

Assessment Guide for Divine Word College Undergraduate Faculty

FALL SEMESTER:

August

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

September to November

- Please engage in the data collection process by administering your Signature Assignment
- If you have been selected to be a Faculty Evaluator (*Appendix D*) for other faculty Signature Assignments, please attend all relevant trainings, review all relevant materials, or contact the Director for Institutional Effectiveness with potential questions you may have.
- Engage in all relevant departmental meetings that will lead to the creation of an Annual Assessment Report (*Appendix E*).

December

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

SPRING SEMESTER:

January

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

February to April

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

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

- Engage in all relevant departmental meetings that will lead to the creation of an Annual Assessment Report (*Appendix E*)

May

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

Appendices:

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

Appendix A: Course Syllabus Template

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

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

A. Course Identification

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

B. Instructor Information

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

C. Course Description (from Catalog)

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

D. Program Learning Outcomes and Course Learning Outcomes

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

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

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

E. Course Materials and Resources

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

F. Course Evaluation Methods

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

G. Course Grading:

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

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

I. College Policies

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

concerning:

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

J. Course Calendar

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

K. Bibliography or Supplemental Material (OPTIONAL)

Provide a list of recommended readings and other materials.

L. Any Helpful Tips on Doing Well in the Course

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

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

Appendix B: Signature Assignment for **XXX**

Course:

Instructor:

Assignment Title:

Assignment ID: (To be assigned)

Commented [~Y1]: Insert which PLOs are addressed via this assignment

Commented [~Y2]: Please fill in these sections to correctly reflect your course.

Outcomes to be Assessed:

Example: TRS/BA/1 - Articulate the basic doctrines, traditions, and scriptural interpretations of the Church.

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

Commented [~Y3]: Please insert the PLOs (full text) that will be addressed via your course.

Assignment Description:

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

Your research paper should be approximately eight pages in length and must employ a minimum of four scholarly sources. Your presentation should be no longer than ten minutes in length and

Commented [~Y4]: Please describe your assignment here. What exactly do you expect your students to complete for this assignment? What must they do in order to succeed? Be as detailed as possible. Note that this section addresses different items than the “Evaluation Criteria” section below.

must use at least five PowerPoint slides. The paper and presentation should be organized as follows:

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

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

Evaluation Criteria:

Example:

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

Paper (Written Communication VALUE Rubric)

1. Context and Purpose for Writing: Students will demonstrate awareness of the implied audience for this project, namely, a person who is struggling to engage with a troubling theological text.
2. Content Development: Students will explore the cultural and theological context behind a troubling theological text.

Commented [~Y5]: Please list your specific Evaluation Criteria here. Note that this is different from the “Description” part and focuses on how you are planning on assessing the assignment, not what you expect it to entail.

3. Genre and Disciplinary Conventions: Students will organize their writing by following the instructions provided in the assignment description.
4. Sources and Evidence: Students will engage with at least four scholarly sources.
5. Control of Syntax and Mechanics: Students will utilize language skills to cogently convey information.

Formatting:

Example:

Use Chicago Style.

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

Commented [~Y6]: Please address your formatting requirements here. For some subjects this section/option might not apply.

Possible Topics:

Example:

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

Commented [~Y7]: Please add a few possible topics that your students may use here. This list is not exhaustive, and for some subjects this option/section might not apply.

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

Dear Faculty Members,

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

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

If you have any questions, please let me know 😊

Thank you for contributing to the assessment efforts!

Yasmin Rioux, Ph.D.
Director for Institutional Effectiveness

Appendix D: Faculty Evaluator Training

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

1) Overview

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

2) Resource Guides:

<https://www.vialivetext.com/showcases#/show/5b9b8cb238bbb579af000077>

a. Scoring Student Artifacts (clip; 13:00 minutes)

- i. <https://drive.google.com/file/d/0B9quslAoiYILeFlvbDUzQ0IPaVk/view?resourcekey=0-UWGSiWlUGKyFzRkRtxUklw>

b. Document:

- i. Quick Start Guide "Evaluating Student Submissions"
(<https://drive.google.com/file/d/0B9quslAoiYILVmRIQzNFcm0wYjA/view?resourcekey=0-UAtgEPNQCBBHo1ynCG8fLVg>)

3) Do you need more assistance?

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

Appendix E: Annual Undergraduate Assessment Report Template

Template for Annual Undergraduate Departmental Assessment Report – (8 per year)

- 1) **Overview:** please briefly describe what was being assessed.
 - a. Which courses participated in this year's assessment?
 - b. Which PLOs did you assess? Which CORE competencies (if applicable)?
 - c. What were relevant signature or other assignments?
 - d. Timeframe (indicate if courses were fall, spring, M/O courses, etc.)
 - e. Measures: how did you assess the given PLOs? Rubric, interview, etc.
 - f. Did you find your approach effective?
 - g. Please make sure to justify all of your answers
- 2) **Limitations:** How was your assessment process limited this semester/year? Why? Why not?
- 3) **Findings:** Please briefly describe your primary findings that your data reveals. Respond to your findings and briefly describe their implications.
- 4) **Discussion, Conclusion & Implications for next year:** What changes might you make to your methodology, signature assignment, etc. to ensure improved student learning outcomes/experience? Address how your limitations can be addressed, how you can improve your assessment approaches next year, what training might enhance the experience, etc. Also, what changes might you recommend for the next program review?

Appendix F: Rubric for the Signature Assignment Template

DWC SIGNATURE ASSIGNMENT ASSESSMENT RUBRIC TEMPLATE

COURSE PREFIX/NUMBER:

SIGNATURE
ASSIGNMENT ID: _____SEMESTER:
STUDENT ID CODE: _____

ASSESSOR ID CODE: _____

Rubric Title:

Brief Assignment Descriptor:

PLO Assessed	Evaluati on Criterio n	4 = Exceeds Expectati ons	3 = Meets Expectati ons	2 = Meets Most Expectatio ns	1 = Meets Some Expectatio ns	0 = Failure to Meet Expectatio ns	Assess or Score	Assessor Note
<input type="checkbox"/> BA <input type="checkbox"/> AA <input type="checkbox"/> CF <input type="checkbox"/> CORE <input type="checkbox"/> 1 <input type="checkbox"/> ICS <input type="checkbox"/> 2 <input type="checkbox"/> IDS <input type="checkbox"/> 3 <input type="checkbox"/> PHI <input type="checkbox"/> 4 <input type="checkbox"/> PTH <input type="checkbox"/> 5 <input type="checkbox"/> THM <input type="checkbox"/> 6		<i>*Masterfully</i>	<i>*Adequately</i> identifies and articulates the...	<i>*Identifies and articulates fairly well the ...</i>	<i>*Identifies and articulates some of the ...</i>	<i>*Shows little or no understandin g of the ...</i>		
<input type="checkbox"/> BA <input type="checkbox"/> AA <input type="checkbox"/> CF <input type="checkbox"/> CORE <input type="checkbox"/> 1 <input type="checkbox"/> ICS <input type="checkbox"/> 2 <input type="checkbox"/> IDS <input type="checkbox"/> 3 <input type="checkbox"/> PHI <input type="checkbox"/> 4 <input type="checkbox"/> PTH <input type="checkbox"/> 5 <input type="checkbox"/> THM <input type="checkbox"/> 6		<i>*Shows thorough applicatio n of...</i>	<i>*Shows adequate applicatio n of...</i>	<i>*Shows fair applicatio n of...</i>	<i>*Shows poor applicatio n of the ...</i>	<i>*Shows little or no applicatio n of the ...</i>		
<input type="checkbox"/> BA <input type="checkbox"/> AA <input type="checkbox"/> CF		<i>*Shows excellent</i>	<i>*Shows a good</i>	<i>*Shows a fair</i>	<i>*Shows some</i>	<i>*Shows little or no</i>		

<input type="checkbox"/> CORE	<input type="checkbox"/> 1		awareness of	awareness of ...	awareness of ...	awareness of the ...	understandin g of the ...		
<input type="checkbox"/> ICS	<input type="checkbox"/> 2								
<input type="checkbox"/> IDS	<input type="checkbox"/> 3								
<input type="checkbox"/> PHI	<input type="checkbox"/> 4								
<input type="checkbox"/> PTH	<input type="checkbox"/> 5								
<input type="checkbox"/> THM	<input type="checkbox"/> 6								
							TOTAL SCORE FOR THE ASSIGNM ENT →		

Additional Assessor Comments:

OFFICE USE ONLY:

DATE ENTERED INTO AQUA PLATFORM:

DATA ENTRY COORDINATOR SIGNATURE:

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