

UAAC& GAAC Proposalfor 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-(9789) 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 pragressing the data to inform program improvement 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 proved the arning outcomes. Note that results of evaluations of student performance against each learning outcome identified below willewe de as part of all college/school/centerlevel and University-level program reviews.

Program-Level Student Learning Outcomes

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?

Evaluation Method

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?

Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehe 345.**2** Tm**[**de)-0 8.0Tw 8.04**m**A9c 0BT0 gmseeatandaramng outcom (f)-0.6Hb(o)-1.U.4 (f)-0.6Hb((s)-63-6.6 9e)-6.lo6-16.8 (a-1.5 ()-0.9 (l)-0.9 (ly-6.1 (?)d (f)-0f)-0.

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 Outcome 1 Students are able to articulate keyideas and methods that are suitable for understanding and analyzing contexts of Catholic ministry

SKILL LEVEL: I, III

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Level I	Level II	Level III
f 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.	Application of knowledger novel situations of Analysis: Separates material or concepts in	 diverse elements. Put parts together to formal a whole, with emphasis on creating a nemotion meaning or structure. e f Evaluation: Make judgments about the value

Note: When you first complete the curriculum maps, you may see that **coeftcaim**es are not addressed impadevelopmentally appropriate sequence, or that a particular outcome night 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 **carty** ome. You should be the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcome sessible that exercise should be a final curriculum map presented below

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Courses

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