



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): General Studies

Department: General Studies

College/School: School for Professional Studies

Person(s) Responsible for Implementing the Plan: Jenny Agnew, Chair

Date Submitted: November 2, 2015

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>
1. Demonstrate the rhetorical skills necessary to write and speak with excellence (<i>eloquentia perfecta</i>)	ENGL 1905: Advanced Strategies of Rhetoric & Research	ENGL 1905: research paper (direct measure); MyWritingLab Mastery Post-test (direct measure) CMMK 1210: Student evaluations (indirect measure)	We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.

<p>2. Analyze and apply qualitative and/or quantitative information for decision-making and problem-solving</p>	<p>PHIL 2055: Ethics</p>	<p>PHIL 2055: comparative essay (direct measure); student evaluations (indirect measure)</p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>
<p>3. Show evidence of the ability to collaborate in a community of scholars to explore questions raised by the sciences and humanities</p>	<p>BIOL 1385: Introduction to Ecology and Evolution or BIOL 3415: Concepts in Ecology or BIOL 3305: Biology of Plants and Animals</p>	<p>BIOL 1385/BIOL 3415/BIOL 3305: Discussion boards, final assignment (direct measures); student evaluations (indirect measure)</p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>
<p>4. Explain how civilizations, religious communities, nations, or individuals can inform and be informed by values, ethics, and spirituality</p>	<p>THEO 1005: Theological Foundations (THEO 3795, SPR 3840)</p>	<p>THEO 1005: Visiting a house of worship analysis/reflection assignment (direct measure); student evaluation (indirect measure)</p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>
<p>5. Apply an interdisciplinary approach to propose solutions to complex problems</p>	<p>ENGL 4005: Business & Professional Writing (THEO 3565/PHIL 3605)</p>	<p>ENGL 4005: Proposing a solution to a workplace/community problem persuasive proposal (direct measure); student evaluation (indirect measure)</p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>

1. **It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

Timeline: BGS 4800 is run twice a year (in the Fall 2 and Spring 2 terms); exit surveys, student evaluations, and final reflection papers are collected each time the course is run; data assessment will be ongoing; responsible parties include faculty members teaching the courses, the chair (Jenny Agnew) and assistant chair (Kyle Crews) of the program, and the associate dean of learning outcomes and assessment (John Ragsdale)

Fall 2016: SLO #1 & #2 will be assessed; responsible parties include faculty members teaching the courses, the chair (Jenny Agnew) and assistant chair (Kyle Crews) of the program, and the associate dean of learning outcomes and assessment (John Ragsdale)

Spring 2017: SLO #4 & #5 will be assessed; responsible parties include faculty members teaching the courses, the chair (Jenny Agnew) and assistant chair (Kyle Crews) of the program, and the associate dean of learning outcomes and assessment (John Ragsdale)

Fall 2017: SLO #3 will be assessed; responsible parties include faculty members teaching the courses, the chair (Jenny Agnew) and assistant chair (Kyle Crews) of the program, and the associate dean of learning outcomes and assessment (John Ragsdale)

Process for implementing assessment plan: Faculty teaching individual classes in which SLO's are assessed will submit rubrics from designated, completed assignments to the chair and assistant chair. The chair and the assistant chair will work with the associate dean of learning outcomes and assessment to analyze the data; they will then meet with the faculty teaching the courses to discuss the results and possible changes to the assignment/course based on the results.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

They are not currently coordinated with Madrid.

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards,**

employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The program goes under review in AY 2016-17, and we plan to revise the plan based on the review, and then return to the plan yearly as we assess the program goals and make adjustments based on the results.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Student input is gathered regularly in student evaluations of all courses and the exit survey from the capstone course (BGS 4800).

- c. What external sources were consulted in the development of this assessment plan?

None, but the program will go under review in AY 2016-17 with external reviewers providing feedback.

- d. Assessment of the manageability of the plan in relation to departmental resources and personnel

Without an administrative assistant in the program, the bulk of the work is completed by the faculty administrators and the adjunct faculty. The program SLO's were revised to render the plan more manageable, and courses were strategically chosen for each SLO to maximize the data collection in light of the lack of support staff.