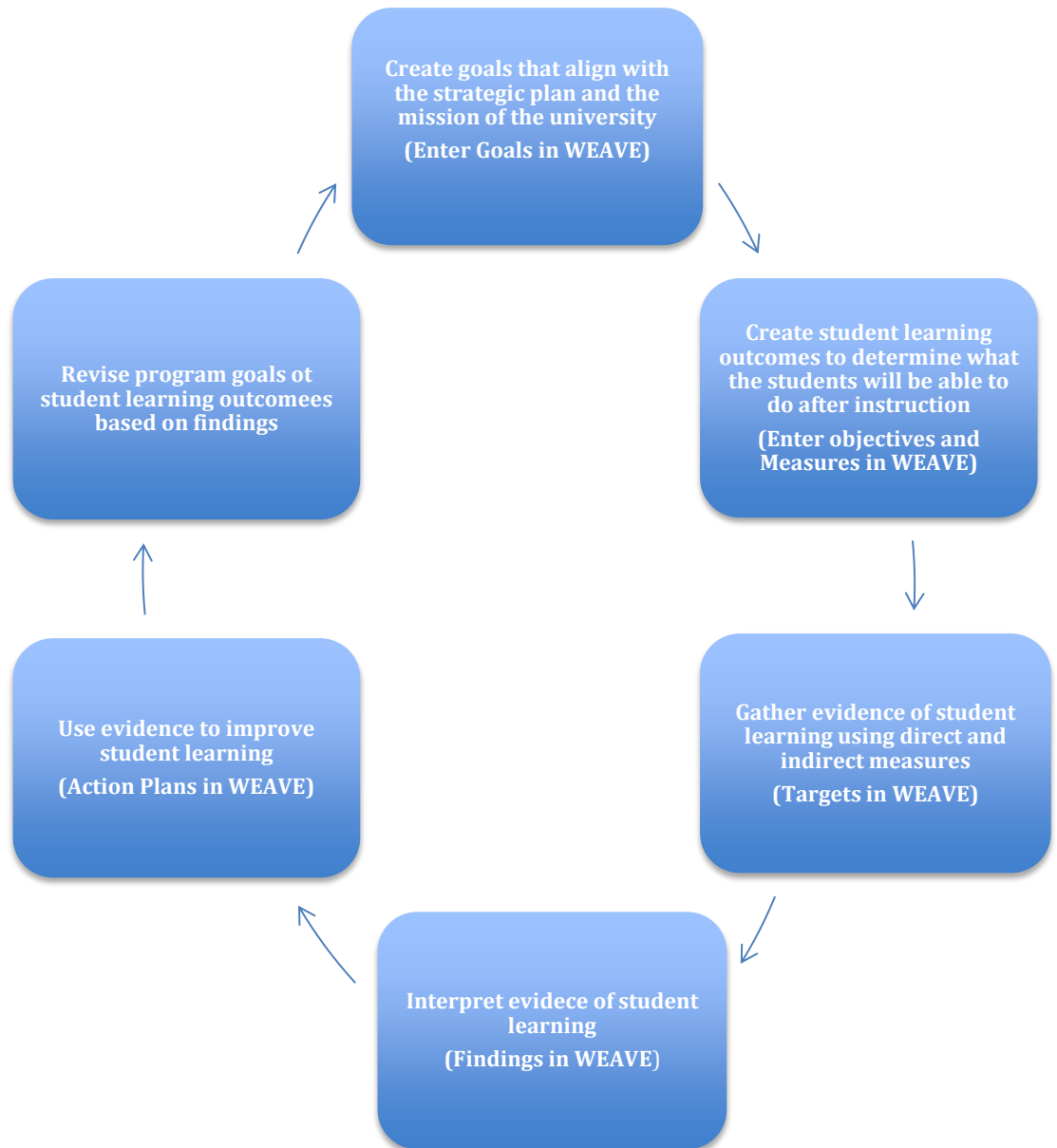
Program Assessment

Program-level assessment gives members of academic departments opportunities to ask reflective questions about their programs. This includes questions such as:

- * What and how is our program (i.e., major or minor) contributing to the learning and development of our students?
- * Are programs meeting established goals and objectives that have been created based on the strategic plan and mission of the university?
- * Are we carefully reviewing our findings to make programmatic decisions that will have an impact on student learning?
- * Are program objectives measurable?
- * Are direct and indirect assessment methods used to determine students' progress in programs?

Program level assessment determines if program-learning goals align with goals of the curriculum and involves gathering evidence of student learning, interpreting the evidence, and using the evidence for improvement. The difference between program-level assessment and course level assessment is that it requires the engagement of faculty during all steps in the process. All programs use a similar process for gathering and reporting information regarding assessment activities (Figure 5).

Figure 5 – Program Assessment Process



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The Program-Level Assessment Cycle

WEAVEonline

WEAVEonline is the software used institution-wide to guide and align assessment, planning, accreditation, and budgeting. WEAVEonline helps SU demonstrate commitment to excellence to all stakeholders and bodies of accreditation by serving as a repository for all assessment data. Driven by the faculty, the process of entering, gathering and interpreting data promotes alignment between the institutional strategic plan and university mission.

WEAVEonline helps SU manage the following processes:

Program Assessment

- Helping to create a culture where assessment is valued across the SU campus
- Monitoring outcomes of student learning to track progress
- Monitoring SU general education domain objectives
- Creating and tracking action plans for improvement based on assessment findings

Institutional Planning

- Monitoring achievement of the SU institutional strategic plan through the alignment of program outcomes
- Developing action plans that correspond with specific SU learning outcomes

Accountability

- Monitoring SU assessment data for reporting purposes
- Identifying strengths and weaknesses of SU programs and/or service areas

Miscellaneous

- Helping determine if the mission of SU is being met
- Maintaining documents in a central location for easy retrieval and data mapping.

WEAVEonline acts as a repository for SU Program Chairpersons to enter outcomes, measures, achievement targets, and findings. At the

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end of the assessment cycle, Chairpersons are able to evaluate their data; this will serve as a starting point as action plans are created. The creation of action plans allows Shenandoah University the opportunity to “close the loop” in assessment as faculty members evaluate what worked and what did not work and determine if students were able to meet objectives established at the beginning of the cycle. If the data reveals gaps in students learning, then adjustments to the curriculum or objectives can be made before the following school year. Using WEAVEonline enables SU to monitor the quality of program outcomes while ensuring that appropriate measurement tools are being utilized. Trends among student learning are monitored through the achievement of established objectives.

Chairpersons are required to enter outcomes/objectives, measures, and achievement targets by October 15th - findings and action plans by May 30th. The Assessment Coordinator reviews all entities in WEAVEonline and determines where additional assistance is needed when writing appropriate outcomes/objectives or measures. The Assessment Coordinator also conducts regular audits to scrutinize progress indicated and possible gaps in the data entered. This allows SU the opportunity to monitor student learning throughout the school year. See timeline in Section Three.

Components in WEAVEonline:

Outcomes/Objectives: Grounded in the mission, these are statements that convey educational intentions and help to form the foundation for student learning. Outcomes refer to the knowledge and skills students demonstrate at the completion of their academic programs, and to the programmatic results for the academic and student support units of the Academic and Student Affairs. Outcomes are stated in measurable terms and are defined by the programs and units.

Measures: Measures are direct and indirect tools that help to measure the success of outcomes and objectives. These measures are selected by the programs and units to determine if objectives and outcomes have been met. These methodologies are implemented systematically, within the timeframes defined by the programs and units.

Findings: This is a careful review of assessment results that help to provide quality assurance and enhancement. Findings help to identify

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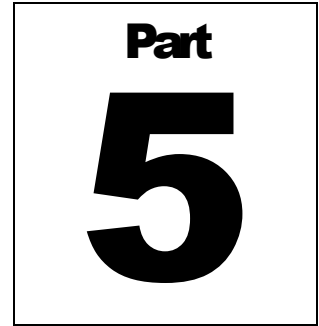
areas needing improvement. Findings in WEAVE also refer to the evidence or data that determines whether or not outcomes were met.

Action Plans: A plan that allows you to use assessment results to improve students' learning experiences or identifies better ways of addressing other commitments. Evidence-based findings help to promote improvements or changes needed to ensure that outcomes are achieved or to confirm that outcomes have been achieved.

Analysis Questions: Questions that guide members when making decisions about programming while identifying strengths and possible weaknesses within a program. These questions serve as a starting point for making strategic programmatic decisions.

Analysis Questions in WEAVE

- What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
- What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
- How will the program use this information to make programmatic changes?



Assessment and the General Education Program

General Education Curriculum

The General Education program is required of all students entering Shenandoah University, unless these students possess an Associates Degree. This requirement is in addition to the college/school requirements and the major/program of study requirements.

Statement of Purpose

The purpose of General Education at Shenandoah University is to provide students with the knowledge, skills and opportunities to be active, ethical, and productive citizens in a changing and diverse world.

Program Objectives

Shenandoah University's General Education program targets three primary areas that the faculty and students have identified as essential to productive citizenry: 1) critical thinking; 2) effective communication; 3) creative performance. The General Education requirements are designed to enhance the skills of our students within all of these areas.

Domains of Knowledge

Seven domains of learning form the foundation of the General Education program at Shenandoah University. Each domain fosters at least one element of the program's primary goals. As a result, the General Education program at Shenandoah University exposes students to multiple methods of thinking, questioning and knowing. Through an exploration of the domains of Effective Communication, Artistic Expression, Quantitative Literacy, Scientific Literacy, Moral Reasoning,

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The Individual in Society, and The Individual in the World, students develop an awareness of the world around them and the ability to perform effectively in the communities in which they engage.

Domain 1: Effective Communication

Learning Objectives: Written Communication

- Adapt written presentations through analysis to fit an audience
- Use evidence ethically and appropriately to inform, investigate, or persuade
- Use the composing process (brainstorming, drafting, revising, and editing) in developing texts/presentations
- Distill a primary purpose into a single central idea
- Develop major points in a reasonable, organized, and convincing manner based on a central idea
- Present ideas using standard conventions of grammar, usage, and mechanics

Learning Objectives: Oral Communication

- Understand how to construct an oral presentation for a specific audience or situation according to appropriate conventions of a discipline or profession
- Present their ideas in a clearly organized and well-developed manner, using effective verbal delivery skills related to the context
- Identify the appropriate use of information and sources in the construct and delivery of their presentation
- Demonstrate the effective use of instructor/audience feedback in the development and delivery of their presentations

Domain 2: Artistic Expression

Learning Objectives:

- Understand a single medium of art which will function to introduce students to the arts as a whole
- Understand the historic and social circumstances that effect art
- Understand the traditions of artistic form and genre
- Articulate clearly the terminology of the medium they study
- Recognize major themes

Domain 3: Quantitative Literacy

Learning Objectives:

- Apply mathematical methods to solve problems
- Analyze information with an appropriate mathematical model and interpret the results
- Organize mathematical information using multiple representations and understand the applicability of each

Domain 4: Scientific Literacy

Learning Objectives:

- Students will be able to describe how scientific knowledge is acquired through the active interplay between conceptual knowledge and scientific investigation processes. They will also demonstrate an understanding of the core concepts of a discipline within the natural sciences (e.g. biology, chemistry, environmental science, earth science or physics).

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- Students will integrate their scientific knowledge and critical thinking skills in order to pose scientific questions, make and record observations, interpret data and form valid conclusions.
- Students will integrate their scientific knowledge and critical thinking skills in order to apply them to novel scientific questions and data sets, and/or to evaluate claims made in scientific articles from the popular press.

Domain 5: Moral Reasoning

Learning Objectives:

- Identify the moral relevance of specific behaviors, policies, and/or issues
- Identify the way different religious and philosophical or cultural perspectives shape moral perceptions and discernment
- Articulate reasons for a course of action consistent with one's personal moral values
- Analyze and explain a moral perspective different from one's own and provide reasoned responses to it

Domain 6: The Individual in our Society

Learning Objectives:

- Identify the biological, physiological, historical and/or social underpinnings of human behavior
- Understand how individuals and/or society develops physically, cognitively, historically, and/or politically
- Articulate and apply appropriate theoretical/historical frameworks for understanding the human experience
- Assess how social situations affect human/societal behavior

Domain 7: The Individual in the World

Learning Objectives:

- Describe a cultural viewpoint different from their own and discuss the advantages of a different cultural viewpoint
- Provide an example of interdependence and discuss a global issue from an interactive and interdependent perspective
- Articulate the importance of developing a global perspective and identify resource options available for use in developing such a perspective.

General Education Course Proposal

Faculty must complete the appropriate forms for any course being submitted for a General Education domain(s). The committee will not consider submissions after the stated deadline for the academic year..

Courses submitted for the re-approval process must also contain all of the forms and documentation. If a course is required to proceed through the re-approval process but is not submitted by the prescribed deadline, it will be dropped from the General Education curriculum the following academic year.

General Education and Course Renewal Rotation Timeline

Domain courses are renewed on a 5 -year rotation schedule. This process involves the Assessment Coordinator and the Director of General Education and General Education Instructors and the General Education Committee. The committee meets to determine alignment between course objectives and General Education objectives. Syllabi are reviewed to determine if metrics being used are appropriate per objective. Committee makes decisions based on use of direct assessment methods being used, appropriateness of the course objectives and course assignments.

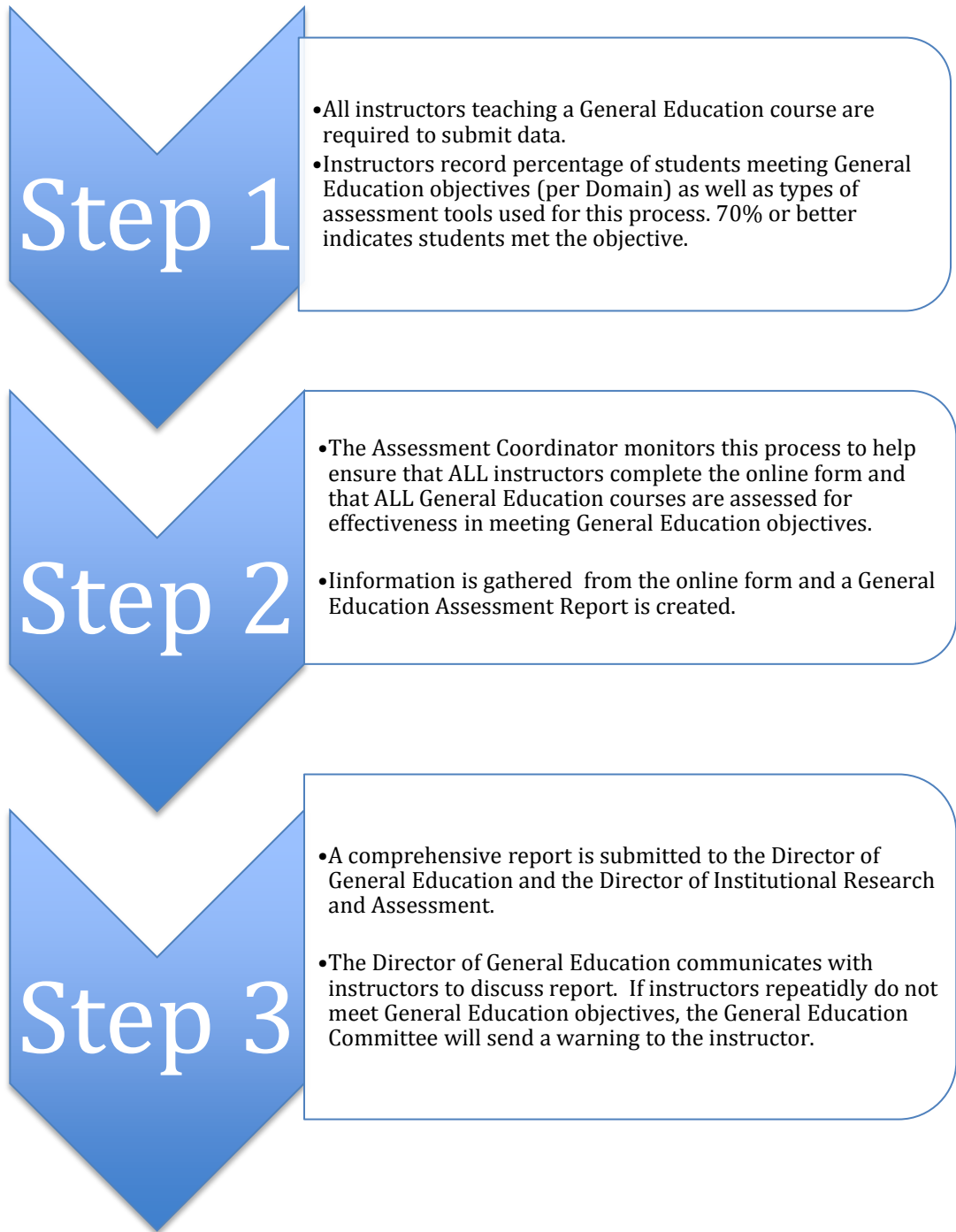
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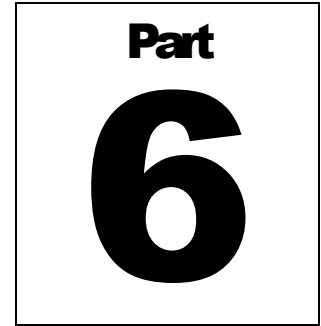
Domains of Knowledge	Time Frame
Domain 1: Effective Communication	December and May 2016
Domain 2: Artistic Expression,	December and May 2015
Domain 3: Quantitative Literacy	December and May 2014
Domain 4: Scientific Literacy	December and May 2014
Domain 5: Moral Reasoning	December and May 2018
Domain 6: The Individual in Society	December and May 2017
Domain 7: The Individual in the World	December and May 2017

General Education Course Assessment

Assessment data is gathered from all instructors teaching General Education courses. Instructors indicate percentage of students meeting the General Education objectives. The Assessment creates a course assessment report and distributes to Director of Institutional Research and Assessment and the Director of General Education. Findings revealed in the *final course assessment report* are used to determine if course instructors are meeting General Education objectives. If objectives are not met, the course instructor is provided with information that will allow them to redirect their teaching or course content to better meet the General Education objectives. Course instructors are encouraged to meet with the Center for Teaching and Learning staff or the Director of General Education to discuss possible improvements. The purpose of this report is to identify strengths and weaknesses within the General Education Program and then apply this information to make changes that will support student learning. This process is used as a method of “closing the loop” within the General Education Program.

Assessing the General Education Program: The Process





Assessing Programs: Quality Enhancement Program (QEP)

Going Global: First Year Seminar

The first year Going Global seminar is a series of courses developed especially for freshman. The purpose of each course is to engage students and faculty at Shenandoah University in a shared process of inquiry around an interdisciplinary, global topic or question. The first year seminar courses fulfill Domain 7, the Individual and the World General Education domain.

First Year Seminar Learning Objectives

Students who complete the First year Seminar course shall demonstrate the ability to:

1. Describe a cultural viewpoint different from their own and discuss the advantages of a different cultural viewpoint.
2. Provide an example of interdependence and discuss a global issue from an interactive and interdependent viewpoint.
3. Students will possess the ability to evaluate multiple perspectives and global awareness through personal engagement in academic and co-curricular activities.

First Year Seminar: Going Global Advisory Board

An Advisory Board, consisting of faculty representing each school in the university, meets regularly to discuss course proposals, assessment results, ways to make improvements, and future implications of results and findings from various assessment methodologies. The Director of

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the First Year Seminar Program schedules these meetings and provides reports to Directors and Deans. The Director works closely with the Assessment Coordinator as modifications to the process and procedures are consistently evolving.

Assessment and First Year Seminar: Going Global

The following information indicates assessment methodology in the First Year Seminar.

1. A comprehensive syllabus that contains a chart of all assignments and provides details for each graded activity and a brief description of each assignment. The syllabus will also contain other grade-related material, expectations, or policies like attendance, late work, make-ups, participation, extra credit, etc. Having a detailed, comprehensive syllabus allows faculty to communicate expectations with students while monitoring assessment methods.
2. Each professor chooses their own assignments, projects, exams, etc., but the workload is the same for all FYS sections. There are numerous opportunities for the students to improve throughout the semester. Assignments also help provide clear benchmarks for how students are progressing.
3. Common Events: There are specific times when all FYS students have opportunities to participate in lectures, group discussions, presentations, and other events that involve guest speakers that represent diverse populations. Faculties choose from a menu of common events and incorporate these events into the syllabus. These events support global awareness, multiple perspectives, and personal engagement. The program requires that the student attend at least 3 common events throughout the year. Examples of common events include: [Amy will send us a list to include here.](#)

Journal Entries and Questions: *Used to assess Personal Engagement Objective*

- Students will possess the ability to evaluate multiple perspectives and global awareness through personal engagement in academic and co-curricular activities.

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A set of journal questions accompanies each Multiple Perspective or Global Awareness common event. These questions are created by the professor sponsoring the event under the guidance of the assessment coordinator and are based on Bloom's Taxonomy. These questions help to promote higher levels of thinking because they encourage students to process the event through the lens of "global awareness" or "multiple perspectives."

Examples of Questions used for Journal Entries:

1. CNN, and other news agencies, state that the *Women for Afghan Women* organization is giving Afghan women hope. After listening to Fahima Vorgetts speak, describe specific ways that this organization offers hope for the women of Afghanistan. (GA)
2. Fahima Vorgetts grew up in Afghanistan. She has dedicated her life's work to improving human rights and social justice for women in Afghanistan. In your own words, explain what is meant by *human rights* and provide examples of "human rights" in the United States. Also, explain what is meant by the words "social justice." Can the idea of social justice be improved? (MP)
3. It is difficult to learn about the horrible living conditions facing the women of Afghanistan. Fahima Vorgetts continues to raise funds and publicize the need for attention and aid towards women in Afghanistan. After hearing Fahima Vorgetts speak, write about the many ways that people living in America might help this cause. Include ways that students at SU can help support the efforts of Fahima Vorgetts. (GA)

Final Assignments: First Year Seminar

Professors assign a final project as a way of measuring students' academic growth. Projects include iMovies and Keynotes, Exams and quizzes, or any additional creative types of assignments that have been approved by the course instructor. Instructors are asked to submit a sample of three final assignments representing Not Proficient, Limited Proficiency, and Proficient to the Assessment Coordinator. The Coordinator collects the examples in order to conduct a thorough analysis of the assignments. The Assessment Coordinator and Director of First Year Seminar assess each submission using the "final project rubric" (Appendix 2). Using this rubric helps ensure consistency among

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professors as well as to identify any gaps in instruction or assessment practices within the program.

A final project assessment report is completed by the Coordinator of Assessment and submitted to the Director of the First Year Seminar Program. The purpose of this report is to provide a qualitative and quantitative analyses for final projects completed by students who participated in the first year seminar program. The results of this evaluation are used to make recommendations related to future programming and assessment practices for the first year seminar program.

Global Perspectives Inventory

<https://gpicentral.edu>

In order to effectively determine if the First Year Seminar Program is meeting the needs of the students and addressing multiple perspectives and global awareness, the *Global Perspectives Inventory* is used. The GPI survey is administered to students in the First Year Program at the beginning of the term and at the end of the term. Results are analyzed to record and chart progress made by students over the specified time period. Results are also used to identify areas of need or concern so that effective changes can be made that will best serve the students.

Understanding the GPI Survey

<https://gpicentral.edu>

The GPI contains six scales, two each from the three domains: *Cognitive, Intrapersonal, and Interpersonal*. The Cognitive domain consists of knowing, and knowledge. The Cognitive dimension is centered on one's knowledge and understanding of what is true and important to know. It includes viewing knowledge and knowing with greater complexity. The Intrapersonal domain consists of identity and affect. This dimension focuses on one becoming more aware of and integrating one's personal values and self- identity into one's personhood. The Interpersonal consists of social interactions and social responsibility, which help to answer the question "*how do I relate to others?*" This dimension is centered on one's willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. Data generated from this inventory enables Shenandoah University to chart student progress from semester to semester and from year to year.

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Questions found on the GPI survey relate specifically to one's ability to remember, understand, and demonstrate cultural traits that are different from one's own and to one's ability to possess global awareness in a variety of settings.

Once the data is collected, the assessment coordinator creates a comprehensive GPI Report that is submitted to the Director of the First Year Program. (QEP)

Appendix 1 – Assessment Calendar

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MONTH	ASSESSMENT ACTIONS
August	Program Chairpersons review current <i>objectives, measures, and targets</i> in WEAVE and revise as necessary
	WEAVE workshops: Entering <i>objectives, measures, and targets</i> in WEAVE
	The Global Perspectives Inventory (GPI) is administered to all freshman students taking First Year Seminar (FYS) courses (Pre-test)
September	Assessment Workshops: Choosing appropriate assessment methods
	Center for Teaching and Learning Workshops: Ways to assess students in classrooms
October	Reminder to all instructors teaching General Education courses re: assessment process for General Education
	WEAVE online Checkpoint: Review of all academic programs in WEAVE - programs must have data entered by October 15 th .
	Courses identified as being General Education courses are reviewed (every 5 years) to ensure course objectives and assessment methods align with Domain Objectives
November	WEAVE Workshops: Examining WEAVE online components
	WEAVE online Checkpoint: A review of all academic programs in WEAVE is conducted.
December	The GPI is administered to all freshman enrolled in First Year Seminar courses (Post-test)
	WEAVE Workshops: Entering <i>findings</i> in WEAVE and how to prepare <i>action plans</i>
	General Education Domain #7 Course Renewal Report (2011)
	General Education Domain #6 Course Renewal Report (2012)
	General Education Domain #5 Course Renewal Report (2013)
	General Education Domains # 3 & 4 Course Renewal Report (2014)
	General Education Domain # 2 Course Renewal Report (2015)
	General Education Domain # 1 Course Renewal Report (2016) Instructors teaching courses in the FYS program provide final assignments to Assessment Coordinator
January	NSSE –Registering for NSSE distribution between freshman and seniors.
	WEAVE online Checkpoint: A review of all academic programs in WEAVE is conducted.

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	GPI Results Report
	The Faculty Reflection Survey is administered to all instructors teaching an FYS course.
	WEAVE Workshops: Basics of using WEAVE online.
	WEAVE online Checkpoint: Program Chairpersons review program <i>findings</i> for fall semester and enter appropriate data.
February	Freshman and seniors take the NSSE
	General Education Course Proposal due
March	Freshman and seniors take the NSSE
	WEAVE online Checkpoint: Program Chairpersons review data that is found in WEAVE.
April	Spring Course Evaluations
	Freshman and seniors take the NSSE
	WEAVE online Checkpoint: Program Chairpersons review data in WEAVE and begin entering <i>findings</i>
	WEAVE online Checkpoint: Program Chairpersons create and enter <i>action plans</i> in WEAVE to demonstrate how <i>findings</i> are used to make future programmatic decisions
	A reminder is sent to all General Education instructors re: percentage of students meeting General Education Objectives per Domain.
May	Institution Assessment: SU Annual Assessment Survey
	Assessment Week
	Summer I Course Evaluation
	Instructors teaching General Education courses complete an online form indicating percentage of students meeting General Education Objectives per Domain.
	General Education Report generated
June	WEAVE online Checkpoint: Entities in WEAVE are reviewed to determine if information is missing
	All assessment data in WEAVE online is entered for the current reporting cycle.
July	WEAVE online Checkpoint: Reporting cycle is closed in WEAVE and the new (next academic year) is opened

Appendix 2 – FYS Assignment Rubric

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FYS Objectives	Proficient	Limited Proficiency	Not Proficient
<p>Multiple Perspectives Students will demonstrate through various activities the ability to evaluate and describe their own cultural traits as well as those different from their own.</p>	<p>Evaluates and describes a cultural viewpoint different from one's own, discusses advantages of having a different cultural viewpoint. Is proficient when remembering and explaining one's own cultural traits when compared to other cultural traits.</p>	<p>Describes a cultural viewpoint different from one's own, discusses advantages of having a different cultural viewpoint. Is limited when evaluating one's own cultural traits when compared to other cultural traits.</p>	<p>Discusses a cultural view point different from one's own with limited knowledge. Can identify few advantages of having a cultural viewpoint. Is not proficient when evaluating and describing one's own cultural traits when compared to other cultural traits.</p>
<p>Global Awareness Students will be able to (1) articulate an awareness of multiple ways they rely on and are enriched by cultural traits, knowledge, natural resources, and physical objects from around the world; and (2) articulate a nonjudgmental, accepting attitudes towards other cultures</p>	<p>Articulates a strong awareness that people rely on cultural traits from around the world and understands that these traits enrich one's lives; is proficient when accepting attitudes towards other cultures.</p>	<p>Demonstrates an awareness that people rely on cultural traits from around the world and understands that these traits enrich our lives; has limited proficiency when accepting attitudes from other cultures.</p>	<p>Shows limited awareness that people rely on cultural traits from around the world and does not understand that these traits enrich our lives; is not accepting of attitudes from other cultures.</p>
<p>Personal Engagement Students validate the importance of developing global awareness and multiple perspectives through the use of journal entries or other activities and identify resource options [introduced through co-curricular activities such as common events and/or field trips] available for use in developing such a perspective.</p>	<p>Validates the importance of developing global awareness and multiple perspectives by writing journal entries that evaluate effectiveness of common events and exhibit high levels of personal engagement in academic and co-curricular activities. Students provide opinions based on evidence.</p>	<p>Demonstrates global awareness and multiple perspectives through journal entries that summarize common events and exhibit limited personal engagement in academic and co-curricular activities. Students provide opinions with limited evidence.</p>	<p>Discusses global awareness and multiple perspectives through journal entries that relate to common events and is not proficient in expressing personal engagement in academic and co-curricular activities. Students only summarize common events with no opinions and no evidence.</p>