



R. U. LEARNING I

EMBEDDING A SUSTAINABLE CYCLE OF STUDENT LEARNING ASSESSMENT IN INDEPENDENT PROCESSES & STAGES OF MATURITY

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SECTION I: R.U. LEARNING PLAN FOUNDATIONS: OUR NON-NEGOTIABLES

Non-Negotiable #1: University Mission

Regis University educates men and women of all ages and faiths to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices. We seek to provide value-centered undergraduate and graduate education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development.

Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question: "How ought we to live?"

As a consequence of Ignatius Loyola's vision, particularly as reflected in his Spiritual Exercises, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of the skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

Non-Negotiable #2: The Regis Nine (Our Institutional Learning Outcomes)

Knowledge	Knowledge of a discipline or content area Knowledge of diverse cultures, perspectives, and belief systems Knowledge of arts, sciences, and humanities
Skills	Ability to think critically Ability to communicate effectively Ability to use contemporary technology
Values	Commitment to ethical and social responsibility Commitment to leadership and service to others Commitment to learning as a lifelong endeavor

Non-Negotiable #3: Key Values in Jesuit Higher Education

1. Cura Personalis - Latin phrase meaning "care for the person," cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.
2. Magis - Latin meaning the "more," magis embodies the act of discerning the best choice in a given situation to better glorify or serve God. Magis does NOT mean to always do or give "more" to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.
3. Men and Women for and With Others - This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.
4. Unity of Mind and Heart - Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged.
5. Contemplatives in Action - Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one's spiritual life and guides our actions.

6. Finding God in all Things - This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.

Non-Negotiable #4: A Culture of Inquiry

As articulated in our HLC Assessment Academy application (Appendix A), Regis University desires to shift its culture to one of both inquiry and continuous quality improvement. Specifically, the University would like to move from a highly-individualized, strictly instructional-based assessment approach to a more cohesive, university-wide approach that provides:

- 1) Common foundational standards for program assessment and evaluation within a process that honors each individual college's unique and autonomous approach to the assessment of student learning and,
- 2) Institutional effectiveness standards and processes for administrative support units within the University

To ensure that assessment remains a sustainable priority and is embraced by our key stakeholders, Regis University seeks to design and implement a sustainable university assessment plan that:

- promotes collaboration across institutional units,
- is mission-driven,
- promotes a culture of inquiry,
- captures the diversity across all colleges and units,
- engages faculty and staff in the process,
- provides a framework for the assessment cycle, and
- puts our relationship with students first.

Non-Negotiable #5: Program Accreditation Assessment Requirements

Regis University has five colleges, and some have unique program-specific accreditations. The assessment-related assessment requirements inherent in program accreditation requirements must be honored.

SECTION II: STUDENT LEARNING ASSESSMENT PHILOSOPHY STATEMENT

The purpose of the **R. U. Learning** institutional assessment plan is not an effort to develop or implement something new; rather, the purpose of the plan is to capitalize on and refine student learning assessment efforts that are already happening within the five colleges of Regis University. The plan recognizes the importance of diverse college-level assessment efforts that are planned or that may already be in place, and does not require adjustment to those efforts.

R.U. Learning challenges instructional units to connect their *existing* program learning outcomes (PLOs) to the institutional learning outcomes (ILOs) articulated in the "Regis Nine." The plan further challenges instructional units to be intentional about making evidence-informed improvements in instructional programs to strengthen our collective effectiveness in ensuring that Regis University students master the "Regis Nine" during their time as Regis students.

We engage in the meaningful work of student learning assessment in order to provide evidence to our stakeholders that Regis University delivers on the promise that we make to students in the Regis Nine, the key Jesuit Values and program learning outcomes.

SECTION III: STUDENT LEARNING ASSESSMENT CYCLE

The University will assess the Regis Nine on a common schedule, as depicted in the chart below. Colleges and individual programs may also opt to include the six Key Jesuit Values in their assessment plan.

KNOWLEDGE	Knowledge of a discipline or content area	CYCLE ONE
	Knowledge of diverse cultures, perspectives, and belief systems	CYCLE TWO
	Knowledge of arts, sciences, and humanities	CYCLE THREE
SKILLS	Ability to think critically	CYCLE ONE
	Ability to communicate effectively	CYCLE TWO
	Ability to use contemporary technology	CYCLE THREE
VALUES	Commitment to ethical and social responsibility	CYCLE ONE
	Commitment to leadership and service to others	CYCLE TWO
	Commitment to learning as a lifelong endeavor	CYCLE THREE

In every course, faculty members assess their students' learning. They consider what success looks like, which topics, content areas, and concepts are important to look at, and then create assignments, exams, and projects, etc. to assess student performance and mastery. As faculty, we know that we cannot cover all of the concepts and topics related to our subjects in a single course. We assess the important concepts in our courses with different kinds of activities.

The student learning assessment cycle is designed to mirror this in-class process at the university and department/program levels. The planning cycle and the R U Learning assessment cycle build on what we are already doing in the classroom. The assessment coordinators or committees within your colleges will be the primary point of contact for the collection of data related to university and department/program outcomes.

We recognize that each college may approach data collection, analysis and reflection differently. The tools in this document will aid in compiling University-wide assessment data, which will enable us to provide evidence to our stakeholders that Regis University delivers on the promises that it makes to students. If you have suggestions or feedback for improving our processes please send that information to your college's assessment lead or assessment committee.

2016-17	
Planning Cycle	
FALL	
<ol style="list-style-type: none"> 1. Outcome Map #1: Regis 9 (ILOs) by program outcomes 2. Outcome Map #2: Program outcomes by required courses 	
SPRING	
<ol style="list-style-type: none"> 1. Planning Cycle Report 	

2017-18	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23
R. U. Learning Cycle One						
<ol style="list-style-type: none"> 1. Collect & record (3 ILOs) 2. Complete TASL Year 1 Report 	<ol style="list-style-type: none"> 1. Analyze and reflect 2. Plan changes 3. Complete TASL Year 2 report 4. Planning for next TASL 	<ol style="list-style-type: none"> 1. Implement changes 2. Complete TASL Year 3 Report 3. Planning Cycle Two Report 				
			R. U. Learning Cycle Two			
			<ol style="list-style-type: none"> 1. Collect & record (3 ILOs) 2. Complete TASL Year 1 Report 	<ol style="list-style-type: none"> 1. Analyze and reflect 2. Plan changes 3. Complete TASL Year 2 report 4. Planning for next TASL 	<ol style="list-style-type: none"> 1. Implement changes 2. Complete TASL Year 3 Report 3. Planning Cycle Three Report 	
				R. U. Learning Cycle Three		
				<ol style="list-style-type: none"> 1. Collect & record (3 ILOs) 2. Complete TASL Year 1 Report 	<ol style="list-style-type: none"> 1. Analyze and reflect 2. Plan changes 3. Complete TASL Year 2 report 4. Planning for next TASL 	<ol style="list-style-type: none"> 1. Implement changes 2. Complete TASL Year 3 Report 3. Planning Cycle One Report

SECTION IV: DATA COLLECTION - ROLES, RESPONSIBILITIES, AND REPORTING

University Assessment Committee Responsibilities

- Administer mid-semester and final semester check in
- Coordinate faculty training with CETL
- Compile annual University-wide assessment report
- Report to RUAC
- Revise University Assessment Plan as needed
- Provide best practices regarding assessment
- Maintain assessment database

Associate Provost's Role

- Liaison with the Provost's Office and HLC Accreditation Liaison Officer

College Assessment Lead/Committee Responsibilities

- Communicating to departments assessment responsibilities
- Ensuring that all program/department are progressing with plan activities
- Assisting in identifying training needs
- Accessing UAC resources as needed
- Completing Mid-Term and End of Semester reviews
- Collecting and submitting TASL information and ensuring it is entered into the database

➔ **Note:** *Colleges oversee the operational aspects of compliance with the RU Learning plan; the University Assessment Committee houses, compiles, and reports on University-wide assessment progress, compliance, and findings.*

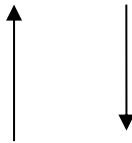
SECTION V: TEMPLATE FOR ASSESSMENT OF STUDENT LEARNING - FLOW OF INFORMATION

The Template for Assessment of Student Learning (TASL) is the vehicle for reporting student performance related to University outcomes. All information submitted to the various reporting bodies will be shared publically. Our goal is complete transparency regarding university assessment processes and findings.

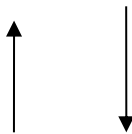
TASL information reported
by program



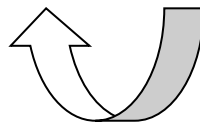
College Committee or
Coordinator collects data
and enter into the database



UAC summarizes, analyzes
and reports on behalf of the
university



RUAC



SECTION VI: COMMUNICATION AND IMPLEMENTATION TIMELINE 2016-2017

June 8 – 10, 2016	Assessment Academy Team in Chicago for Team Session I
June 27, 2016	Draft plan due to HLC Assessment Academy Collaboration Network System
June 13 – Aug 12, 2016	UAC and Assessment Academy Team Finalize University Assessment Outline - Draft by July 13
July 18, 2016	UAC members begin communicating about Fall Semester mapping project
Aug 15, 2016	DRAFT assessment plan available for University community review & feedback.
Aug 17, 2016	DRAFT assessment plan presented as concept to APPC
Sept 30, 2016	Last day for community feedback
Oct 12, 2016	DRAFT plan to APPC for affirmation
Oct 14, 2016	Revised plan to Provost & Cabinet for approval
Oct 17, 2016	Cabinet deliberation and possible approval
Oct 28, 2016	Affirmation vote requested from college faculty bodies by this date
October 2016	Mid Semester Check In on Mapping
Nov 2016	UAC and CETL Training Needs Assessment
Dec 2016	Map 1 and Map 2 are due
Dec 2016	End of semester check in
Jan, 2017	Start BI integration conversation
Feb 1 – Mar 15, 2017	Communication & Training for co-curricular units
Mar, 2017	Implementation for co-curricular units
Mar 2017	Mid semester check in on report one and two – co-curricular
Mar, 2017	Mid semester check in on report one and two - instructional
May – June, 2017	Communication & training for operational units
June, 2017	Implementation for operational units
Sept, 2017	UAC refines plan based on feedback from operational units

SECTION VII: TRAINING PLAN

This training plan is contingent upon plan approval.

- 1) UAC will post white papers and SharePoint site information regarding assessment processes
- 2) UAC will conduct mid semester and final semester check-in with college committees or coordinators
- 3) CETL will work in collaboration with the UAC to provide the appropriate training at the request of the colleges, programs, or departments in the following areas:
 - a. 2016-2017: Needs assessment of training needs - Key Performance Indicators
 - b. 2017-2018: Data reporting and collection methods
 - c. 2018-2019: Data interpretation and implementation of changes

SECTION VIII: RESOURCES NEEDED

- Summer stipends for nine-month faculty on UAC
- .33 Administrative Assistant Dedicated to Assessment (obtained; effective August 1)
- Support for web presence and regular updates to web information (Spring 2018)
- Institutional research support related to data for annual university wide reporting (Spring 2018)

SECTION IX: DESCRIPTION OF APPENDICES

Appendix A: Higher Learning Assessment Academy Application

This document details the University's articulated goals in its original application the HLC Assessment Academy.

Appendix B: Template for Assessment of Student Learning (TASL)

The TASL document is an MS Excel ® file that contains six tabs:

1. Map #1: Institutional Learning Outcomes (the "Regis Nine") by Program Outcomes
 2. Map#2: Program Outcomes by Required Courses
 3. Planning Cycle Report
 4. Year #1 Report
 5. Year #2 Report
 6. Year #3 Report
- Map #1 and Map #2 will be completed for all certificate and degree programs this fall.
 - The Planning Cycle Report will be completed by all instructional units Spring 2017
 - Year #1 Report will be completed by all instructional units Spring 2018
 - Year #2 Report will be completed by all instructional units Spring 2019
 - Year #3 Report and a new Planning Cycle Report will be completed by all instructional units Spring 2020.