



# R. U. LEARNING II: CO-CURRICULAR ASSESSMENT

**EMBEDDING A SUSTAINABLE CYCLE OF CO-CURRICULAR STUDENT LEARNING ASSESSMENT  
IN  
INDEPENDENT PROCESSES & STAGES OF MATURITY**

**RESPECTFULLY SUBMITTED BY THE UNIVERSITY ASSESSMENT COMMITTEE:**

Center for the Enhancement of Teaching & Learning ( <i>ex-officio</i> )	Ken Sagendorf
Co-Curricular Unit (Student Affairs)	Melissa Auringer
College of Business and Economics	Donna VanDusen
	Eugene Wilkerson
College of Computer and Information Science	Don Archer
	Bob Mason
College of Contemporary Liberal Studies	Carole Hruskocy
Library	Erin McCaffrey
Operational Unit (ITS)	Vivianne Johnston
Provost's Office ( <i>ex-officio</i> )	Janna Oakes
Regis College	Liz Grassi
	John Sakulich
Rueckert-Hartman College of Health Professions	Robert Haight
	Tom Lonneman-Doroff

## TABLE OF CONTENTS

<b>Section I:</b>	<b>R. U. Learning II Plan Foundations: Our Non-Negotiables</b>	<b>p. 3</b>
<b>Section II:</b>	<b>Co-Curricular Student Learning Assessment Philosophy Statement</b>	<b>p. 4</b>
<b>Section III:</b>	<b>Co-Curricular Student Learning Assessment Cycle</b>	<b>p. 5</b>
<b>Section IV:</b>	<b>Data Collection: Roles, Responsibilities, and Reporting</b>	<b>p. 7</b>
<b>Section V:</b>	<b>Flow of Information</b>	<b>p. 8</b>
<b>Section VI:</b>	<b>Communication and Implementation Timeline 2016-2017</b>	<b>p. 9</b>
<b>Section VII:</b>	<b>Training Plan</b>	<b>p. 9</b>
<b>Section VIII:</b>	<b>Resources Needed</b>	<b>p. 10</b>
<b>Section IX:</b>	<b>Description of Appendices</b>	<b>p. 10</b>
<b>Appendix A:</b>	<b>Higher Learning Commission Assessment Academy Application</b>	
<b>Appendix B:</b>	<b>Template for Assessment of Co-Curricular Student Learning</b>	

## SECTION I: R.U. LEARNING II 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)

<b>Knowledge</b>	Knowledge of a discipline or content area Knowledge of diverse cultures, perspectives, and belief systems Knowledge of arts, sciences, and humanities
<b>Skills</b>	Ability to think critically Ability to communicate effectively Ability to use contemporary technology
<b>Values</b>	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: CO-CURRICULAR 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, refine, and build upon student learning assessment efforts that are already happening within co-curricular units at Regis University. The plan recognizes the importance of diverse co-curricular assessment efforts that are planned or that may already be in place within established units, and does not require adjustment to those efforts.

**R.U. Learning** challenges co-curricular units to connect their *existing* program learning outcomes (PLOs) to the institutional learning outcomes (ILOs) articulated in the “Regis Nine.” and/or the Key Values in Jesuit Higher Education as appropriate. The plan further challenges all co-curricular units to be intentional about making evidence-informed improvements in their programs to strengthen our collective effectiveness in ensuring that Regis University students master the “Regis Nine” and Key Values in Jesuit Higher Education 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**

Co-curricular units will assess a combination of the Key Values in Jesuit Higher Education and/or the Regis Nine. The assessment lead within your unit/department will be the primary point of contact for the collection of data related to university and department/program outcomes.

We recognize that each unit/department 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 unit/department assessment lead.

The university will employ three-three year cycles to assess student learning in co-curricular settings. Within each cycle, each co-curricular unit will identify three Key Values in Jesuit Education and/or Institutional Learning Outcomes to create their assessment plan. Within each cycle are established steps for each year which follows the Template for Assessment of Co-Curricular Student Learning (TACSL).

Cycle one	First Self-identified Key Value/Regis Nine
	Second Self-identified Key Value/Regis Nine
	Third Self-identified Key Value/Regis Nine
Cycle two	First Self-identified Key Value/Regis Nine
	Second Self-identified Key Value/Regis Nine
	Third Self-identified Key Value/Regis Nine
Cycle three	First Self-identified Key Value/Regis Nine
	Second Self-identified Key Value/Regis Nine
	Third Self-identified Key Value/Regis Nine

Within the co-curricular units, staff assesses the various programs and services provided to the students. Programs are developed to facilitate student learning and overall development. We recognize no single unit can assess all learning that occurs within each experience offered, each unit has the autonomy to determine how to assess these experiences.

2016-17	
Planning Cycle	
<b>Spring 2017</b>	
<ol style="list-style-type: none"> <li>1. Outcome Map #1: Key Values in Jesuit Higher Education and/or Regis 9 (ILOs) by program outcomes</li> <li>2. Outcome Map #2: Program outcomes by services provided</li> </ol>	
<b>Fall 2017</b>	
<ol style="list-style-type: none"> <li>1. Planning Cycle Report</li> </ol>	

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

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

### University Assessment Committee Responsibilities

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

### Associate Provost's Role

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

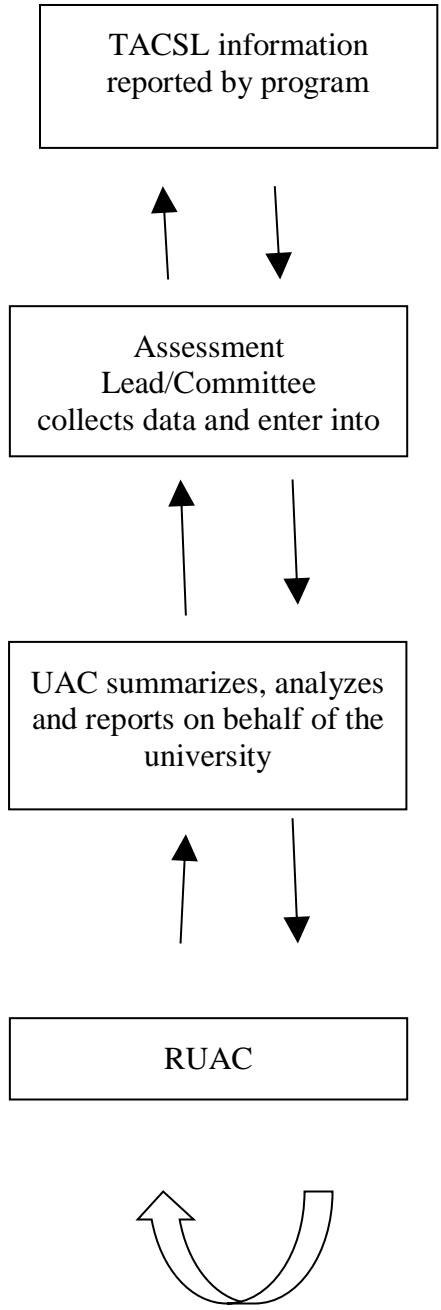
### Assessment Lead/Committee Responsibilities

- 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 TACSL information and ensuring it is entered into the database



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

The Template for Assessment of Co-Curricular Student Learning (TACSL) 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.



## SECTION VI: COMMUNICATION AND IMPLEMENTATION TIMELINE 2016-2017

See Sharepoint for current calendar---

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

The TACSL 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.