

sponsored by the SNU Student Learning Committee

# ASSESSMENT

## The SNU Promise

We make a promise to our students, ourselves, and the people who hire our graduates' services. We promise they will be well-prepared (competent+) to serve in the roles God calls them.

The details of that promise are a little different for each field. As experts in our fields, we define the details of that promise in the Student Learning Outcomes described in course syllabi and program descriptions.

As master teachers and scholars of our craft, we investigate and evaluate the degree to which we deliver on those promises. We measure how well our students perform on assignments to determine whether they have learned what is needed to do good work, live wisely, and serve God and their neighbor. We continue learning how to prepare students to do their best and continue to improve.



We must keep abreast of persistent and emerging problems and comprehend students' challenges in acquiring the knowledge and skills necessary to do the work well. We must guide and support them to develop knowledge, skills, and dispositions. Doing this requires us to adjust curriculum and teaching practices regularly.

As academic leaders, when we discover a significant gap between our expectations and our students' abilities, we take responsibility. We investigate the problem, identify possible solutions, make a plan, and work to fix it. We recognize that for our students to meet the challenges they will face with confidence and skill, we must serve them well. Student Learning Assessment is a foundational tool to ensure that we stay true to our promises.

# Exemplary Example: PGS

SLO (Student Learning Outcome): Demonstrate an integrated knowledge of quantitative business concepts.

MOA (Method of Assessment): Analyze cost concepts, methods, and techniques to support management decision processes. Evaluated by the Analysis / Discovery / Research activities in Managerial Accounting. 80% of students will score 80% or higher on these activities.

Findings: The 4 Bethany Bridge groups all met the benchmark. Of the 4 Online Bridge groups, two met the benchmark while two did not. In addition, there was no reporting from the Bridge groups in Tulsa, because no grades were reported in the gradebook.

Assignment: Managerial Accounting Assignments					
Cohort	Location	Number of Learners in Cohort	Cohort Average on Assignment	Number of Learners Scoring 80% or higher	Results
BA42	Bethany	15	89.94%	14	Benchmark Met
BA43	Bethany	7	91.35%	7	Benchmark Met
BA44	Bethany	12	95.83%	12	Benchmark Met
BA45	Bethany	13	94.70%	13	Benchmark Met
BA1-ON	Online	15	89.54%	14	Benchmark Met
BA2-ON	Online	7	85.47%	6	Benchmark Met
BA3-ON	Online	5	61.32%	2	Benchmark NOT Met
BA4-ON	Online	7	72.16%	4	Benchmark NOT Met
T8	Tulsa	13	100.00%	13	Benchmark Met
T9	Tulsa	10	No grades in the gradebook	5	Unknown

Action: Compare the student data of the four Online Bridge groups to determine differences in instruction and/or student achievement. Tulsa groups must be monitored to ensure that the instructors are delivering the content of the course as presented and utilizing the gradebook to record all grades and feedback.

## Steps

Each academic division/department has an assessment plan and timeline.

1. Review your area's assessment plan.\*
2. Identify the data needed.
3. Collect and review the data.
4. Enter findings into TracDat.

In order to "close the loop" for assessment, start thinking through improvements to instruction, assignments, course design, etc. to improve student outcome data in future iterations.

\* If you need help finding your assessment plan or with any of the steps above, contact your Division or Department Chair.

## Quick Tips

1. Set aside time monthly or quarterly to focus on assessment, and add it to your calendar.
2. Partner with an assessment buddy who will work on assessment at the same time/place.
3. Contact your academic leader if you need help.

