Plan for Student Learning Outcomes Assessment at UVI (Draft)

University of the Virgin Islands
February 23, 2007
(revised March 5, 2007)

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Contents

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Introduction

As indicated in the June, 2002 Periodic Review Report to MSCHE, since 1997 until relatively recently, UVI has had mostly decentralized and some centralized assessment activities. In that Periodic Review Report UVI indicated that it had not established an outcomes assessment plan or structure at that time. Even though decentralized, centralized and embedded assessment activities at UVI have occurred historically, the University agreed with the MSA Evaluation Team's recommendation that it should continue to develop a comprehensive outcomes assessment strategy.

During the period 2002 to 2004, a University Task Force was established to develop a framework and approach to assessing student learning outcomes. As a result of an extensive environmental scan, the Task Fork consisting of the Provost, 12 Division Chairs and Faculty Assessment Coordinators (one from each campus division) reached consensus on the King's College Model as a conceptual framework UVI would use for assessing learning outcomes.[1] UVI's first attempt at student learning outcomes planning and implementation using the King' College Model met with less than favorable results for a variety of reasons.

However, after analyzing and reflecting the shared experience of this first attempt at student learning outcomes assessment, several valuable lessons have been learned. This initial result is a part of the process of continuous improvement that earmarks the outcomes assessment experience. In other words, the University of the Virgin Islands' journey to effectively institute student learning outcomes assessment has been and will continue to be an evolutionary 'organizational learning process', rather than a "big bang" transformation done right the first time[2].

This current more simplified and streamlined student learning outcomes assessment plan and approach represents the embodiment of the lessons learned from the previous efforts.

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[1] <u>Meeting Attendees</u>: Aletha Baumann, Valerie Knowles Combie, Vincent Cooper, Gloria Callwood, Kathleen Dudemaine, Eustace Esdaille, Deborah Fontaine, Suzy Green, Denis Griffith, Marie Herman, Joan Marsh, Lynn Rosenthal, Trevor Paris, Dion Phillips, Anecia Sewer, Robert Stolz, Linda Thomas, Velma Tyson, Aubrey Washington and Lorna Young-Wright.

[2] Nichols, J. O. (2005). <u>A Road Map for Improvement of Student Learning and Support Services Through Assessment</u>, New York Agathon Press.

Mission-Driven Assessment Plan and Approach

This assessment plan is driven by UVI's VISION 2012 mission and goal of educational excellence. UVI's Mission Statement is as follows:

The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research and responsive community service.

Educational excellence is VISION 2012's goal #1 and is defined as follows:

Strategic Goal #1: Educational Excellence - Create a learner-centered experience that fosters academic excellence and student success through innovative, effective teaching strategies and high quality academic and student support programs.

What is Student Learning Outcomes Assessment?

While external pressures from government funding entities and regional accrediting bodies have intensified the level of attention given to and focus on outcomes assessment, the primary purpose for UVI doing student learning outcomes assessment is for improving student learning. Therefore, UVI defines student learning outcomes assessment as follows:

Student Learning Outcomes Assessment - a faculty-driven *process that systematically gathers, interprets, and uses data for the purpose of improving student learning*.

Some Guiding Operating Principles for UVI's Student Learning Outcomes Assessment

Palomba and Banta (1999) provide five useful and important operating principles that should govern student learning outcomes assessment at UVI:

Five Useful Operating Principles for Student Learning Outcomes Assessment

1. The purpose of assessment is improvement of academic programs;
2. Assessment of student learning and development will be a collaborative process involving faculty, staff, and students;
3. Assessment will be guided by the institution's mission;
4. Assessment results will <u>not</u> be used for faculty and staff evaluation; and
5. The assessment process will itself be evaluated.

Who is Responsible for Student Learning Outcomes Assessment at UVI?

Under the auspices of the Office of the Provost, the Director of Student Learning Outcomes Assessment and the Student Learning Assessment Committee (SLAC) provide overall faculty-driven leadership of student learning assessment at UVI. SLAC's charge was to develop, modify, and monitor the institutional policies and plan for the assessment of student learning.

The Director, in collaboration with the Division Coordinators, oversees the production of summary reports of each Division's assessment of student learning (e.g. for re-accreditation and other such reporting). The Director of Student Learning Outcomes Assessment chairs the SLAC. Currently, SLAC comprises the following members:

- o Director of Student Learning Outcomes Assessment, Chairs
- o Division Assessment Coordinators
- o General Education Assessment Coordinator
- o Director of Counseling and Placement
- o Representative from Office of Institutional Research
- o Additional UVI faculty, administrators and students to be added soon.

Within each academic division, SLAC Division Coordinators will function as the links between the university-wide student learning outcomes assessment activities and their division's assessment planning and implementation processes. SLAC Division Coordinators work with their respective Division faculty members and Chairs to develop and implement the assessment of Division academic programs.

Each Division Coordinator has the following responsibilities:

1. Attend and actively participate in scheduled meetings of SLAC;
2. Maintain a focus within the division on student learning and assessment;
3. Promote, in collaboration with the division chair, discussions and monitor subsequent actions on the use of assessment data in facilitating student learning;
4. Oversee the identification of courses to be assessed;
5. Ensure that appropriate student learning growth plans are in place;
6. Lead the development of assessment reports from the division for the Provost; and
7. Submit reports on assessment, as required.

Funding Requirements and Demonstration of Institutional Support

Funding for the Director's of Student Learning Outcomes Assessment and most student learning outcomes assessment activities have primarily come from Title III funds but these will cease in September 30, 2007. The Office of the President and Office

of the Provost will have to assume the fiscal responsibilities for the University's assessment of student learning activities starting in October, 2007. UVI's administration must demonstrate its commitment to student learning outcomes assessment by establishing permanent funding of a student learning assessment operating budget.

Description of the Assessment Process

As a result of lessons learned, this student learning outcomes assessment plan represents "program-level" assessment and provides each academic unit a common assessment planning and implementation format based upon the Nichols' Five-Column Model that is easy to understand and simple to implement.

UVI will perform student learning outcomes assessment at the program level for both the general education program and academic Division degree programs. Each academic Division is responsible for developing and implementing a student learning outcomes assessment plan and process. The assessment process involves five steps:

Steps of the Assessment Process
1. Identify Institutional Mission Statement and Institutional Goals;
2. Develop Academic Program Learning Outcomes;
3. Develop Means of Assessment and Criteria for Success;
4. Collect and Analyze Assessment Data and
5. Interpret, Use and Report Assessment Results.

This assessment approach, called the Nichols Five Column Model, is well-established in the assessment industry and is accepted by both accreditation bodies and funding agencies. The University's approach to student learning outcomes assessment is based upon industry best practices and consists of this five step cycle.

Assessment's Piecemeal and Long Term Process

Industry best practices suggest universities implement assessment activities in a way that is feasible with respect to available resources. In other words, universities should not attempt to do more than current available resources allow. Therefore, for example, it is unfeasible for a UVI academic division with five degree programs to assess all learning outcomes for all five degree programs in that division within one assessment cycle. In fact, since most degree programs will have 6 or more learning outcomes expected of graduates in those programs, it is unfeasible to assess all learning outcomes in one assessment cycle.

Our approach is to assess no more than 3 learning outcomes per degree program being assessed in a given assessment cycle. However, we intend to assess all learning outcomes for each degree program eventually but multiple assessment cycles will be necessary. For example, the Table 1 below illustrates the long-term approach we will plan for and implement for each academic division. Division A has two degree

programs each of which has more than 6 learning outcomes (L.O.). Over four assessment cycles, all of the learning outcomes for each degree program will have been assessed at least once.

Table 1 A Division's Long Run Plan for Assessing Each Degree and All Learning Outcomes				
	Cycle 1 (12 months)	Cycle 2 (12 months)	Cycle 3 (12 months)	Cycle 4 (12 months)
Division A				
Degree #1				
L.O. #1	X			X
L.O. #2		X	X	
L.O. #3		X		
L.O. #4	X			X
L.O. #5			X	
L.O. #6	X			
L.O. #7			X	
L.O. #8		X		X
Degree #2				
L.O. #1		X		X
L.O. #2	X		X	
L.O. #3	X			X
L.O. #4		X		X
L.O. #5	X			
L.O. #6		X	X	
L.O. #7			X	

UVI has specified university-wide student learning outcomes that represent general education student learning goals. Additionally, each academic division has multiple degree program offerings ranging from the Associates to Masters Degree. Following an approach illustrated in Table 1, in the long run, all of the learning outcomes for all degree programs will be assessed. However, during any given assessment period (assessment cycle), each division will assess a subset of learning outcomes for given degree or degrees to be assessed during that time period. Baccalaureate degree programs will be assessed first, since they comprise the core of UVI's degree offerings.

There is an issue that has to be addressed before some UVI Divisions can develop and implement a long-term assessment plan schema as indicated in Table 1. First, there are many cases where there are not explicitly documented learning outcomes for some degrees in some divisions. In such cases, the divisions in question will need to make it a high priority to develop and document the learning outcomes for each degree it offers that does not already have them.

UVI's Five-Step Assessment Approach in Detail

UVI views student learning outcomes assessment as a continuous and dynamic process of incremental steps of improvement. The key to such incremental improvement in student learning lies in using the assessment data to improve academic programs and the assessment process. Lessons learned in one cycle are incorporated in subsequent cycles.

The University's five-step assessment cycle specifies how each academic unit would be driven by the institutional mission and strategic goals (step 1), and how each division would explicate its: learning outcomes (step 2); means of assessment and criteria for success (step 3); data collection and evaluation processes (step 4); procedures for assuring interpretation and use of results (step 5a); and reporting and publishing of findings (step 5b). Each of these steps will be briefly discussed below.

Step 1 – Institutional Mission Statement and Institutional Goals
UVI's mission statement highlights its focus on being learner-centered and dedicated to student success through excellent teaching, innovative research and responsive community service. There are four strategic goals: educational excellence; institutional improvement; financial sustainability; and community engagement. Through this assessment approach, all of UVI's academic programs are guided to explicitly demonstrate that their student learning outcomes will contribute to realizing the educational excellence institutional goal as well as the overall institutional mission.

Step 2 - Academic Program Learning Outcomes
The University is doing program-level assessment. UVI has five academic divisions and offers 30 degrees at the Associates, Baccalaureate and Master's degree levels. Only some of these degree programs will be assessed in a given assessment cycle. However, over the course of multiple assessment cycles (12 month to 18 months per cycle) every degree program will be assessed. For each degree program that is being assessed in a given assessment cycle, the Division must explicitly document the program's expected and desired learning outcomes for students.

Step 3 - Means of Assessment and Criteria for Success
This step specifies each learning outcome's means of measurement and the benchmarks that indicate the learning outcome's successful realization. This step is the most important precondition that allows for the usefulness of the data and results for program improvement. Whether or not the assessment results indicate that the program has achieved or fallen short of its benchmark for success will determine whether or not changes need to be made in the program. If the program has not clearly identified the benchmarks of success, it will have no clear basis for making changes. This will be a very challenging step for UVI's

academic divisions to complete.

Step 4 - Data Collection and Analysis Processes
This step concerns the decisions about who, when, where and how to collect and analyze the assessment data for each of the learning outcomes being assessed in a given cycle. In most cases, such data collection is done in an educational context representing a cumulative experience wherein students must demonstrate that they have learned the program's learning outcomes. Examples of such cumulative experiences are capstone courses, senior theses, presentations/publications of student scientific research and experiments, and major artistic, creative and project productions, musical recitals, and so forth.

Step 5 – Interpretation, Use and Reporting of Assessment Results
The final step is "closing the loop", which means interpreting the meaning of the assessment results and taking whatever corrective and improvement actions indicated. Until this step is performed the assessment effort remains incomplete. The five-step assessment approach assures that closing the loop is performed and documented.

Assessment of UVI's General Education Program

General education represents the foundation of UVI's curriculum because it is an essential antecedent to a student's successful performance in their academic major. UVI has specified the following general education outcomes for students:

Upon graduating, UVI students will possess:
1. Knowledge of the history, geography, and demographic characteristics of the US Virgin Islands, the Caribbean, the United States, and the world.
2. Knowledge of natural phenomena, the earth, the solar system, and the universe.
3. Highly developed communication skills.
4. Computing and quantitative skills.
5. Personal health and wellness, citizenship, and personal financial skills.
6. Critical thinking, logic, and moral reasoning skills.
7. Self-awareness, interpersonal, leadership, and team skills.
8. Second language skills, multi-cultural and inter-cultural skills, and an understanding of aesthetic expression in literature and art.
9. Information management and research skills.

For the current assessment cycle, learning outcomes 3 and 6 will be assessed via the following General Education Assessment Plan.

ASSESSMENT RECORD FOR DIVISION OF

2006-2007	February 7, 2007
(Assessment Period Covered)	(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program	Degree Level
General Education	N/A

Submitted By: _____ /Approved by _____

(Division Chair or Faculty Assessment Representative)

ASSESSMENT REPORT
FOR

General Education Program	Baccalaureate
	(Degree Level)

2006-2007	February, 2007
(Assessment Period Covered)	**(Date Submitted)**

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: "The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U. S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service."

College/University Goal(s) Supported: Educational Excellence - Enhance student learning and success through innovative, effective teaching strategies and high quality academic programs; Teaching and Learning - Offer academic programs that are demand-driven, cohort-based, flexible, responsive and cost-effective and support the University's mission;

Intended Educational (Student) Outcomes:

1. Upon UVI graduates will have enriched their critical thinking ability;

2. Upon UVI graduates will have enriched their written communication skills;

3. Upon UVI graduates will have enriched their ability to solve real-world problems;

ASSESSMENT REPORT

FOR

General Education	Baccalaureate
(Instructional Degree Program)	**(Degree Level)**
2006-2007	February, 2007
(Assessment Period Covered)	**(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. Upon UVI graduates will have enriched their critical thinking ability;

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success: For UVI graduating seniors taking the CLA assessment, actual mean score on the Make-an-Argument section of the CLA will be at least one standard error above the expected Make-an-Argument score, which is based upon the mean SAT score of those taking the CLA.

1a. Summary of Assessment Data Collected:

1a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

1b. Means of Program Assessment & Criteria for Success: For UVI graduating seniors taking the CLA assessment, the actual mean score on the Critique-an-Argument section of the CLA will be at least one standard error above the expected score on the Critique-an-Argument, which is based upon the mean SAT score of those taking the CLA.

1b. Summary of Assessment Data Collected:

1b. Use of Results to Improve Instructional Program:

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2. Upon UVI graduates will have enriched their written communication skills;

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success: For UVI graduating seniors taking the CLA assessment, the actual mean score on the Performance Task section of the CLA will be at least one standard error above the expected score on the Performance Task, which is based upon the mean SAT score of those taking the CLA.

2a. Summary of Assessment Data Collected:

2a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

2b. Means of Program Assessment & Criteria for Success: For UVI graduating seniors taking the CLA assessment, the actual mean score on the Analytic Writing Task section of the CLA will be at least one standard error above the expected score on the Analytic Writing Task, which is based upon the mean SAT score of those taking the CLA.

2b. Summary of Assessment Data Collected:

2b. Use of Results to Improve Instructional Program:

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

3. Upon UVI graduates will have enriched their ability to solve real-world problems;

First Means of Assessment for Outcome Identified Above:

3a. Means of Program Assessment & Criteria for Success: For UVI graduating seniors taking the CLA assessment, the actual mean CLA score of will be at least one standard error above the expected CLA score, which is based upon the mean SAT score of those taking the CLA.

3a. Summary of Assessment Data Collected:

3a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

3b. Means of Program Assessment & Criteria for Success: For UVI graduating seniors taking the CLA assessment, the actual mean score on the Performance Task section of the CLA will be at least one standard error above the expected score on the Performance Task, which is based upon the mean SAT score of those taking the CLA.

3b. Summary of Assessment Data Collected:

3b. Use of Results to Improve Instructional Program:

Assessment of UVI's Academic Programs

Lessons learned from the 2002-2004 assessment initiative suggested that there was varying levels of familiarity and expertise within and between academic divisions. Some divisions and some faculty had developed substantial knowledge and expertise in assessment by the necessities of having to satisfy the requirements of professional accreditation or government funding agencies. In other cases, some Divisions and faculty had not developed a sufficient proficiency in doing outcomes assessment. Therefore, lessons learned were incorporated into the Student Learning Assessment Committee's goals and objectives for FY 2006-2007, which are:

Goal #1 - Establish a clear and coherent student learning outcomes assessment approach at that is easy to understand and efficient to implement.

— Objective #1 - Obtain Divisional approval of the five-step assessment approach by all five UVI Divisions by December, 2006.
— Objective #2 - Establish representation for both St. Croix and St. Thomas campuses on SLAC.
— Objective #3 - Expand outcomes assessment knowledge and skill levels of SLAC Coordinators and other key faculty and staff by providing five off-island assessment training opportunities and experiences by August, 2007;
— Objective #4 - Increase general knowledge and awareness levels of UVI academic faculty by providing outcomes assessment training and coaching sessions to each academic division by April, 2007;

Goal #2 - Establish a common assessment planning, implementation and reporting format across academic divisions and both campuses;

— Objective #5 - All UVI academic divisions will have developed a plan for the implementation of the five-step assessment approach by September, 2007;

The more streamlined and simplified outcomes assessment implementation approach still has to be tested and will require more tweaking over time before it is institutionalized. However, consistent with Strategic Plan 2006-2012, and the Characteristics of Excellence, once academic units routinely follow this five-step approach, an embedded 'culture of evidence' will eventually emerge.

During this assessment cycle, 4 of 5 academic divisions have developed and will implement student learning outcomes assessment plans: Business Administration, Science and Math, Humanities and Social Sciences, and Nursing.

The assessment plans of Business Administration, Math and Science and Humanities/Social Sciences follow. Nursing's assessment plan will be added later. The Division of Education has chosen not to participate in this assessment cycle.

ASSESSMENT RECORD FOR DIVISION OF

Bachelors of Arts Degree in Accounting – Business Administration Division

2006-2007	December 5, 2006
(Assessment Period Covered)	**(Date Submitted)**

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program	Degree Level
Bachelor of Arts (Accounting)	Bachelors

Submitted By: Sharon Simmons, Asst. Prof. / Approved by Dr. Esdaille, Acct. Coord.
(Division Chair or Faculty Assessment Representative)

ASSESSMENT REPORT
FOR

Bachelor of Arts in Accounting

(Instructional Degree Program)

AY 2006-07

(Assessment Period Covered)

Bachelors

(Degree Level)

December 5, 2006

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:
Create a learner-centered experience that fosters academic excellence and student success through innovative, effective teaching strategies and high quality academic and student support programs.

College/University Goal(s) Supported:
The Business Division of the Univ. of the Virgin Islands provides students with the skills necessary to succeed in a global environment. We are dedicated to the cultivation of leadership, intellectual query and discovery, social responsibility and lifelong professional development and growth through excellent teaching and responsive community service.

Intended Educational (Student) Outcomes:

1. Students completing the baccalaureate program in accounting will compare very favorably with those students completing a similar program nationally. **(Assess Cycle: FY2006-07)**

2. Students completing the baccalaureate program in accounting will be technically adept and well prepared for their first accounting position. **(Assess Cycle: FY2006-07)**

3. Students completing the baccalaureate program in accounting will be able to solve real life accounting and general business problems and communicate problem solutions orally and in writing. **(Assess Cycle: FY2008-09)**

4. Students completing the baccalaureate program in accounting will demonstrate proficiency in financial, cost, auditing, tax, government and international accounting. **(Assess Cycle: FY2008-09)**

5. Students completing the baccalaureate program in accounting will be socially responsible and demonstrate knowledge of professional ethics and cultural diversity. **(Assess Cycle: FY2008-09)**

6. Students completing the baccalaureate program in accounting will obtain employment in the accounting field and/or obtain admission into a masters program. **(Assess Cycle: FY2006-07)**

ASSESSMENT REPORT

FOR

Bachelor of Arts in Accounting   **Bachelors**

(Instructional Degree Program)   **(Degree Level)**

AY 2006-07   **December 5, 2006**

(Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> _____ Students completing the baccalaureate program in accounting will compare very favorably with those students completing a similar program nationally.

First Means of Assessment for Outcome Identified Above:

> **_____a. Means of Program Assessment & Criteria for Success:**
>
> **Criteria for Success:**
>
> - On an Exit Interview, 70% of program graduates will "agree" or "strongly agree" with the question:
>
> > *"In the field of accounting, I feel as well prepared as my peers at other institutions who have completed a similar program during the past year."*
>
> **Assessment Means (Internal / External):**
>
> - All UVI students in the accounting program that apply for graduation in May 2007 will be given an Exit Interview in the latter part of the Spring 2007 semester.
>
> - The Exit Interview will be administered on both the St. Thomas and St. Croix campus.

> **_____a. Summary of Assessment Data Collected:**

> **_____a. Use of Results to Improve Instructional Program:**

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:

Criteria for Success:

- The average score of UVI students in the accounting program who take the Major Field Achievement Test in Business will equal or exceed the 50th percentile of national results.

Assessment Means (Internal / External):

- The ETS Major Field Achievement Test in Business will be administered in Spring 2007 to students enrolled Acc 222 (Intermediate Part II) and Acc 442 (Auditing).

- The ETS Major Field Test will be administered on both the St. Thomas and St. Croix Campus.

____b. Summary of Assessment Data Collected:

____b. Use of Results to Improve Instructional Program:

ASSESSMENT REPORT

FOR

Bachelor of Arts in Accounting
　　(Instructional Degree Program)

Bachelors
　　(Degree Level)

AY 2006-07
　　(Assessment Period Covered)

December 5, 2006
　　(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> _____Students completing the baccalaureate program in accounting will be technically adept and well prepared for their first accounting position.

First Means of Assessment for Outcome Identified Above:

> **_____a. Means of Program Assessment & Criteria for Success:**
>
> Criteria for Success:
>
> - 90% or more of the students taking Bus 474 (Professional Development) in Spring 2007 will receive a cumulative score of 80% or greater on the course assessment of their personal portfolios.
>
> - 90% of more of the students taking Bus 475 (Internship) will be positively evaluated by their employers. Employers will indicate on evaluations that students met or exceeded expectations in terms of technical competency.
>
> Assessment Means (Internal / External):
>
> - Professional Development Seminar (BUS 474) Course Assessments
>
> - Business Internship (BUS 475) Employer Evaluations

> **_____a. Summary of Assessment Data Collected:**

> **_____a. Use of Results to Improve Instructional Program:**

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:

Criteria for Success:

- Employers of graduates from the accounting program will indicate on the career placement survey that new hires met the technical competency requirements of the position.

Assessment Means (Internal / External):

- Career placement survey of employers that hired May 2005 and May 2006 graduates from the accounting program.

____b. Summary of Assessment Data Collected:

____b. Use of Results to Improve Instructional Program:

ASSESSMENT REPORT

FOR

Bachelor of Arts in Accounting   **Bachelors**

(Instructional Degree Program)   **(Degree Level)**

AY 2006-07   **December 5, 2006**

     (Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> _____ Students completing the baccalaureate program in accounting will obtain employment in the accounting field and/or obtain admission into a masters program.

First Means of Assessment for Outcome Identified Above:

> **_____a. Means of Program Assessment & Criteria for Success:**
>
> **Criteria for Success:**
>
> - 80% of graduates from the accounting program will have received a job offer or obtained employment in accounting area within three months of graduation.
>
> **Assessment Means (Internal / External):**
>
> - Surveys/exit interviews of May 2007 graduates of the accounting program
>
> - Surveys of May 2006 graduates of the accounting program.

> **_____a. Summary of Assessment Data Collected:**

> **_____a. Use of Results to Improve Instructional Program:**

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:

Criteria for Success:

- 10% of graduates from the accounting program will enter into a masters degree program within two years of graduation.

Assessment Means (Internal / External):

- Surveys/exit interviews of graduating seniors

- Survey of May 2005 and May 2006 alumni of the accounting program.

____b. Summary of Assessment Data Collected:

____b. Use of Results to Improve Instructional Program:

ASSESSMENT RECORD FOR DIVISION OF

Bachelors of Science Degree in Biology – Science and Math Division

2006-2007   **December 5, 2006**

(Assessment Period Covered)   (Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program   Degree Level

Bachelor of Science (Biology)   Bachelors

Submitted By: Donna Nemeth, Asst. Prof. / Approved by Science and Math Faculty
(Division Chair or Faculty Assessment Representative)

ASSESSMENT REPORT

FOR

Biology   Bachelor's

(Instructional Degree Program)   **(Degree Level)**

2006-2007   December 22, 2006

(Assessment Period Covered)   **(Date Submitted)**

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: "The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service."

College/University Goal(s) Supported: The biology and marine biology program is committed to helping students excel academically and achieve productive postgraduate and professional careers through programs in academics, research and community. Our degree offerings are augmented by opportunities to participate in internships as well as research at both the local and national levels. Students receive guidance and mentoring through directed independent research with UVI faculty. Faculty are committed to lifelong learning and scientific research, academic and pedagogical advancement, and outreach to the local community.

Intended Educational (Student) Outcomes:

1. Students completing a BS Degree in Biology or Marine Biology will apply scientific approaches to problem solving.

2. Students completing a BS Degree in Biology or Marine Biology will have quantitative skills appropriate to their field of study.

3. Students completing a BS Degree in Biology or Marine Biology will possess breadth and depth of knowledge in the appropriate subject area, and be able demonstrate the ability to apply that knowledge.

ASSESSMENT REPORT

FOR

Biology   Bachelor's

_____   _____
(Instructional Degree Program)   **(Degree Level)**

2006-2007   December 22, 2006
_____   _____
(Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

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1. Students completing a BS Degree in Biology will apply scientific approaches to problem solving.

First Means of Assessment for Outcome Identified Above:

____1a. Means of Program Assessment & Criteria for Success:
A Comprehensive oral exam is required for all BS biology and marine biology majors; it is taken during the spring semester of the final year of study. Students are awarded a grade of FAIL, LOW PASS, PASS, or HIGH PASS for several learning outcomes; here we focus on only one. Students will demonstrate their understanding of scientific method and experimental design, by answering questions posed by faculty during the oral exam. The outcome will be considered met if 90% of students receive a rating of PASS or HIGH PASS for their answers to such questions.

____1a. Summary of Assessment Data Collected:

____1a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

____1b. Means of Program Assessment & Criteria for Success: During the senior science seminar (BIO 498), students will demonstrate their ability to identify the null hypothesis, consider alternative hypotheses, and organize their research presentation in a manner that addresses the structure of the scientific method. These parameters will be rated on a scale of 0-5 by the faculty as well as their peers in the class. The outcome will be considered met if 90% of students receive a score of 3 or higher.

____1b. Summary of Assessment Data Collected:

____1b. Use of Results to Improve Instructional Program:

ASSESSMENT REPORT

FOR

Biology   Bachelor's

_____   _____
(Instructional Degree Program)   **(Degree Level)**

2006-2007   December 22, 2006
_____   _____
(Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2. Students completing a BS Degree in Biology or Marine Biology will demonstrate the ability to apply quantitative skills appropriate to their field of study.

First Means of Assessment for Outcome Identified Above:

____**2a. Means of Program Assessment & Criteria for Success:**
A Comprehensive exam is required for all BS biology and marine biology majors; it is taken during spring semester of the final year of study. Students are awarded a grade of FAIL, LOW PASS, PASS, or HIGH PASS for several learning outcomes. The outcome will be considered met if 90% of students receive a rating of PASS or HIGH PASS for their answers to questions in the category of "quantitative skills" (basic statistics, calculations for chemical solutions, etc.)

____**2a. Summary of Assessment Data Collected:**

____**2a. Use of Results to Improve Instructional Program:**

Second Means of Assessment for Outcome Identified Above:

____**2b. Means of Program Assessment & Criteria for Success:** During the senior science seminar (BIO 498), students will demonstrate their ability to present and interpret results (data and graphs) from their research paper. This will be rated on a scale of 0-5 by the faculty as well as their peers in the class. The program level outcome will be considered met if 90% of students receive a score of 3 or higher.

____**2b. Summary of Assessment Data Collected:**

____**2b. Use of Results to Improve Instructional Program:**

ASSESSMENT REPORT

FOR

Biology   Bachelor's

_____   _____
(Instructional Degree Program)   **(Degree Level)**

2006-2007   December 22, 2006
_____   _____
(Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

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3. Students completing a BS Degree in Biology will possess breadth and depth of knowledge in the appropriate subject area for BS biology and marine biology, and be able demonstrate the ability to apply that knowledge.

First Means of Assessment for Outcome Identified Above:

3a. Means of Program Assessment & Criteria for Success:
A Comprehensive oral exam is required for all BS biology and marine biology majors; it is taken during the spring semester of the final year of study. Students are awarded a grade of FAIL, LOW PASS, PASS, or HIGH PASS for several learning outcomes; here we focus on only one.

Students will demonstrate the <u>breadth</u> of their understanding of evolution, a unifying concept in biology, by answering questions posed by faculty during the oral exam. The outcome will considered met if 90% of students receive a rating of PASS or HIGH PASS for their answers to such questions.

3a. Summary of Assessment Data Collected

3a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

____3b. Means of Program Assessment & Criteria for Success:
During the senior science seminar (BIO 498), students will demonstrate the <u>depth</u> of their understanding of evolution with an explanation of the evolutionary significance of the research they are presenting, or of how their topic relates to the process of natural or sexual selection. Their answer will be rated on a scale of 0-5 by the faculty as well as their peers in the class. The outcome will be considered met if 90% of students receive a score of 3 or higher.
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____3b. Summary of Assessment Data Collected:

____3b. Use of Results to Improve Instructional Program:

ASSESSMENT RECORD FOR DIVISION OF

Humanities and Social Sciences

2006-2007	Feb 15, 2007
(Assessment Period Covered)	**(Date Submitted)**

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program	Degree Level
Bachelor of Arts in English	**B.A.**
(Assess Cycle Spring 2007, Fall 2007)	

Submitted By: Dr. Trevor B. Parris (Faculty Representative)

(Division Chair or Faculty Assessment Representative)

ASSESSMENT REPORT
FOR

Bachelor of Arts   **English**

(Instructional Degree Program)   **(Degree Level)**

AY 2006-2007   **Feb 15, 2007**

(Assessment Period Covered)   **(Date Submitted)**

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: "The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U. S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service."

College/University Goal(s) Supported: Educational Excellence - Enhance student learning and success through innovative, effective teaching strategies and high quality academic programs; Teaching and Learning - Offer academic programs that are demand-driven, cohort-based, flexible, responsive and cost-effective and support the University's mission;

Strategic Goal #1: Create a learner-centered experience that fosters academic excellence and student success through innovative, effective teaching strategies and high quality academic and student support programs.

Intended Educational (Student) Outcomes:

1. Upon completion of a bachelor's degree in English, a student will be able to synthesize material from a variety of sources when writing a research paper. **(Assess Cycle: FY Spring 2007)**

2. Upon completion of a bachelor's degree in English, a student will be able write about literature using multiple sources.   **(Assess Cycle: FY Spring 2007)**

3. Upon completion of a bachelor's degree in English, a student will be able to apply critical theory to the interpretation of literature.   **(Assess Cycle: FY Fall 2007)**

ASSESSMENT REPORT

FOR

Bachelor of Arts	**English**
(Instructional Degree Program)	(Degree Level)

AY 2006-2007	February, 2007 (revised)
(Assessment Period Covered)	(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Upon completion of a bachelor's degree in English, a student will be able to synthesize material from a variety of sources when writing a research paper.

First Means of Assessment for Outcome Identified Above:

____a. Means of Program Assessment & Criteria for Success:

The Humanities seminar committee will meet in a conference session to judge the quality of papers presented at the humanities seminar for use of sources. A specific rubric will be used to assess papers on a six-point rating scale.

____a. Summary of Assessment Data Collected:

____a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:
Instructors will use a focused holistic scoring rating scale to assess *an **in-class*** assignment written under examination conditions.

____b. Summary of Assessment Data Collected:

____b. Use of Results to Improve Instructional Program:

ASSESSMENT REPORT

FOR

Bachelor of Arts
(Instructional Degree Program)

English
(Degree Level)

AY 2006-2007

February, 2007 (revised)

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Upon completion of a bachelor's degree in English, a student will be able to write about literature using multiple sources

First Means of Assessment for Outcome Identified Above:

____a. Means of Program Assessment & Criteria for Success:
At least two instructors will judge an out-of-class assignment for focus, development of theme, organization, use of English, and use of sources.

____a. Summary of Assessment Data Collected:

____a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:
Instructors will use a focused holistic rating scale to assess an in-class assignment written under examination conditions

____b. Summary of Assessment Data Collected:

____b. . Use of Results to Improve Instructional Program:

ASSESSMENT REPORT

FOR

Bachelor of Arts   **English**
(Instructional Degree Program)   **(Degree Level)**

AY 2006-2007   **February, 2007 (revised)**
(Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Upon completion of a bachelor's program in English, a student will be able to apply critical theory to the interpretation of literature

First Means of Assessment for Outcome Identified Above:

____a. Means of Program Assessment & Criteria for Success:

A faculty committee will assess student papers for (a) characteristics of a given critical theory and (b) application of that theory to the interpretation of a specific work. Students respond to an in-class assignment under examination conditions. The committee will use a rating scale to judge papers on a six-point scale, in a conference setting.

____a. Summary of Assessment Data Collected:

____a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:

Students will be given a paper written from a particular critical perspective. They will identify the critical theory and test the quality of the work based on characteristics of that theory. Specific criteria will be developed to assess this objective.

____b. Summary of Assessment Data Collected:

____b. Use of Results to Improve Instructional Program:

ASSESSMENT RECORD FOR
DIVISION OF
NURSING

2006-2007

_____   _____
        (Assessment Period Covered)   **(Date Submitted)**

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program   Degree Level

Nursing   B.S.N.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____Submitted By:_____   _____
                (Division Chair or Faculty Assessment Representative)

ASSESSMENT REPORT FOR
DIVISION OF
NURSING

Nursing	**B. S. N.**
(Instructional Degree Program)	(Degree Level)
2006-2007	**xx/xx/2007**
(Assessment Period Covered)	(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: **"**The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service."

Division Mission Statement Here (Optional)

College/University Goal(s) Supported: Educational Effectiveness - Enhance student learning and success through innovative, effective teaching strategies and high quality academic programs.

Intended Educational (Student) Outcomes:

1. Students completing the baccalaureate program in Nursing will be prepared for their first professional Nursing position or for graduate education;

2. Students completing the baccalaureate program in Nursing will compare very favorably with those students completing a similar program nationally

3. Students completing the baccalaureate program in Nursing will demonstrate proficiency in assessing, planning, implementing and evaluating nursing care.

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ASSESSMENT REPORT

FOR

Bachelor of Science in Nursing   **B. S.N.**

_____   _____
(Instructional Degree Program)   **(Degree Level)**

AY 2006-07   **March 5, 2007**
_____   _____
(Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> _____ Students completing the baccalaureate program in Nursing will be prepared for their first professional Nursing position or for graduate education.

First Means of Assessment for Outcome Identified Above:

> **_____a. Means of Program Assessment & Criteria for Success:**
>
> **Criteria for Success:**
>
> - On an Exit Interview, at least 90% of program graduates will "agree" or "strongly agree" with the question:
>
>> *"In the field of Nursing, I feel as well prepared as my peers at other institutions who have completed a similar program during the past year."*
>
> **Assessment Means (Internal / External):**
>
> - All UVI students in the Nursing program that apply for graduation in May 2007 will be given an Exit Interview in the latter part of the Spring 2007 semester.
>
> - The Exit Interview will be administered on the St. Thomas campus.

> **_____a. Summary of Assessment Data Collected:**

> **_____a. Use of Results to Improve Instructional Program:**

Second Means of Assessment for Outcome Identified Above:

____b. **Means of Program Assessment & Criteria for Success:**

Criteria for Success:

- The average score of UVI students in the Nursing program meet at least the minimum national program norm on a proctored exam version of a NCLEX-RN–like examination for nursing licensure.

Assessment Means (Internal / External):

- The NCLEX-RN examination will be administered in Spring 2007.

____b. **Summary of Assessment Data Collected:**

____b. **Use of Results to Improve Instructional Program:**

ASSESSMENT REPORT

FOR

Bachelor of Science in Nursing   **B. S.N.**
_____   _____
   (Instructional Degree Program)   **(Degree Level)**

AY 2006-07   **March 5, 2007**
_____   _____
   (Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> _____ Students completing the baccalaureate program in Nursing will compare very favorably with those students completing a similar program nationally.

First Means of Assessment for Outcome Identified Above:

> **_____a. Means of Program Assessment & Criteria for Success:**
>
> Criteria for Success:
> - 90% of UVI students in the Nursing program meet at least the minimum national program norm on a proctored exam version of the NCLEX-RN–like examination for nursing licensure.

> **_____a. Summary of Assessment Data Collected:**

> **_____a. Use of Results to Improve Instructional Program:**

Second Means of Assessment for Outcome Identified Above:

> **_____b. Means of Program Assessment & Criteria for Success:**
> Criteria for Success:
> - The mean score of UVI students in the Nursing program will fall within one standard error of the mean score of Nursing students of peer institutions a proctored exam version of the NCLEX-RN–like examination for nursing licensure.
> Assessment Means (Internal / External):

> **_____b. Summary of Assessment Data Collected:**

> **_____b. Use of Results to Improve Instructional Program:**

ASSESSMENT REPORT

FOR

Bachelor of Science in Nursing   **B. S.N.**

(Instructional Degree Program)   **(Degree Level)**

AY 2006-07   **March 5, 2007**

(Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> _____ Students completing the baccalaureate program in Nursing will be prepared for their first professional Nursing position or for graduate education.

First Means of Assessment for Outcome Identified Above:

_____a. Means of Program Assessment & Criteria for Success:

Criteria for Success:

- On an Exit Interview, at least 90% of program graduates will "agree" or "strongly agree" with the question:

> *"In the field of Nursing, I feel as well prepared as my peers at other institutions who have completed a similar program during the past year."*

Assessment Means (Internal / External):

- UVI students in the Nursing program that apply for graduation are given an Exit Interview in the latter part of the senior year Spring semester.

- The Exit Interview will be administered on the St. Thomas campus.

_____a. Summary of Assessment Data Collected:

_____a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:

Criteria for Success:

- The average score of UVI students in the Nursing program meet at least the minimum national program norm on a proctored exam version of a NCLEX-RN–like examination for nursing licensure.

Assessment Means (Internal / External):

- The NCLEX-RN examination will be administered in Spring 2007.

____b. Summary of Assessment Data Collected:

____b. Use of Results to Improve Instructional Program:

ASSESSMENT REPORT

FOR

Bachelor of Science in Nursing   **B. S.N.**
‾‾   ‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
    (Instructional Degree Program)   **(Degree Level)**

AY 2006-07   **March 5, 2007**
‾‾   ‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
    (Assessment Period Covered)   **(Date Submitted)**

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

_____ Students completing the baccalaureate program in Nursing will demonstrate proficiency in assessing, planning, implementing and evaluating nursing care.

First Means of Assessment for Outcome Identified Above:

_____a. Means of Program Assessment & Criteria for Success:

Criteria for Success:
- On the section of the NCLEX-like examination assessing nursing care competence, 90% of UVI students in the Nursing program meet at least the minimum national program norm.

_____a. Summary of Assessment Data Collected:

_____a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

_____b. Means of Program Assessment & Criteria for Success:
Criteria for Success:
- On the section of the NCLEX-like examination assessing nursing care competence, the mean score of UVI students in the Nursing program will fall within one standard error of the mean score of Nursing students of peer institutions.
Assessment Means (Internal / External):

_____b. Summary of Assessment Data Collected:

_____b. Use of Results to Improve Instructional Program: