

Donnelly College

Excellence through Assessment

Assessment Handbook

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Donnelly College Mission

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world.

Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

Donnelly College Values

Truth

Donnelly seeks to inspire lifelong discovery and the communication of truth by exploring the connectedness all things, studying the intersections of faith and reason, and engaging in civil dialogue with all peoples.

Community

Rooted in Christian and Benedictine values, Donnelly seeks to motivate actions and relationships that promote a just community, recognizing that every person has inherent dignity and potential, and that we serve God by serving God's people.

Excellence

Donnelly seeks to challenge people to become the best version of themselves in their vocation, personal life, civic engagement, and faith pursuit. Excellence requires perseverance amidst obstacles, striving beyond what is comfortable, openness to new ideas, a commitment to quality and concerted effort.

Donnelly College encourages all students, employees, and college volunteers to *Seek Truth, Build Community and Pursue Excellence*.

Philosophy of General Education

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

Assessment Philosophy

Donnelly College's assessment framework has been designed to promote continuous program improvement. The faculty, staff, and students of Donnelly College recognize that program improvement can come in many forms, but that without taking time to examine and critically reflect on programmatic and internal operations there will be little chance of making meaningful or significant changes.

What Is Assessment of Student Learning?

Assessment is a systematic collection and analysis of data to improve student learning. The assessment process allows us to determine whether students can demonstrate specific knowledge and skills after completing a program of study. Assessment informs curricular revisions, helps establish budgetary priorities, and guides program improvements.

Donnelly College Learning Outcomes

The Donnelly College faculty has articulated seven student learning outcomes that constitute the foundation of the College's general education program.

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

In addition to the Donnelly College Learning Outcomes, individual programs have specific learning outcomes as listed below.

Program Learning Outcomes

Program Learning Outcomes will be written in the following format with each outcome starting with:

“The student will demonstrate...”

Associate Degrees

Associate of Arts (AA), Liberal Arts

Upon successful completion of the Associate of Arts in Liberal Arts, students will demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
6. The ability to conduct research using sources, strategies, and approaches across disciplines.

Associate of Applied Science (AAS), Concentration in Business

Upon successful completion of the Associate of Applied Science with a concentration in Business, students will demonstrate:

1. Academically appropriate written and oral communication.
2. An understanding of business theories.
3. Knowledge of technology and software applications appropriate to the business environment.
4. An understanding of workplace ethics and diversity.

Associate of Applied Science (AAS), Concentration in Information Technology

Upon successful completion of the Associate of Applied Science with a concentration in Information Technology, students will demonstrate:

1. An ability to communicate effectively.
2. Knowledge of computer hardware and operating systems.
3. Understanding of technology trends, practices, and products.
4. Technical skills and methods to solve problems with ethical consideration.

Associate of Applied Science (AAS), Nursing (A.D.N./R.N.)

Upon successful completion of the Associate of Applied Science in Registered Nursing, students will:

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frame works.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.
5. Manage care and provide leadership to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

Associate of Science (AS), Liberal Arts

Upon successful completion of the Associate of Science in Liberal Arts, students will demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
6. Use of the scientific method.

Bachelor's Degrees

Bachelor of Arts (BA), Business Leadership (formerly Organizational Leadership)

Upon successful completion of the Bachelor of Arts in Business Leadership, students will demonstrate:

1. Professional/technical oral and written communication skills.
2. Ethical consideration in business and leadership practice.
3. Critical thinking to make informed leadership decisions.
4. Analysis and application of essential business practices.

Bachelor of Science (BS), Information Systems

Upon successful completion of the Bachelor of Science in Information Systems, students will demonstrate:

1. An ability to communicate effectively on multidisciplinary teams with a wide range of people.
2. An ability to use the techniques, skills, and modern computing tools necessary for technological practice.
3. The aptitude to analyze qualitative and quantitative data to make informed decisions.
4. An ability to ethically design a system, component, or process to meet desired needs within realistic constraints.
5. The capacity to function effectively on teams that understand the impact technology has in a local, national, and global context.
6. Recognition of the need for, and willingness to engage in life-long learning through a continuous investigation of contemporary issues.
7. The capacity to make informed decisions in computing practice based on an understanding of professional, legal, and ethical responsibilities.

Certificate Programs

Certificate, Business

*PLOs in progress

Certificate, Information Technology

*PLOs in progress

Certificate, Practical Nursing

At the completion of the Practical Nursing program, the graduate will demonstrate the following in a structured setting:

1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Teamwork and Collaboration: collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.
3. Evidence based practice: use current evidence as a basis for nursing practice.
4. Informatics: use information and client care technology to support the delivery of safe, quality client care.
5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.
6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Leadership: use leadership skills that support the provision and coordination of client care.

Non-Degree

Success First

Upon successful completion of the Success First program, students will demonstrate:

1. Effective academic communication, both in written and oral form.
2. Literal comprehension of college-level readings.
3. Understanding and application of processes for writing and research.
4. The characteristics, habits, and attitudes of an effective learner.
5. Understanding of connections between their community experiences and the larger world, focusing especially on social justice issues.

Co-Curricular

Student Support Services

Through participation in Student Support Services programming, students will demonstrate:

1. Active participation in academic and career selection.
2. Enhanced knowledge of resources to help them succeed in college.
3. Active academic and social engagement, growth, and development.
4. The skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers.

Administrative Departments

Information from Administrative Program Reviews can be utilized to contribute to various fiscal decisions, operational decisions, and student-first decisions. This information can be included in the Academic and Co-Curricular Program Reviews if applicable. While there are no specific learning outcomes addressed, each department must report to assessment and strategic plan initiatives.

Annual Assessment Cycle

1. Annual Assessment Plan - Prior to the start of the fall semester, each academic and co-curricular program is required to submit an Annual Assessment Plan for the upcoming academic year using the standard template in AMS. Plans are due the Friday before classes start each fall. Updates, if any, for the spring and summer semesters are due by the Friday before classes start each semester. The Assessment Council reviews each plan before it is posted to the web.
 - Each department's Assessment Plan must focus on a Program Learning Outcome (PLO) that aligns to one of the two DCLOs that the College is scheduled to target during the upcoming academic year.
 - Assessment Plans are to be submitted by the Program Director in Watermark's Accountability Management System (AMS) through the Student Learning Outcomes Assessment workspace.
 - Each Program Director is also responsible for collecting and approving the Key Performance Indicators (KPIs) that instructors in his/her program will be using to assess the targeted DCLOs and for forwarding those performance indicators to the Assessment Council.
 - When submitting KPIs, each instructor should indicate the anticipated date that his/her findings will be collected and turned in that semester.
2. Assessment Findings –Faculty and co-curricular staff must submit assessment findings based on their approved KPIs to their Program Director by the date final grades are due each semester. Program Directors are responsible for summarizing these findings in the Student Learning Outcomes Assessment workspace in AMS prior to the start of the next semester.
3. Operational Plan – During the week before classes meet each semester, Program Directors meet with the members of their department to analyze the previous semester(s)' departmental assessment findings. Gaps between desired and actual results are identified and documented to guide faculty and staff in proposing changes in curriculum, teaching strategies or instructional materials for the upcoming academic year. Each department then creates an Operational Plan for their program that includes proposed curricular changes and budget requests based on those findings. Program Directors are responsible for uploading their department's Operational Plan in AMS by the 20th day of the fall semester.
4. Status Report - Program Directors complete the annual assessment cycle by completing a Status Report detailing how the prior year's Operational Plan was implemented and the impact of those changes on student learning in subsequent semesters. Status Reports are due by August 1 each year.

College-wide Outcome Cycle

Academic Year	DCLO
2020-2021	#3. Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving. #5. Personal and Interpersonal Skills: Students will develop an understanding across cultural differences locally, nationally, and internationally.
2021-2022	#1. Communication Skills: Students will communicate effectively in writing and speaking. #4. Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
2022-2023	# 2 Technology and Information Literacy Skills: Students will demonstrate proficiency in information literacy skills. # 7 Values: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity
2023-2024	#3. Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving. #6. Academic Inquiry: Students will engage independently and effectively in lifelong learning.
2024-2025	#1. Communication Skills: Students will communicate effectively in writing and speaking. #5. Personal and Interpersonal Skills: Students will develop an understanding across cultural differences locally, nationally, and internationally.
2025-2026	# 2 Technology and Information Literacy Skills: Students will demonstrate proficiency in information literacy skills. #4. Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
2026-2027	#3. Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving. # 7 Values: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity

Academic Program Review

Program review is a systematic process that collects and examines three years of data to analyze the objectives and performance of an academic or cocurricular unit. It is an interactive process with open, professional dialogue among all participants. Successful program review depends on faculty and academic staff willingness to engage in a self-study process. The program review process aligns with Donnelly College's Strategic Planning and Assessment Plans. Each Program Review will be submitted via Taskstream and will include the following sections:

Introduction

- a. Program Mission and/or Goals
- b. General Overview (May include a summary of the program structure; information on external demand (examples: Department of Labor/Mid- American Regional Council statistics; program-specific demand measures [local high school graduation rates, local industry demand measures]; information on student satisfaction (examples: elective enrollment; satisfactory academic progress for students within your program; persistence from low-level to upper level classes); aggregated program-level student evaluations)

Section 1 – Enrollment Data

- a. Course Registration Trends
- b. Comparison Research
- c. Program Sustainability (Complete formula chart)

Section 2 – Curriculum

- a. Curriculum Overview
- b. Program-Specific Accreditation/Certification if applicable
- c. Collaboration Details (external collaboration and/or Articulation Agreements/Partnerships) if applicable

Section 3 – Learning outcomes

- a. Program Learning Outcomes (map to the Donnelly College Learning Outcomes)
- b. Link to complete program curriculum map

Section 4 – Assessment of Student Learning

- a. Assessment Data collected in review period (following yearly assessment plans as determined at the program-level)
- b. Summary & Explanation of Findings

Section 5 – Faculty

- a. Program Faculty Overview
- b. Faculty Credentials
- c. Teaching Loads
- d. Professional Development (including courses, webinars, research, publications, conference attendance and presentation)

Section 6 – Budget

- a. Overview of program discretionary budgets for years covered in review

b. Explicit links to assessment data and Strategic Plan

Section 7 – Summary of Accomplishments and Future Plans

May include summary of previous Program Review recommendations - implementation, specific challenges, and opportunities, plans for goals and changes, target implementations for next Program Review.

Academic & Co-Curricular Program Review Schedule¹

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Business		April 2023			April 2026	
Business Leadership ²			April 2024			April 2027
Information Systems	April 2022			April 2025		
Liberal Arts & Sciences	April 2022			April 2025		
Practical Nursing		April 2023			April 2026	
Registered Nursing			April 2024			April 2027
Success First			April 2024			April 2027
Student Support Services	April 2022			April 2025		

Note: State Board regulated programs will adhere to the program review set forth by their governing body.

¹ Gateway to College was discontinued at the end of the 2018-2019 academic year and has been removed. BS in Education was removed in fall 2018.

² Organizational Leadership was renamed Business Leadership starting in 2019-2020

Academic & Co-Curricular Program Review Recommended Timeline

Planning Year	
Aug – Dec	<ul style="list-style-type: none"> ▪ Director and designated faculty/staff draft outline for what data will be collected and analyzed for upcoming Program Review.
March – May	<ul style="list-style-type: none"> ▪ Director attends an Assessment Council of Donnelly College meeting for orientation to the Program Review Process.
Data Collection Year	
Aug – October	<ul style="list-style-type: none"> ▪ Director requests data from the Office of Institutional Research (IR) by October 31st
November – Dec	<ul style="list-style-type: none"> ▪ Director submits additional data requests to IR by Dec 20th
March – May	<ul style="list-style-type: none"> ▪ Director attends an Assessment Committee of Donnelly College meeting to provide a status update.
Reporting Year	
May-July	<ul style="list-style-type: none"> ▪ Designated faculty submit any final data requests to IR by June 30th. IR may not be able to fulfill data requests submitted after this date.
Aug– October	<ul style="list-style-type: none"> ▪ First draft due Oct. 31st. ▪ Director and designated faculty/staff meet to revise the first draft according to feedback received from colleagues.
Nov– Jan	<ul style="list-style-type: none"> ▪ Director submits completed program reviews to the Assessment Council and Dean of the College ▪ Assessment Council meets to evaluate Program Review and suggest edits. Director may respond to edits within this timeline. ▪ <u>Final Program Review due Jan 3rd</u>
Jan– Mar	<ul style="list-style-type: none"> ▪ Assessment Council completes the Administrative Program Review process and attached rubric and score to Program Review. ▪ Assessment Council meets with the Director to offer feedback on the Program Review Process. ▪ Assessment Council submits Program Review to Cabinet by <u>March 31st</u> ▪ Office of Institutional Research posts Program Review to website.

Academic Program Review Rubric


DONNELLY COLLEGE
Academic Program Review Rubric¹

Due Date _____

Program: _____

Topics	1 Emerging	2 Developing	3 Highly Developed	Score
Program Introduction and Overview	<ul style="list-style-type: none"> Overview is incomplete; program has not created mission or goals. Or, mission and goals are not aligned with College mission and goals. Or, program does not provide adequate information/information is confusing/irrelevant. 	<ul style="list-style-type: none"> Program has established its own set of mission and goals unique to the program, but mission and goals are not aligned with College mission and goals. Or, program's overview information is merely sufficient. 	<ul style="list-style-type: none"> Program has established its own set of mission and goals unique to the program which are aligned with College mission and goals and stated clearly and concisely. Program has effective and compelling information on topics such as external demand, student satisfaction, program-specific persistence, etc. 	
Section 1 Enrollment Data				
Section 2: Curriculum	<ul style="list-style-type: none"> Overview of program curriculum is missing or incomplete Program requires specific accreditation or certification that is missing Program includes external collaboration that is not included 	<ul style="list-style-type: none"> Overview of program curriculum is out of date, incomplete, or otherwise unsatisfactory. A accreditation and/or certification is incomplete or out of date (if applicable) External collaboration description is incomplete or out of date (if applicable) 	<ul style="list-style-type: none"> Overview of program curriculum is thorough, up-to-date, and well-described Any required program-specific accreditation and/or certification is complete and up-to-date Any external collaboration is thoroughly described and up-to-date. 	
Section 3: Learning Outcomes	<ul style="list-style-type: none"> Program-level student learning outcomes not present or vague or not measurable Program Curriculum Map is missing or mostly incomplete 	<ul style="list-style-type: none"> Program-level student learning outcomes clear and measurable, indirect and direct measures of learning are used. Program Curriculum Map is partially incomplete 	<ul style="list-style-type: none"> Program-level student learning outcomes are clear and measurable with indirect and direct measures of learning. Program Curriculum Map is complete 	
Section 4: Assessment of Student Learning	<ul style="list-style-type: none"> Assessment data is missing or mostly incomplete; does not follow Program's established yearly assessment plans. Data is not explained, and/or does not included thorough findings 	<ul style="list-style-type: none"> Assessment data is partially incomplete Data explanation is incomplete, inarticulate, or confusing 	<ul style="list-style-type: none"> Assessment data is complete and follows Program's stated yearly Assessment Plans Data explanation is thorough, clear, and concise 	

¹ Adapted from Saint Louis University. Revised 7-14-21

<p>Section 5: Faculty</p>	<ul style="list-style-type: none"> • Adjunct faculty teach majority of courses in Program • Faculty credentials are missing or mostly incomplete • Faculty are not qualified according to Faculty Credential requirements. • Teaching loads are missing or incomplete • Program Faculty Overview • Teaching loads are missing • Most faculty are not at load, or are over-loaded • Faculty Professional Development information is not included • Faculty in Program do not regularly participate in acceptable professional development activities 	<ul style="list-style-type: none"> • Full- and adjunct faculty ratio is not at HLC recommended levels • Faculty credentials are partly incomplete • Many faculty are not at load, or are over-loaded • Professional Development material is partly incomplete or out of date • Some faculty in Program do not regularly participate in acceptable professional development activities 	<ul style="list-style-type: none"> • Full- and adjunct faculty ratio meets or exceeds HLC recommendations • Faculty credentials complete • All Program Faculty are fully qualified according to Faculty Credential requirements. • Teaching loads are complete • Most faculty are teaching at load • All Program Faculty participate in appropriate Professional Development
<p>Section 6: Budget</p>	<ul style="list-style-type: none"> • Program discretionary budget is missing or incomplete • Budget does not link to the assessment data or strategic plan 	<ul style="list-style-type: none"> • Program discretionary budget is partially incomplete • Budget links to assessment data are incomplete or illogical • Budget links to strategic plan are incomplete or illogical 	<ul style="list-style-type: none"> • Program discretionary budget is complete • Budget links clearly and effectively to assessment data • Budget links clearly and effectively to strategic plan
<p>Section 7: Summary of Accomplishments and Future Plans</p>	<ul style="list-style-type: none"> • Program did not address or implement recommendations from previous Program Reviews nor explain for not doing so. • Discussion of strengths, accomplishments and improvements needed are not supported in review. 	<ul style="list-style-type: none"> • Program implemented some recommendations from previous Program Reviews. • Provides explanation for not addressing all recommendations. • Reflects spirit of continuous improvement. • One-year plan identified with one area targeted for improvement. • Goals supported in review document. 	<ul style="list-style-type: none"> • Program effectively addressed most, if not all, recommendations from previous Program Reviews and incorporated them into its current plan. • Reflects spirit of continuous improvement and self-reflection. • One-year plan identified with two or more areas targeted for improvement. • Realistic goals supported in review.
Total Score			

1st Review 2nd Review 3rd Review

Additional Comments:

Revised 7-14-21

Co-Curricular Program Review

Introduction

Program structure, goals, community metrics, challenges, and opportunities.

Section 1 – Student Support Services

- a. Service Overview
- b. Events and/or Activities
- c. Collaboration Details (External Collaboration and/or Articulation Agreements/Partnerships) if applicable

Section 2 – Learning Outcomes

- a. Program Learning Outcomes mapped to the Donnelly College Learning Outcomes
- b. Area-specific Student Learning Outcomes
- c. Link to complete program curriculum map

Section 3 – Assessment of Student Learning

- a. Assessment data collected in review period
- b. Summary & explanation of findings
- c. Recommendations based on findings

Section 4 – Staff

- a. Program Staff Overview (may include department organizational chart)
- b. Job Descriptions & Staff Credentials
- c. Staff onboarding, evaluation, and cross-training
- d. Professional Development (including courses, webinars, research, publications, conference attendance and presentations)

Section 5 – Budget

- a. Overview of program discretionary budgets for years covered in review
- b. Explicit links to assessment data & Strategic Plan

Section 6 – Program Review Summary of Accomplishments and Future Plans

- a. Implementation of previous Program Review recommendations
- b. Specific challenges and accomplishments planned changes based on findings, upcoming goals, and targeted implementations for continuous improvement

Co-Curricular Program Review Rubric


DONNELLY COLLEGE
Co-Curricular Program Review Rubric¹

Due Date

Program :

Topics	1 Emerging	2 Developing	3 Highly Developed	Score
Section 1: Program Introduction and Overview	<ul style="list-style-type: none"> • Overview is incomplete, irrelevant, or confusing. • Program has not created mission or goals, or program's mission and goals are not aligned with the college's mission and goals. 	<ul style="list-style-type: none"> • Program's overview information is not clear and/or does not connect to the College's overall learning outcomes. • Program has established mission and/or goals, but mission and goals are not aligned with the College's mission and goals. 	<ul style="list-style-type: none"> • Program overview information is clear and detailed and explains the program's role in the College's overall learning outcomes. • Program has established mission and goals which are aligned with the College's mission and goals. 	
Section 2: Student Support Services	<ul style="list-style-type: none"> • Description of program support services is missing or incomplete. • Events or activities not defined and/or described. • Program's external collaborations and/or partnerships (if applicable) not discussed. 	<ul style="list-style-type: none"> • Description of program support services is unclear, out-of-date, or not sufficiently detailed. • Insufficient detail or description of events and/or activities. • Description of external collaborations or partnerships (if applicable) is incomplete or out-of-date. 	<ul style="list-style-type: none"> • Description of program support services is thorough, up-to-date, and sufficiently detailed. • Events and activities clearly defined and described. • External collaborations or partnerships are thoroughly described and up-to-date. 	
Section 3: Learning Outcomes	<ul style="list-style-type: none"> • Learning outcomes are not present. • Assessment plan(s) are missing or incomplete. • No alignment of learning outcomes to assessment plans and/or strategic plan. 	<ul style="list-style-type: none"> • Learning outcomes unclear or not measurable. • Assessment plans outdated or not fully developed. • Learning outcomes are not clearly aligned with assessment plans and/or strategic plan. 	<ul style="list-style-type: none"> • Learning Outcomes are clear and measurable. • Assessment plans are complete and up-to-date. • Learning Outcomes are explicitly aligned with assessment plans and/or strategic plan. 	
Section 4: Assessment of Student Learning	<ul style="list-style-type: none"> • Assessment data is missing or incomplete. • Findings are not explained or analyzed. • Recommendations based on findings are not included. 	<ul style="list-style-type: none"> • Assessment data are complete, but findings are not clearly explained or analyzed. • Recommendations based on findings are not clear and detailed. 	<ul style="list-style-type: none"> • Assessment data are complete, and findings are clearly explained and analyzed. • Findings used to make clear and detailed recommendations for changes/improvement. 	
Section 5: Staff	<ul style="list-style-type: none"> • Program organizational chart is not included. • Staff job descriptions and/or credentials are missing or incomplete. 	<ul style="list-style-type: none"> • Program organizational chart is incomplete or unclear. • Staff credentials do not meet job description requirements. 	<ul style="list-style-type: none"> • Program organizational chart is complete and clear. • Staff credentials meet or exceed job description requirements. 	

¹ Adapted from Saint Louis University. Revised 7-14-2021

 **DONNELLY COLLEGE**
Co-Curricular Program Review Rubric¹

Due Date

Program :

Topics	1 Emerging	2 Developing	3 Highly Developed	Score
Section 1: Program Introduction and Overview	<ul style="list-style-type: none"> Overview is incomplete, irrelevant, or confusing. Program has not created mission or goals, or program's mission and goals are not aligned with the college's mission and goals. 	<ul style="list-style-type: none"> Program's overview information is not clear and/or does not connect to the College's overall learning outcomes. Program has established mission and/or goals, but mission and goals are not aligned with the College's mission and goals. 	<ul style="list-style-type: none"> Program overview information is clear and detailed and explains the program's role in the College's overall learning outcomes. Program has established mission and goals which are aligned with the College's mission and goals. 	
Section 2: Student Support Services	<ul style="list-style-type: none"> Description of program support services is missing or incomplete. Events or activities not defined and/or described. Program's external collaborations and/or partnerships (if applicable) not discussed. 	<ul style="list-style-type: none"> Description of program support services is unclear, out-of-date, or not sufficiently detailed. Insufficient detail or description of events and/or activities. Description of external collaborations or partnerships (if applicable) is incomplete or out-of-date. 	<ul style="list-style-type: none"> Description of program support services is thorough, up-to-date, and sufficiently detailed. Events and activities clearly defined and described. External collaborations or partnerships are thoroughly described and up-to-date. 	
Section 3: Learning Outcomes	<ul style="list-style-type: none"> Learning outcomes are not present. Assessment plan(s) are missing or incomplete. No alignment of learning outcomes to assessment plans and/or strategic plan. 	<ul style="list-style-type: none"> Learning outcomes unclear or not measurable. Assessment plans outdated or not fully developed. Learning outcomes are not clearly aligned with assessment plans and/or strategic plan. 	<ul style="list-style-type: none"> Learning Outcomes are clear and measurable. Assessment plans are complete and up-to-date. Learning Outcomes are explicitly aligned with assessment plans and/or strategic plan. 	
Section 4: Assessment of Student Learning	<ul style="list-style-type: none"> Assessment data is missing or incomplete. Findings are not explained or analyzed. Recommendations based on findings are not included. 	<ul style="list-style-type: none"> Assessment data are complete, but findings are not clearly explained or analyzed. Recommendations based on findings are not clear and detailed. 	<ul style="list-style-type: none"> Assessment data are complete, and findings are clearly explained and analyzed. Findings used to make clear and detailed recommendations for changes/improvement. 	
Section 5: Staff	<ul style="list-style-type: none"> Program organizational chart is not included. Staff job descriptions and/or credentials are missing or incomplete. 	<ul style="list-style-type: none"> Program or organizational chart is incomplete or unclear. Staff credentials do not meet job description requirements. 	<ul style="list-style-type: none"> Program organizational chart is complete and clear. Staff credentials meet or exceed job description requirements. 	

¹ Adapted from Saint Louis University.
Revised 7-14-2021

Administrative Department Review

Section 1 – Department Introduction and Overview

- a. Department Mission and/or Goals (and alignment with college’s mission and goals)
- b. General Overview (May include a summary of the department structure, goals, community metrics, challenges and opportunities)

Section 2 – Areas of Operation

- a. Operations Overview
- b. Events and/or Activities
- c. Collaboration Details (External Collaboration and/or Articulation Agreements/Partnerships) if Applicable

Section 3 – Outcomes

- a. Departmental Outcomes
- b. Departmental Plan(s) (if applicable)
- c. Links to Strategic Plan

Section 4 – Assessment of Department Outcomes

- a. Assessment Data collected in review period
- b. Summary and Explanation of findings
- c. Recommendations based on findings

Section 5 – Staff

- a. Department Staffing Structure (may include department organizational chart)
- b. Job Descriptions / Staff Credentials
- c. Employee onboarding, evaluation and cross training
- d. Professional Development (including courses, webinars, research, publications, conference attendance and presentations)

Section 6 – Budget

- a. Overview of department discretionary budgets for years covered in review
- b. Explicit links to assessment data and strategic plan

Section 7 – Summary of Accomplishments and Future Plans

May include implementation of previous Department Review recommendations (if applicable) – specific challenges and accomplishments, planned changes based on findings, upcoming goals, and targeted implementations for continuous improvement.

Administrative Department Program Review Schedule

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2028-2028
Advancement		January 2024			January 2027	
Business Office		January 2024		January 2026		
Financial Aid		January 2024			January 2027	
Admissions	January 2023			January 2026		
Institutional Effectiveness			January 2025			January 2028
Academic Affairs		January 2024		January 2026		
President's Office		January 2024			January 2027	

Administrative Department Review Recommended Timeline

Planning Year	
Aug – Dec	<ul style="list-style-type: none"> ▪ Director and designated faculty/staff draft outline for what data will be collected and analyzed for upcoming Program Review.
March – May	<ul style="list-style-type: none"> ▪ Director attends an Assessment Committee of Donnelly College meeting for orientation to the Program Review Process.
Data Collection Year	
Aug – October	<ul style="list-style-type: none"> ▪ Director requests data from the Office of Institutional Research (IR) by October 31st
November – Dec	<ul style="list-style-type: none"> ▪ Director submits additional data requests to IR by Dec 20th
March – May	<ul style="list-style-type: none"> ▪ Director attends an Assessment Committee of Donnelly College meeting to provide a status update.
Reporting Year	
May - July	<ul style="list-style-type: none"> ▪ Directors submit any final data requests to IR by June 30th. IR may not be able to fulfill data requests submitted after this date.
August - October	<ul style="list-style-type: none"> ▪ First draft completed by October 31st ▪ Director & designated staff meet to revise the first draft
November - January	<ul style="list-style-type: none"> ▪ Director submits completed program reviews to the Assessment Council & Dean of the College. ▪ Assessment Council meets to evaluate Program Review and suggest edits. Director may respond to edits within this timeline. ▪ Final Program Review due January 2nd.
February - March	<ul style="list-style-type: none"> ▪ Assessment Council reviews the Administrative Program Review up to three iterations and attaches rubric and score to Program Review. ▪ Assessment Council meets with the Director to offer feedback on the Program Review Process. ▪ Assessment Council submits Program review to Cabinet by March 31st.

Administrative Department Program Review Rubric


DONNELLY COLLEGE
Administrative Department Review Rubric¹
 Due Date

Program :

Topics	1 Emerging	2 Developing	3 Highly Developed	Score
Section 1: Department Introduction and Overview	<ul style="list-style-type: none"> • Overview is incomplete, irrelevant, or confusing. • Department has not created mission or goals, or department's mission and goals are not aligned with the college's mission and goals. 	<ul style="list-style-type: none"> • Department's overview information is not clear and/or does not connect to the college's overall operations. • Department has established mission and/or goals, but mission and goals are not aligned with the college's mission and goals. 	<ul style="list-style-type: none"> • Department overview information is clear and detailed and explains the department's role in the college's overall operations. • Department has established mission and goals which are aligned with the college's mission and goals. 	
Section 2: Areas of Operation	<ul style="list-style-type: none"> • Description of departmental operations is missing or incomplete. • Events or activities not defined and/or described. • Department's external collaborations/partnerships (if applicable) not discussed. 	<ul style="list-style-type: none"> • Description of departmental operations is unclear, out of date or not sufficiently detailed. • Insufficient detail or description of events and/or activities. • Description of external collaborations or partnerships (if applicable) is incomplete or out of date. 	<ul style="list-style-type: none"> • Description of departmental operations is thorough, up-to-date, and sufficiently detailed. • Events and activities clearly defined and described. • External collaborations or partnerships are thoroughly described and up to date. 	
Section 3: Outcomes	<ul style="list-style-type: none"> • Departmental outcomes are not present. • Departmental plan(s) are missing or incomplete. • No alignment of departmental outcomes to departmental plan(s) and/or strategic plan. 	<ul style="list-style-type: none"> • Departmental outcomes unclear or not measurable. • Departmental Plans outdated or not fully developed. • Departmental outcomes are not clearly aligned with departmental plan(s) and/or strategic plan. 	<ul style="list-style-type: none"> • Departmental outcomes are clear and measurable. • Departmental plans are complete and up to date. • Departmental outcomes are explicitly aligned with departmental plan(s) and/or strategic plan. 	
Section 4: Assessment of Departmental Outcomes	<ul style="list-style-type: none"> • Assessment data are missing or incomplete. • Findings are not explained or analyzed. • Recommendations based on findings are not included. 	<ul style="list-style-type: none"> • Assessment data are complete, but findings are not clearly explained or analyzed. • Recommendations based on findings are not clear and detailed. 	<ul style="list-style-type: none"> • Assessment data are complete, and findings are clearly explained and analyzed. • Findings used to make clear and detailed recommendations for changes/improvement. 	
Section 5: Staff	<ul style="list-style-type: none"> • Department organizational chart is not included. • Staff job descriptions and/or credentials are missing or incomplete. 	<ul style="list-style-type: none"> • Department organizational chart is incomplete or unclear. • Staff credentials do not meet job description requirements. 	<ul style="list-style-type: none"> • Department organizational chart is complete and clear. • Staff credentials meet or exceed job description requirements. 	

¹ Adapted from Saint Louis University. Revised 7/14/2021

	<ul style="list-style-type: none"> No description of onboarding, evaluation and/or cross training processes. Professional development information is incomplete or outdated. 	<ul style="list-style-type: none"> Description of onboarding, evaluation and/or cross training process unclear. Professional development not aligned with departmental goals. 	<ul style="list-style-type: none"> Description of onboarding, evaluation or cross training processes are clear and detailed. Professional development supports departmental goals. 	
Section 6: Budget	<ul style="list-style-type: none"> Department discretionary budget is not included. Budget is not linked to assessment data and/or strategic plan. 	<ul style="list-style-type: none"> Department discretionary budget is included but unclear or incomplete. Budget links to assessment data and/or strategic plan are not adequately explained. 	<ul style="list-style-type: none"> Department discretionary budget is complete and clear. Budget is explicitly linked to assessment data and/or strategic plan 	
Section 7: Summary of Accomplishments and Future Plans	<ul style="list-style-type: none"> Department did not address challenges or implement recommendations from previous Department Review (if applicable) Little or inadequate discussion of accomplishments, challenges and improvements needed. No future plan included, or one-year plan has no specific recommendations for improvement. 	<ul style="list-style-type: none"> Department addressed some challenges and/or implemented some recommendations from previous Program Reviews (if applicable). Discussion of accomplishments, challenges and improvements are not supported by information in the review. One-year plan identified with at least one specific recommendation for improvement. 	<ul style="list-style-type: none"> Department effectively addressed most, if not all, recommendations from previous Department Review (if applicable) Discussion of accomplishments, challenges and improvements are clear, data-driven and include realistic goals and explicitly tied to information in the review. One-year plan identified with two or more specific recommendations for improvement. 	
Total Score				

Minimum score of 17 out of 21 possible is required for approval. Review scoring below 17 will be returned for revisions and additional reviews.

1st Review 2nd Review 3rd Review

Additional Comments:

Outcome Mapping

Student Learning Outcomes

Full curriculum maps can be found under the Learning Outcomes Assessment > Assessment Plans section under Institutional Effectiveness on our website. Maps are reviewed annually and updated as needed.

Student Learning Outcomes will be written in the following format with each outcome starting with:

“The student will have the ability to...”

Outcome Change Procedure

Outcome maps may need to be revised when any of the following occurs:

- A new program is added, and the Program Learning Outcomes (PLO) need to be mapped to the Donnelly College Learning Outcomes (DCLO)
- A new course is added, and Student Learning Outcomes (SLO) need to be added to the curriculum map
- The Program Learning Outcomes are revised
- A course is revised resulting in new or revised Student Learning Outcomes

The procedure for changing outcomes is as follows:

Program Learning Outcome Revision/Addition

1. Program Director identifies the new or revised PLO that needs to be mapped and which DCLO outcome it aligns with.
2. Program Learning Outcome maps in AMS must be submitted within 30 days of department approval, or prior to the end of semester, whichever occurs first.
3. Program Director creates a revision of the PLO's in AMS. Prior to revising the PLOs, the Program Director must email the Director of Institutional Research to unlock the PLO standing requirement.
 - a. After the standing requirement page has been locked, the Program Director can navigate to AMS and open the Student Learning Outcomes Assessment Workspace for the appropriate program.
 - b. On the PLO page, the Program Director should click “Check Out” to edit the page.
 - If editing a prior existing set, click “Edit Set Name/Properties” on the current version and add to the end of the name “Archived on MM/DD/YYYY”. Click continue to save, and then following instructions to create a new set.

- c. To create a new set, click “Create New Set” at the top right and use the program name as the set name. Check the box below that says, “Outcomes in other sets will need to be aligned to Outcomes in this set.”
 - d. Click “Create New Outcome” under the set name that was just created.
 - e. Name the Outcome
 - Outcome names use the following naming convention “Designated Program Abbreviation – Outcome #. Example: Practical Nursing Program Learning Outcome 1 would be named “PN – Outcome1”.
 - f. Put the text of the full outcome in the description box and click “Continue.”
 - g. Click “Add Mapping” and select “Goal sets distributed to program name.” Then click the radio button for the DCLOs (or other set defined if needed) and click “Continue.”
 - h. Check the box of the DCLO(s) that the PLO aligns with and click “Continue.”
 - i. Repeat for all PLOs and check the page back in when complete.
 - j. When all PLOs have been added and mapped, navigate to the tab “Submission & Read Reviews” and click “Submit Work” in the Action Column. This notifies the admin account that a PLO revision is ready for review.
4. Revisions to Program Learning Outcomes and their mapping will be reviewed, and voted on at the next following assessment council meeting

Curriculum Management Overview

Curriculum Modification Protocol

Faculty Member	Program Director	Program (Program Faculty & Director)	ACDC and VPASA	Institutional Research	Academic Council	Board of Directors & President
Textbooks and/or Materials ✓						
Grading Policy (within the 4.0 scale) ✓						
Explanation of Assignments ✓						
Semester Schedule (may be tentative) ✓						
Course-specific policies ✓						
Performance Indicators →	Performance Indicators ✓					
Department-specific policies →	Department-specific policies →	Department-specific policies ✓				
Student Learning Outcomes →	Student Learning Outcomes →	Student Learning Outcomes →	Student Learning Outcomes ✓			
Course Description →	Course Description →	Course Description →	Course Description →	Course Description ✓		
Course Title →	Course Title →	Course Title →	Course Title →	Course Title ✓		
Program Learning Outcomes →	Program Learning Outcomes →	Program Learning Outcomes →	Program Learning Outcomes →	Program Learning Outcomes →	Program Learning Outcomes ✓	
Pre-requisites →	Pre-requisites →	Pre-requisites →	Pre-requisites →	Pre-requisites →	Pre-requisites ✓	
New Course →	New Course →	New Course →	New Course →	New Course →	New Course ✓	
New Program →	New Program →	New Program →	New Program →	New Program →	New Program →	New Program ✓

Modality

Modality Types

1. On-Campus: 16 weeks
2. On-Campus: 8 weeks
3. On-Campus: 4 weeks
4. Online
5. Hybrid
6. By Arrangement

Modality Changes

1. Changes in Modality go through the same protocol as a new course.
2. Catalog in Empower is updated to reflect which courses are approved for which modality types.

Reporting Requirements

Revisions 25% of credits in a program changed reported to HLC

Prerequisites, corequisite, concurrent

Prerequisite: Course, test scores, or other type of requirement that must have been taken in a prior term. Typically requires a passing score.

Corequisite: Course that is required to be taken at the same time as another course. For example, BL 101 has a corequisite of BL 1011.

Concurrent: Course may be taken at the same time as another course.

Appendix A: AAHE Nine Principles of Good Practice for Assessing Student Learning³

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

³ Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright.

These principles were developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Post-Secondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation – to ourselves, our students, and society – is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Appendix B: Blooms Taxonomy Action Verbs

K		A		S	
I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

* Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon

Appendix C: Assessment Plan Template

2017-2018 Assessment Cycle

Assessment Plan Template Example

Mission Statement

Measures

Program Name Outcome Set

Outcome

Outcome:

▼ Measure:
Course level Direct - Exam

Details/Description:


Benchmark:

Implementation Plan
(timeline):

Key/Responsible

Personnel:

Supporting Attachments:

 Rubric.pdf

Appendix D: Syllabus Template

Every course syllabus must use the syllabus template provided by the college containing the following information.

[Enter Course Code, Course Name]

DONNELLY COLLEGE

[Enter Semester Year]

[Enter Days, Times]

[Enter Room]

[Enter Credit Hours]

Highlighted notes are there to aid instructors in creation of standardized syllabi. They serve as examples of what should be placed in these areas.

INSTRUCTOR INFORMATION: [to be left blank unless person proposing the course is the one teaching the course]

Name:

Office:

Office hours:

Telephone:

E-mail address:

COURSE DESCRIPTION:

[Enter catalog course description]

PREREQUISITES:

[Enter as listed in catalog]

REQUIRED TEXTBOOK & SUPPLIES:

PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the **(INSERT**

PROGRAM/DEGREE NAME) students should be able to demonstrate:

ENTER THE PLO'S FROM THE CATALOG

ENTER THE PLO'S FROM THE CATALOG

ENTER THE PLO'S FROM THE CATALOG

STUDENT LEARNING OUTCOMES:

Insert Student Learning Outcomes for particular course. SLOs should all begin “Students will have the ability to...” and be linked to the PLOs by number.

Not every PLO must be addressed in every course, and multiple SLOs may address the same PLO

Provide list of Learning Outcomes students will meet.

Donnelly College Learning Outcomes	Program Learning Outcomes	Student Learning Outcomes	Application and Assessment
Students will communicate effectively in writing and speaking.	<i>Students will demonstrate...instructors must use department PLOs, check with your department chair or program director</i>	<i>All SLOs must use standard language : Students will have the ability to (PLOs 1 - 7)</i>	What will the students perform to indicate they have achieved the SLO?

Students will demonstrate proficiency in information literacy skills.		Students will have the ability to (PLOs 1 - 7)	<i>This is one of the Learning Outcomes that will be assessed in AY 19-20. Make sure that your assessment is measurable</i>
Students will demonstrate competency in qualitative and quantitative problem solving.		Students will have the ability to (PLOs 1 - 7)	What will the students perform to indicate they have achieved the SLO?
Students will employ reflective thinking to evaluate diverse ideas in the search for truth.		Students will have the ability to (PLOs 1 - 7)	What will the students perform to indicate they have achieved the SLO?
Students will develop an understanding across cultural differences locally, nationally, and internationally.		Students will have the ability to (PLOs 1 - 7)	What will the students perform to indicate they have achieved the SLO?
Students will engage independently and effectively in lifelong learning.		Students will have the ability to (PLOs 1 - 7)	<i>This is one of the Learning Outcomes that will be assessed in AY 19-20. Make sure that your assessment is measurable.</i>
Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.		Students will have the ability to (PLOs 1 - 7)	What will the students perform to indicate they have achieved the SLO?

COURSE REQUIREMENTS: [provide a detailed description]

EXAMPLE:

<i>Weekly Discussion Posts & Responses (20 pts x 10)</i>	40%
<i>Weekly Article Paper (25 pts x 5)</i>	25%
<i>End of Module Projects (25 pts x 3)</i>	15%
<i>Final Project (110 pts x 1)</i>	20%
TOTAL	100%

LIST COURSE ASSIGNMENTS AND PLACE ASSESSMENT TOOL (i.e., Rubric, Checklist, Survey, Quiz, etc.) THAT WILL BE USED TO EVALUATE/GRADE HERE.

GRADING POLICY:

[List specifics of how the final grade is determined]

Example: Exams (100pts.)

<i>Weekly Discussion Posts & Responses (20 pts x 10)</i>	200
<i>Weekly Article Paper (25 pts x 5)</i>	125
<i>End of Module Projects/Test (25 pts x 3)</i>	75
<i>Final Project (100 pts x 1)</i>	100
TOTAL points possible	500

LIST BEHAVIORAL EXPECTATIONS FOR THE STUDENTS TO MEET THE REQUIREMENTS OF THE COURSE (i.e., minimal attendance requirements, online participation, in class participation, late work policy)

IF THE COURSE IS ONLINE THE INSTRUCTOR SHOULD REFER TO THE DISTANCE LEARNING HANDBOOK FOR POLICIES AND REQUIREMENTS REGARDING SUCH COURSES.

The Following should be included if Canvas will be used for student grading:

CANVAS: All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis (i.e., 2X a week minimum).

Note: All communications regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of->

contents For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

GRADING SCALE:

[List specifics on how the grading scale is determined for your class]

Example: Grades will be assigned according to the following scale.

A: 90%-100%	450 – 500
B: 80%-89%	400 – 449
C: 70%-79%	350 – 399
D: 60%-69%	300 – 349
F: Below 60%	≤ 299

ACADEMIC INTEGRITY: “...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

PLAGIARISM: Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

ACCOMMODATIONS: In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

CIVILITY & DECORUM: As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

ATTENDANCE POLICY: ***ADD POLICY AFTER FACULTY SENATE APPROVAL***

02.12 YT

EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.

WITHDRAWAL FROM COURSES OR FROM SCHOOL: It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid. Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

Class Meeting	Classroom/Laboratory Protocol	Assignments
1	<i>Blank course calendars are not allowed. Provide at least chapter and/or subject to be covered.</i>	<i>DETAIL OF ASSIGNMENTS</i>
2		
3		
4		
5		
6		
7		

<i>8</i>		
<i>9</i>		
<i>10</i>		
<i>11</i>		
<i>12</i>		
<i>13</i>		
<i>14</i>		
<i>15</i>		
<i>16</i>		
	Final Exam	

Appendix E: Syllabus Template – Service Learning

[Enter Course Code, Course Name] **SL**

DONNELLY COLLEGE

[Enter Semester Year]

[Enter Days, Times]

[Enter Room]

[Enter Credit Hours]

INSTRUCTOR INFORMATION: [to be left blank unless person proposing the course is the one teaching the course]

Name:

Office:

Office hours:

Telephone:

E-mail address:

Web site address:

COURSE DESCRIPTION:

[Enter catalog course description]

Service-Learning (SL) Standards: Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content. When implemented according to the below standards of best practice, service-learning can enhance academic learning, promote civic responsiveness, and strengthen communities.

COURSE FEES:

PREREQUISITES:

[Enter as listed in catalog]

REQUIRED TEXTBOOK & SUPPLIES:

PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

PROGRAM LEARNING OUTCOMES:

(Program specific outcomes here)

STUDENT LEARNING OUTCOMES:

Provide list of Learning Outcome students will meet.

- The course includes clear and specific student learning outcomes, which reflect what students should be able to demonstrate, know, or do by the end of the course. Student learning outcomes should reflect the presence of service in the course, and the service should enhance the academic learning.
- One or more of the student learning outcomes addresses civic learning.

Donnelly College Learning Outcomes	Program Learning Outcomes¹	Student Learning Outcomes²	Application and Assessment³
Students will communicate effectively in writing and speaking.	<i>Students will demonstrate...</i>	<i>Students will have the ability to...</i>	
Students will demonstrate proficiency in information literacy skills.			
Students will demonstrate competency in qualitative			

and quantitative problem solving.			
Students will employ reflective thinking to evaluate diverse ideas in the search for truth.			
Students will develop an understanding across cultural differences locally, nationally, and internationally.			
Students will engage independently and effectively in lifelong learning.			
Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.			

COURSE REQUIREMENTS: [provide a detailed description]

- The course includes a service project that has reflects mutual benefit between community and college partners such that it is meaningful to the community partner and relevant to the course
- The course includes structured reflection upon the service project by the students in light of course learning. Reflection should be continuous throughout the course, connected to the student learning outcomes, and challenging to the students—requiring higher-order thinking skills.

Example: Exams (10% or 100pts): students will have 3 exams etc.

GRADING POLICY:

[List specifics of how the final grade is determined]

Example: Exams (10% or 100pts etc.)

GRADING SCALE:

[List specifics on how the grading scale is determined for your class]

Example: Grades will be assigned according to the following scale.

A: 90%-100%	720 - 800
B: 80%-89%	640 - 719
C: 70%-79%	560 - 639
D: 60%-69%	480 - 559
F: Below 60%	479 points and below

ACADEMIC INTEGRITY: "...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed."

PLAGIARISM: Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

ACCOMMODATIONS: In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

CIVILITY & DECORUM: As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

ATTENDANCE POLICY:

(insert attendance policy here)

WITHDRAWAL FROM COURSES OR FROM SCHOOL: It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid. Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

Class Meeting	Classroom/Laboratory Protocol	Assignments
<i>1</i>		
<i>2</i>		
<i>3</i>		
<i>4</i>		
<i>5</i>		
<i>6</i>		
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	Final Exam	