



UAAC & GAAC Proposal for a New Certificate Program –

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4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Note: You are strongly encouraged to work with the University Assessment Coordinator (4789) or thatcherk@slu.edu as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress, and assist with all facets of academic assessment.

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be used as part of all college/school/center-level and University-level program reviews.

Program-Level Student Learning Outcomes	Evaluation Method
<p><i>What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?</i></p>	<p><i>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</i></p> <p><i>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, etc.</i></p>

<p>1. Outcome 1 Students are able to articulate key ideas and methods that are suitable for understanding and analyzing contexts of Catholic ministry</p> <p>SKILL LEVEL: I, III</p>	<p>Direct Measures:</p> <p>The capstone project will be evaluated according to its satisfaction of this outcome; the Dean will collect data from the instructor that indicates level of achievement of the specific outcome.</p> <p>Indirect Measures:</p> <p>Student and instructor feedback on the quality of these courses (exit survey, course evaluations)</p>	<p>Results will inform program development and advising on required courses and electives so as to steer students into the more effective courses.</p> <p>Specific improvements in the capstone course will be made to address identifiable weakness revealed by assessment.</p>
<p>2. Outcome 2 Students will be able to analyze specific challenges in the contexts of Catholic ministry</p> <p>SKILL LEVEL: II, III</p>	<p>Direct Measures:</p> <p>The capstone project will be evaluated according to its satisfaction of this outcome; the Dean will collect data from the instructor that indicates level of achievement of the specific outcome.</p> <p>Indirect Measures:</p>	

Level I	Level II	Level III
<i>f</i> Knowledge & Comprehension Recall data or information; understand the meaning translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words.	<i>f</i> Application: Use a concept in new situations unprompted use of an abstraction. Application of knowledge in novel situations <i>f</i> Analysis: Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences.	<i>f</i> Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. <i>f</i> Evaluation: Make judgments about the value of ideas or materials.

Note: When you first complete the curriculum maps, you may see that certain outcomes are not addressed in a developmentally appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of a particular outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below

Courses