

WITTENBERG UNIVERSITY

ASSESSMENT OF LEARNING OUTCOMES GUIDE AND PLAN

PREPARED BY
ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS AND INSTITUTIONAL RESEARCH
AND THE
GENERAL EDUCATION ADVISORY COMMITTEE

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PART I. ASSESSMENT OF LEARNING OUTCOMES GUIDE

Introduction

At Wittenberg University the mission and several of the institutional value statements demonstrate the University's dedication to establishing learning outcomes, assessing those learning outcomes, and improving student achievement of those outcomes in a process of continuous improvement. Specifically, Wittenberg's curriculum is focused on the *liberal arts* that develops our students' capacities to think, read, and communicate with precision, understanding, and imagination. We promote high standards of artistic, scholarly, and *scientific inquiry* among our students and faculty. With an emphasis on the *wholeness of person*, Wittenberg promotes leadership, confidence, and civic engagement. In doing so, we create an intentional diverse *community of learners*.

Outlined in the Faculty Manual (Faculty Manual 2021-2022, p.115), the purpose of assessing learning outcomes at Wittenberg is to measure how well the college is meeting its educational goals across the academic curriculum. The results of our assessment process are meant to inform faculty members, curriculum coordinators, and administrators closest to the teaching-learning process with information that can guide adjustments to course design, instructional methods, and assignment/testing activities. Our assessment process fits into the "Check" stage of the Plan, Do, Check, and Adjust cycle of improving our instructional processes.

The Wittenberg Faculty Manual also directs every course and academic program to have clearly articulated learning objectives that support the university's significant learning outcomes. Moreover, it directs the college to clearly articulate its learning outcomes for the benefit of faculty, staff, and students.

This Assessment Guide and Plan provides a conceptual framework for assessment, details the structure for assessment of learning outcomes, and presents Wittenberg's assessment processes for general education-level, program-level, and course-level learning outcomes.

Conceptual Framework

The assessment of learning outcomes addresses three questions: (1) What do we want our students to learn?, (2) How well are they learning it?, (3) How can we improve what we are doing?

Levels of Assessment

At Wittenberg, we look at three levels of learning outcomes assessment. In order to discern the effective delivery of the curriculum and validate student academic achievement, assessment activities occur at Wittenberg from the course level, general education institutional level, and program level (Figure 1.1).

Course Assessment

Course outcomes are assessed in numerous ways. Faculty members use methods and standards as established by their discipline. Results are documented and used for improvement at the course level. Outcomes and assessment results linked to the general education outcomes are analyzed at the institutional level and used for improvement.

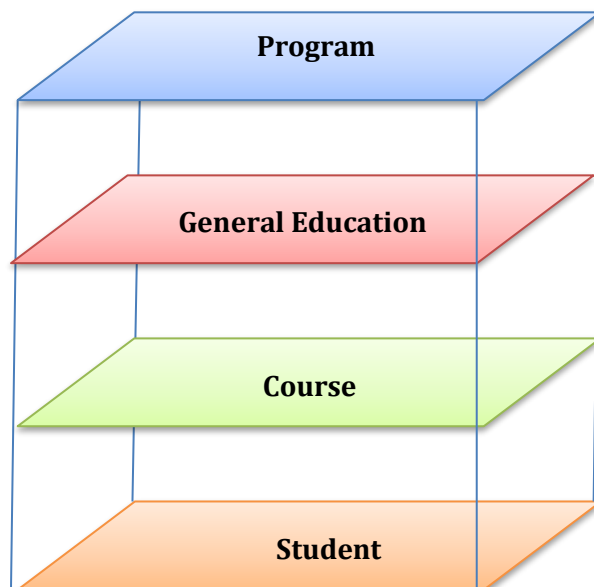
General Education Assessment

Assessment of general education outcomes at Wittenberg University is part of the university's ongoing commitment to exploration and discovery of knowledge. Assessing what students are learning is the beginning of the improvement of learning, for the student, the faculty, and the University as a whole. Knowing the level of our students' achievement is the starting point for giving our students the best experience we have to offer. Using assessment results to improve that achievement and experience is our goal.

Program Outcomes Assessment

Program assessment is the measurement of collective student outcomes, not individual outcomes. The focus is on performance of the program, not on performance of individual students. Annual self-assessment is conducted at Wittenberg by each program with the goal of continuous improvement. Programs have developed outcomes with standards and assessment methods that reflect and assess the knowledge, skills and abilities that program completers should possess.

Figure 1. System of Learning Outcomes



Benefits of Assessment

Specifically, there are many benefits for assessing student learning outcomes. For students, articulating learning outcomes, assessing those outcomes and using the results for improvement:

- Clarifies course outcomes and instructor expectations
- Helps students develop a better perspective of important content
- Strengthens connection between assignments and course content
- Helps students to develop as self-reflective learners through greater involvement in the learning processes
- Helps students determine if they are mastering content prior to grading
- Increases students' understanding of strengths and weaknesses as a learner
- Potentially provides students with the opportunity to give feedback about what and how they are learning

For faculty members, these processes:

- Generate a learning-centered, student-focused environment^[1]_[SEP]
- Provide opportunity to identify learning in progress^[1]_[SEP]
- Inform instructors of a need for change in instructional strategies
- Increase responsiveness for facilitating learning
- Make the learning process more effective by linking assignments to intended learning outcomes
- Ensure grading is reflective of students' learning towards course objectives
- Makes grading more systematic and objective

Assessment is More Than a Grade

While grades on course assignments, such as quizzes, papers, and exams, provide feedback regarding specific course outcomes, they only provide one part of the picture. The key question is whether grades alone provide the opportunity to improve student learning.

Assessment is intended to provide instructors with information to improve teaching methods, determine if students are in fact learning what was intended, and provide opportunity for intervention, when needed.

Grading, in comparison, is an evaluation for an individual student as to whether that student, at the close of the instructional activities, has satisfactorily completed the course materials. It does not necessarily provide instructors with aggregate or group data for improving their teaching methods or for actively engaging students in their own learning. As such, assessment provides important feedback to both instructors and students. It is important to

note that some testing may also be assessment, but not all assessment is testing.

In particular, course grades do not provide the same insight as course assessment. Grades give a global evaluation but may not provide sufficiently detailed information about which course outcomes students are mastering well and which are giving them trouble. Course grades alone don't stimulate faculty discussions about how to improve student learning of particular course outcomes. Grades are often based on more than mastery of course content; for example, participation, attendance, bonus points, etc. Grading standards often vary widely among different instructors and do not indicate the same degree of mastery of course outcomes. Grade inflation (generous grading, and extra-credit bonuses) sometimes presents a misleading indicator of student mastery of course outcomes. Without student assessments, it is not possible to know if students are learning or meeting goals and course expectations.

Roles and Responsibilities

At the course level, faculty members are responsible for developing course level learning outcomes, assessing course outcomes, and using the results to improve student achievement in their classes, and documenting improvement actions on course learning outcomes. Outcomes are documented on the course syllabus and linked to assessment methods. Faculty members also participate in college-wide assessment of general education outcomes and specific program outcomes.

At the institutional level, the General Education Advisory Committee is responsible for developing the general education outcomes, overseeing assessment methods, and reviewing institutional results in order to identify improvement actions based on those results. This group, together with the department chairs and program directors works collaboratively with faculty to modify learning activities within the curriculum as needed.

The General Education Advisory Committee, with input from faculty members, develop rubrics and assessment methods for the general education outcomes. The rubrics define the capabilities for the general education outcomes and are available online under Assessment on the Institutional Research website. Faculty members must include a signature assignment or final assessment at the conclusion of their course to allow assessment of student capabilities towards the general education learning outcomes. The advantage of using an analytic rubric is that it promotes targeted interpretation and decision-making. The use of analytic rubrics also makes measuring performance more accurate, less biased and consistent. Using rubrics increases the likelihood of inter-reader reliability and minimizes qualitative judgments (Suskie, 2009, p. 139). However, GEAC may make recommendations to revise rubrics, or pursue alternative methods of assessment for specific learning outcomes based on assessment results and faculty feedback/discussions.

At the program level, department chairs, program directors, and program faculty are responsible for developing programmatic student learning outcomes and for ensuring that all relevant assessment data is being collected and used in the improvement of student learning. The results are documented on the Academic Program Annual Report and in the Program Review 5th-yr Report. The Program Review and Assessment Committee evaluates the assessment methods of programs and recommends modifications in order to ensure that the processes provide useful information.

PART II. ASSESSMENT OF LEARNING OUTCOMES PLAN AND METHODOLOGY

COURSE LEARNING OUTCOMES AND ASSESSMENT

Course level learning is the foundation of Wittenberg's curriculum. It is the place where students and faculty members interact, share knowledge, and practice and apply skills. The cycle for continuous improvement within the course is short and follows the plan, do, check, adjust framework. Faculty members are continuously assessing student performance on activities, the effectiveness of their teaching pedagogies, and achievement of learning outcomes.

Course-level Assessment Process Methods

At the course level, faculty members:

- Identify learning outcomes
- Develop assessments/assignments to assess student achievement of the learning outcomes throughout the course
- Use the results of assessment to revise learning strategies, curriculum, and teaching pedagogies
- Share and document assessment results and actions for improvement

Making learning expectations clear: Course Syllabus

Every course will typically have between 3 to 8 learning outcomes, with an optimum number between 3-5. As a guideline, for each course credit a course might typically have 1-2 learning outcomes. Courses that support a general education outcome must provide evidence of that support in the course learning outcomes and syllabus to the General Education Advisory Committee (Wittenberg Faculty manual, pg. 90).

Moreover, the syllabus for the course lists the course outcomes and the supported general education outcomes, and shows the assessments that are linked to measuring achievement on the outcomes (Wittenberg Faculty Manual, pg 98). Individual faculty members design learning activities and assessments for student learning at the course level in academic classes. Making the learning outcomes prominent on the syllabus allows students to clearly see faculty expectations and the learning for which they will be held accountable.

Course-level Assessments

Course learning outcomes are assessed in numerous ways. Faculty members use methods and standards as established by their disciplines. Summative assessments evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, and can carry a high point value for

grading (i.e., midterm exam, a final capstone project, a research paper, a recital, etc.)

Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments can help students identify strengths and weaknesses and target areas that need work. They help faculty recognize where students are struggling and address problems immediately. Formative assessments are generally low stakes, which means that they can have lower or no point value for the grade. Examples of formative assessments include asking students to draw a concept map in class to represent understanding of a topic, submitting one or two sentences identifying the main point of a lecture, or turning in a research proposal for early feedback. Both summative and formative assessments are used to measure achievement of course learning outcomes.

Support for faculty members in writing learning outcomes and linking assessments to outcomes exists within academic areas, and on the Institutional Research website under Assessment.

Documenting Results and Action Steps for Improvement

As part of their own reflection and course preparation, faculty members should reflect on student learning for their course outcomes. There are several ways faculty may choose to document their own reflection on student learning in their courses including:

A: A short written reflection answering these sample prompts

1. In what ways did you use course outcomes assessment results to improve student learning and achievement of course outcomes? Please provide specific examples of changes in curriculum, assessments, and the class learning culture, instruction, and activities.
2. What are your follow up actions for the coming year based on your learning outcomes assessment results from this year? Reference specific course learning outcomes and assessment results.

B: Completing the table and reflection prompts in the sample course assessment self-reflection document available in Appendix B.

C: During your annual conversation with your department or program chair you can discuss and document your student's learning in your courses

D: At the department level, chairs may choose to use a shared document where faculty can note student achievement and actions taken to improve student learning on course and department level outcomes.

For course level results on outcomes linked to the general education outcomes, faculty members will report student performance on outcomes each semester. During the learning outcome assessment review year, faculty will be asked to reflect on how their course facilitates student progress towards the learning outcomes and changes they have incorporated in their courses as a result of student assessment data using the form in Appendix C.

GENERAL EDUCATION OUTCOMES AND ASSESSMENT

Wittenberg's philosophy of general education, the general education program, and its outcomes are articulated in the Academic Catalog (p. 18). In the design of the Connections Curriculum, GEAC, EPC, and faculty across campus formulated 10 learning outcomes that serve as the foundation of the general education requirements. The 10 learning outcomes are:

- LO 1: Students will articulate how their co-curricular experiences and their academic curriculum have shaped their personal, professional, and civic identities
- LO 2: Students will write effectively, considering audience and purpose.
- LO 3: Students will effectively communicate their ideas orally, considering audience and purpose.
- LO 4: Students will solve quantitative problems and apply quantitative reasoning skills in a variety of contexts.
- LO 5: Students will analyze the distinctive viewpoints that are only available through the study of one or more languages and/or culture(s) outside of the United States and Canada.
- LO 6: Students will analyze the ways social hierarchies (e.g., race, gender, ethnicity, class, etc.) structure human interaction in the United States and impact the equitable distribution of social and material resources.
- LO 7: Students will develop hypotheses or models, evaluate them using scientific reasoning, and draw conclusions about results or observations related to the physical or natural world.
- LO 8: Students will produce artistic work and explain its cultural context and/or formal components.
- LO 9: Students will analyze social systems or human behaviors using knowledge, theories, and/or methods appropriate to the social sciences
- LO 10: Students will analyze problems, issues, or representations using knowledge, theories and/or methods appropriate to the humanities.

An additional requirement of the Connections Curriculum is completion of a first year seminar. The First Year seminar has the following learning outcomes:

- a) Students will apply scholarly methods of inquiry to confront an enduring challenge relevant to our community through the lens of content covered in the course.
- b) Students will apply the writing process (drafting, editing, incorporating feedback, revision) to craft prose that is attentive to audience and purpose.
- c) Students will locate, critically assess, and ethically use informational sources.
- d) Students will identify the knowledge and skills needed to be active and engaged citizens.

Assessment of the first year seminar will make use of a custom FYS specific rubric applied to the written signature assignment and reflection component. FYS faculty will be provided with this rubric and assessment results will be collected by the Director of General Education and the office of the provost.

Students will gain experience completing reflection assignments as part of their Connections courses, experiential learning opportunities, and their cross campus connection. Faculty teaching Connections courses will oversee a course specific reflection prompt and provide formative feedback for students on their progress towards Learning outcome 1. Ultimately, learning outcome 1 will be assessed through the culminating reflection completed within a student's major. The culminating reflection will be collected from all students and assessed using the Culminating Reflection rubric (Appendix D).

Learning outcomes 2-10 will be assessed using rubrics with expected levels of performance (Appendix E-M).

Institutional-level Assessment Process

Faculty propose courses to meet Learning outcomes 2-10 of the Connections Curriculum. GEAC reviews these course proposals and determines if a course lists the learning outcome, provides students multiple opportunities to practice and gain feedback on their progress towards the learning outcome, and includes a signature assignment which will be used to assess student performance on the outcome. By submitting their courses to GEAC for approval under the connections curriculum, faculty commit to helping to assess the Connections curriculum (Wittenbeg Faculty Manual pg 90).

Wittenberg's institutional level process for assessing the general education outcomes follows a 5 year cycle such that each outcome could be assessed every 10th semester. The Connections curriculum assessment schedule (Appendix A) provides the roadmap and is stored in MyWitt under Assessment Information.

Based on the tenets of "authentic assessment," Wittenberg uses an integrated model that scores course-specific artifacts across the disciplines. In this context, authentic assessment means judging students' capabilities as defined by pre-established rubrics and as evidenced in their work done to fulfil the course's signature assignment. Most importantly, the artifacts must demonstrate "fidelity of the task to the conditions under which the performance would normally occur" (Reeves & Okey, 1996; Meyer (1992); Wiggins (1990)). By this means, artifacts used for assessing the general education outcomes must be an *integral part of the courses from which they are gathered*, not separate standardized tests or assignments given solely for the purposes of curriculum-wide assessment. To provide student motivation on work used for artifacts, we have required that as part of the course work the assignments or tests that yield artifacts be included in the course grade. As a result, the artifact method enjoys high face validity and content validity. Should the need arise, consequential validity could be assured by

having the artifacts scored by faculty *other* than the instructor in whose course they were assigned and who graded them for in-course purposes. As part of the five year assessment cycle, GEAC will work with faculty teaching courses that meet the learning outcome scheduled for assessment at that time to determine if a norming session is needed based on assessment data.

Validity of a method can be increased if students practice and receive feedback on the skills that are being measured, and are then held accountable for demonstrating multiple times. Thus, faculty members are encouraged to share the specific rubric with their students, to include it with the assignment requirements, and to use such rubric-linked assignments more than once. Another positive effect of faculty using the rubrics in their classes is the resulting formative assessment that helps instructors facilitate learning and the connection to course learning outcomes.

Scoring Artifacts

Faculty members are required to have a signature assignment that allows students to demonstrate the general education outcomes being assessed within each of their Connections courses. Faculty score an artifact, or student work, generated by the assignment, for each student in their class. These scores are uploaded directly to Moodle using the learning outcome feature. Instructions for uploading Learning Outcome assessment data to Moodle can be found on the institutional research website. Student performance on learning outcomes will be collected each semester a course is taught.

The Director of General Education consults with individual faculty upon their request to clarify the process, aid in interpreting the rubrics, or to suggest improvements in assignments, when they need revision.

Once scoring for the outcome is completed, results can be analyzed. The analysis most critically includes the percentage of students with total scores in the emerging, developing, proficient, and advanced ranges defined on the rubrics in order to measure institutional performance on the general education outcomes. This information will be reported out to faculty annually.

Five year assessment: Analysis and Results

The finer analysis, performed during the assessment year, capability by capability, provides enough specificity to inform instructors' course or assignment revision. Additionally, a finer analysis includes results within student sub-populations and controls for different individual variables. A related task is to gauge whether students improve in their skills with exposure to Wittenberg's curriculum using variables such as accumulated credits, GPA, placement scores, and number of general education course supporting the outcomes (such as number of LO 2, 3, 4, or 5 courses completed).

A complete report, including comparisons with previous results for a given outcome and areas of strength or in need of improvement, is published and distributed to faculty and those teams whose activities involve our general education goals and methods. The teams use the assessment results to guide improvement actions. Typically, the most detailed form of adjustment takes place at the course level, as instructors fine-tune assignments and other

learning activities. GEAC will facilitate review of this data with faculty teaching courses with those Learning outcomes. If there are discrepancies in average scoring between departments of faculty, GEAC may encourage a rubric norming session to standardize the use of the rubric and what student work might look like for each rubric score. A norming session would involve a random sampling of student artifacts from courses that include the specific Learning Outcome.

During the semester in which a learning outcome is scheduled for its five year assessment, faculty will submit their current syllabus for the course and complete a course level assessment (Appendix B). This information will be reviewed by GEAC and used in determining re-certification of the course for the specific General Education learning outcome.

PROGRAM LEARNING OUTCOMES AND ASSESSMENT

Program assessment is the measurement of collective student outcomes, not individual outcomes, at the program level. Program outcomes are found in each program's annual reports, typically on a program's webpage, and the Program Review 5th-yr Report. The focus is on performance of the program, not on performance of individual students or faculty.

Program area faculty members determine specific programmatic learning outcomes guided by discipline specific standards, discipline associations, and specialized accreditation. Program areas set goals or performance benchmarks for their learning outcomes, record results in their annual planning documents, and use those metrics and past performance to guide improvement action plans. The annual reports are submitted to the Provost annually. While the Program Review 5th-yr Report is submitted to the Provost and to the Program Review and Assessment Committee for review.

Program-level Assessment Process Methodology

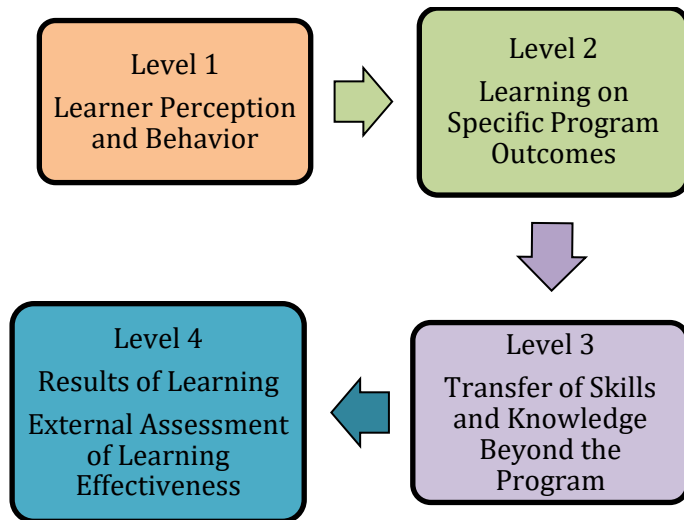
Wittenberg's program review process is one way in which we ensure that our programs and courses are up to date and effective. The premise of the program review is an annual report and evaluation of quantitative metrics, learning outcomes assessment results, and qualitative reflection on the prior year's activities. From this, goals for the program are set and action plans identified for the coming year. The program review process is outlined in the Faculty Manual (p.111). Templates and instructions are located in MyWitt under Program Review.

The metrics tracked in program review are categorized in four phases of evaluation: Student Demand, Perception and Behavior, Student Success and Learning Outcomes Assessment, Student Skill Transfer, and Resources (Kirkpatrick, 1994). Metrics are defined in the Program Review templates.

Level 1, Learner Perception: measures student demand and enrollment. Level 2, Learning and Learning Outcomes, measures how well students are achieving in the courses and whether they are accomplishing the defined program learning outcomes for the program. For all program areas, course completion and success rates are included. In addition, all programs have specific programmatic learning outcomes. Program faculty define outcomes and use curriculum mapping to link outcomes to courses. Program areas can map courses that support the general education outcomes in their areas where assessment results can be aggregated, and

faculty have discussions about how better to facilitate achievement of the general education outcomes.

Figure 2. Outcome Framework for Academic Program Review



Level 3 in the evaluation framework measures whether a learner can transfer the knowledge, skills, and abilities learned in the program to the next level, whether continuing their education or finding an employed position. This could also include achievement of licensure by students on a third-party assessment, such as the NCLEX exam for Nursing.

Level 4 of the evaluation framework measures the results of learners' training by gathering feedback from gaining institutions, such as whether a student continuing their education earns a degree above the baccalaureate level. This section also looks at program resources critical to program review.

All program areas pay close attention to efficiency rates for their courses which offers an assessment of scheduling performance and provides information for faculty loads.

CONCLUSION

This comprehensive assessment plan details Wittenberg's framework for a learning outcomes system, and explains the college's assessment methodology at the course, general education, and academic program levels. The system and the established processes ensure alignment among the levels of our learning outcomes. Course level learning outcomes are linked to the general education outcomes and program outcomes, program outcomes are, in part, an amalgamation of course level learning outcomes, and in some cases directly support general education outcomes. The general education outcomes represent the broad intellectual skills essential in higher education and our students' readiness to be life-long learners.

Wittenberg's assessment processes are clearly defined. The plan helps to lay out the requirements for acting on our assessment results and the ways in which we are recording those actions. With this framework Wittenberg programs, faculty members, and individual students know where they stand in relation to achievement of the learning outcomes and how that learning fits within their educational journey.

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Appendices

Appendix A

LEARNING OUTCOMES		Assessment Method	21FA	22FA	23FA	24FA	25FA	26FA	27FA	28FA	29FA	30FA	31FA	32FA	33FA	34FA	35FA	36FA
CONNECTIONS																		
FYS	FIRST YEAR SEMINAR		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Apply scholarly methods of inquiry to confront an enduring challenge																	
	Apply the writing process to craft prose that is attentive to audience and purpose	Rubric																
	Locate, critically assess, and ethically use informational sources																	
LO1	Will identify the knowledge and skills needed to be active and engaged citizens																	
	LO 1: Students will articulate how their co-curricular experiences and their academic curriculum have shaped their personal, professional, and civic identities.																	
	Two experiential learning opportunities	Degree Audit																
	Civic engagement experience (CCUE100)	Degree Audit																
	Cross Campus Connection (CCC)	Degree Audit																
Culminating Reflection Experience	Rubric																	
CORE COMPETENCIES																		
LO2	LO 2: Students will write effectively, considering audience and purpose.	Rubric	1					1					1					1
	LO 3: Students will effectively communicate their ideas orally, considering audience and purpose.	Rubric		1					1					1				
LO4	LO 4: Students will solve quantitative problems and apply quantitative reasoning skills in a variety of contexts.	Rubric			1					1					1			
	LO 5: Students will analyze the distinctive viewpoints that are only available through the study of one or more languages and/or culture(s) outside of the United States and Canada. (Non-Western + World Language)	Rubric					1						1				1	
LO6	LO 6: Students will analyze the ways social hierarchies (e.g., race, gender, ethnicity, class, etc.) structure human interaction in the United States and impact the equitable distribution of social and material resources.	Rubric				1					1					1		
	CRITICAL AND CREATING THINKING																	
LO7	LO 7: Students will develop hypotheses or models, evaluate them using scientific reasoning, and draw conclusions about results or observations related to the physical or natural world.	Rubric			1					1					1			
	LO 8: Students will produce artistic work and explain its cultural context and/or formal components.	Rubric		1					1					1				
LO9	LO 9: Students will analyze social systems or human behaviors using knowledge, theories, and/or methods appropriate to the social sciences	Rubric				1					1					1		
	LO 10: Students will analyze problems, issues, or representations using knowledge, theories and/or methods appropriate to the humanities.	Rubric	1					1					1					1

Appendix B

Instructions:

- I. Document each course learning outcome in one row of the table. The course learning outcomes match the learning outcomes on your course syllabus.
- II. The assessment methods match the assessment activities on your syllabus and align directly with a learning outcome.
- III. Record the results of your assessment and specify any targets.
- IV. Based on the assessment of student learning outcomes, what ways did you use assessment results to improve student learning and achievement of course outcomes? What are your follow up actions for the coming year based on your learning outcomes assessment results from this year? Please provide specific examples of changes in curriculum, assessments, and the class learning culture, instruction, and activities.

COURSE LEARNING OUTCOMES				[Publish Date]
Course Name/Number:		Submitted By:		Semester:
I. Course Learning Outcomes	II. Specific Learning Activity/Assessment Method	III. Record the results of the assessment	IV. Actions Taken or Actions To Be Taken Based on Assessment Results	

Appendix C:

Faculty Connections Course Assessment Form

During the five-year assessment of the connections curriculum learning outcomes, faculty will need to submit the following form in order to request renewal of their course for the Connections Curriculum Learning outcome. For courses that are taught by multiple instructors, faculty members should coordinate and provide a synthesized response to the course assessment form.

- Please provide a copy of your current syllabus (and any previous copies if significant changes were made over the last 5 years), a copy of your signature assignment, and a copy of your reflection assignment.
- What were the percentage of students that scored at the proficient or advanced level for each row of the assessment rubric in the most recent iteration of your course?
- How has assessment data been used to modify your course over previous iterations?
- Have any changes you have made been particularly helpful in improving student learning on this outcome?
- Where or how have you seen students show improvement towards the LO?
- Where or how have you seen student's struggle with this LO?
- How have you used the reflection component in your course?
 - Have you adapted this assignment in a way you have found particularly helpful?
 - What have been the challenges you have encountered when facilitating student reflection in your course?
- Please note any other changes in the course since certification was obtained.

Appendix D

Culminating Reflection Rubric

Learning Outcome 1: Students will articulate how their co-curricular experiences and their academic curriculum have shaped their personal, professional, and civic identities.

Capability	1. Developing reflection	2. Basic reflection	3. Advanced reflection	Score
Identifies insights and understandings gained through their academic and co-curricular experiences	Superficial response, describes simple insights they gained, limited descriptions of academic or co-curricular experiences.	Describes insights or understandings they gained. References specific components of their academic or co-curricular experiences that led to these insights.	Provides thoughtful, substantive, and detailed insights and understandings they gained. Explains in detail their academic and co-curricular experiences and how they contributed to those insights.	
Connects their experiences and curriculum to the development of their whole person (personal, professional, and civic identity)	Provides one example of their personal growth or development, with tangential or limited references to their experiences or curriculum.	Connects two or more examples of their own growth as a person (personal, professional, or civic identity) to experiences or content from the curriculum.	Connects multiple detailed and specific ways their own personal, professional, and civic identities have changed as a result of the experiences and curriculum they had while at Wittenberg	

Appendix E

Learning Outcome 2: Students will write effectively, considering audience and purpose.

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
Students will make rhetorical choices appropriate to their writing's audience.	Writing demonstrates limited awareness of readers' anticipated knowledge, expectations, and/or values.	Writing demonstrates some awareness of readers' anticipated knowledge, expectations, and/or values.	Writing demonstrates adequate awareness of readers' anticipated knowledge, expectations, and/or values.	Writing demonstrates in-depth awareness of readers' anticipated knowledge, expectations, and/or values.
Students will make rhetorical choices appropriate to their writing's purpose and genre.	Writing does not reflect a clear purpose, with numerous serious departures from genre conventions.	Writing reflects purpose that is somewhat clear with some serious departures from genre expectations.	Writing reflects a clear purpose with few serious departures from genre expectations.	Writing reflects clearly discernable goals (implicit or explicit) with no serious departures from genre expectations.
Students will use language (diction, style, etc.) appropriate to their writing's audience, purpose, and genre.	Writing rarely demonstrates a coherent approach to language use for the given context.	Writing occasionally demonstrates a coherent approach to language use for the given context.	Writing demonstrates an adequate sense of language use throughout for the given context.	Writing consistently demonstrates a thoughtful, graceful approach to language use for the given context.
Students will accurately and ethically use and cite sources (when applicable).	Writing rarely demonstrates appropriate and accurate citation and attribution/acknowledgment of sources and/or evidence.	Writing attempts to demonstrate citation and attribution/acknowledgment of sources and/or evidence, but sometimes inappropriately or incorrectly.	Writing usually demonstrates appropriate and accurate citation and attribution/acknowledgment of sources and/or evidence.	Writing consistently demonstrates appropriate and accurate citation and attribution/acknowledgment of sources and/or evidence.

Appendix F

Learning Outcome 3: Students will effectively communicate their ideas orally, considering audience and purpose.

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
Students will create content that is appropriate for the purpose¹ and audience.	Content is inappropriate in quality, variety, and/or relevance for the purpose and/or audience; falls short of or exceeds time limit.	Content is partially lacking in quality, variety, and/or relevance for the purpose and/or audience; falls short of or exceeds time limit.	Content is acceptable in development, quality and variety for the purpose and/or audience, while more or less adhering to time limit.	Content is well developed for the time limit and exceptional in quality, variety, and relevance to purpose and audience.
Students will use language that is appropriate to purpose, audience, and content.	Language is unclear, inaccurate, ungrammatical, or inappropriate for the purpose, audience, content.	Language is sometimes unclear, inaccurate, ungrammatical, or inappropriate for the purpose, audience, content.	Language is adequately clear, accurate, and appropriate for purpose, audience, and content, with decent grammar.	Language is exceptionally clear, accurate, and appropriate for purpose, audience, and content, with excellent grammar.
Students will use an organizational structure that is evident and appropriate to purpose, audience, and content.	Organizational structure is not apparent; lack of smooth flow and/or difficult to follow overall.	Organizational structure is present but inconsistently applied or difficult to follow in places.	Organizational structure is appropriate, with reasonably clear and logical progression within and between ideas.	Organizational structure is masterfully used and evident, with clear and logical progression within and between ideas.
Students will use a mode or style of delivery that is appropriate and engaging for the specified audience.	Delivery style ² , mode ³ , and/or presentational materials ⁴ are ineffective and/or inappropriate for the purpose and/or audience.	Delivery style, mode, and/or presentational materials are partially effective and appropriate but lacking in one or more areas.	Delivery style, mode, and/or presentational materials are effective and appropriate in maintaining audience interest.	Delivery style, mode, and/or presentational materials are exceptionally effective and appropriate in maintaining audience interest.

¹ Purposes include informative, persuasive, commemorative, conversational, eliciting information, etc. The signature assignment may be any speaking that requires some preparation pertaining to the criteria listed here, including an individual or group presentation, oral exam, conversation in a second language, roundtable discussion, debate, interview, etc.

² Delivery style includes vocalics (volume, enunciation, pronunciation, vocal variety) and nonverbals (facial expressions, eye contact, gestures, poise, etc.)

³ Delivery mode may be impromptu (little/no preparation and notes), extemporaneous (prepared content, speaking from limited notes), memorized, or other. Reading a manuscript is not recommended unless it is appropriate to the type of speaking being taught.

⁴ Presentational materials may or may not be used in the signature assignment. Such materials include any type of visual aid (model or other prop, poster, or electronic images or text) or other type of media (sound or video clip).

Appendix G

Learning Outcome 4: Students will solve quantitative problems and apply quantitative reasoning skills in a variety of contexts.

Quantitative (Q)

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
1. Students will produce foundational algorithmic, or data driven work. .	Foundational algorithmic, data driven, or mathematical methods and concepts incorrectly formulated or produced.	Foundational algorithmic, data driven, or mathematical methods and concepts somewhat produced. .	Foundational algorithmic, data driven, or mathematical methods and concepts are produced after trying several different methods.	Foundational algorithmic, data driven, or mathematical methods and concepts are correctly produced.
2. Students will accurately interpret quantitative visual representations	Interpretation of the quantitative representation includes major errors.	Interpretation of the quantitative representation includes minor errors with some key omissions.	Interpretation of the quantitative representation is mostly correct, making only minor errors or omissions.	Interpretation of the quantitative representation is accurate and complete with no errors or omissions.
3. Students will correctly communicate solutions.	Communication of the model-supported omits key component(s), communicating little or inaccurate knowledge.	Communication of the model-supported omits key component(s), but demonstrates some knowledge of the model.	Communication of the solution includes model-supported conclusions but may not acknowledge the strengths or limits of the model.	Communication of the solution includes model-supported conclusions that acknowledge the strengths or limits of the model.

Application (A)

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
1. Students will correctly apply and solve quantitative problems using a given quantitative model.	Application of the model and solution are incorrect.	Several different attempts made to apply the model, solution is somewhat correct.	Solution is correct after attempting to apply the correct model multiple times.	Solution is correct and applied the correct model.
2. Students will correctly translate information from a real-world problem into a given quantitative model.	Translation of the quantitative representation includes major errors.	Translation of the quantitative representation includes minor errors with some key omissions.	Translation of the quantitative representations only include minor errors or omissions.	Translation of the quantitative representations are accurate, with no errors or omissions.
3. Students will correctly communicate solutions.	Solutions are incorrectly communicated.	The communication of the solution is tentative and basic.	Communication of the solution includes model-supported conclusions but may not acknowledge the strengths or limits of the model.	Communication of the solution includes model-supported conclusions that acknowledge the strengths or limits of the model.

Appendix H

Learning Outcome 5: Students will analyze the distinctive viewpoints that are only available through the study of one or more languages and/or culture(s) outside of the United States and Canada.

Capability	Emerging	2. Developing	3. Proficient	4. Advanced
Students demonstrate knowledge of a society or culture outside of the U.S. and Canada as defined by its elements (e.g., <i>history, values, politics, language, religion, economy, traditions, beliefs, and/or practices</i>).	Describes selected elements of a society or culture with some inaccuracy or misunderstanding.	Describes selected elements of a society or culture briefly but accurately. Begins to explain their significance within that society or culture.	Describes selected elements of a society or culture with some detail. Adequately explains their significance within that society or culture.	Describes selected elements of a society or culture in depth. Skillfully explains their significance and interdependence within that society or culture.
Students will use distinctive viewpoints from outside of the U.S. and Canada to articulate insights or ask informed questions.	Uses distinctive viewpoints but offers no additional insight nor informed questions.	Uses distinctive viewpoints and articulates basic insights and/or begins to ask obvious questions.	Uses distinctive viewpoints and articulates educated insights and/or asks informed questions.	Uses distinctive viewpoints and articulates innovative insights and/or asks sophisticated questions.
Students will analyze a problem, issue, or representation using diverse perspectives of a culture(s) from outside of the U.S. and Canada.	Analyzes the problem, issue, or representation but misunderstands or inaccurately conveys the societal or cultural perspectives.	Analyzes the problem, issue, or representation using diverse perspectives but analysis is ineffective or contradictory.	Analyzes the problem, issue, or representation effectively using diverse perspectives.	Analyzes the problem, issue, or representation using diverse perspectives with sophistication and insight.

The 3 capabilities are adapted from previous versions of Wittenberg's Global Citizenship Learning Outcomes.

Appendix I

Learning Outcome 6: Students will analyze the ways social hierarchies (e.g., race, gender, ethnicity, class, etc.) structure human interaction in the United States and impact the equitable distribution of social and material resources.

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
Students will articulate knowledge of social hierarchies* and their impact and relevance in social issues.	Demonstrates misunderstandings about social hierarchies and their impact and relevance in social issues.	Demonstrate a basic ability to articulate knowledge of social hierarchies and is able to describe at a basic level their impact and relevance in social issues.	Demonstrates an advanced ability to articulate knowledge of social hierarchies and provide detailed explanation of the impact and relevance in social issues.	Demonstrates a sophisticated and multi-layered knowledge of social hierarchies and provides a nuanced explanation of the impact and relevance in social issues.
Students will analyze how social hierarchies impact the distribution of social and material resources.	Analysis provides little to no understanding of how social hierarchies impact the distribution of social and material resources.	Analysis demonstrates a superficial understanding of how social hierarchies impact the distribution of social and material resources.	Analysis demonstrates a clear and thoughtful understanding of how social hierarchies impact the distribution of social and material resources.	Analysis demonstrates a clear, thoughtful, and detailed understanding of how social hierarchies impact the distribution of social and material resources.

*The term social hierarchies refers to the stratification of groups in US society based on gender, race, ethnicity, religion, class, sexual orientation, gender identity, ability status, nationalities, and other marginalized identities.

Appendix J

Learning Outcome 7: Students will develop hypotheses or models, evaluate them using scientific reasoning, and draw conclusions about results or observations related to the physical or natural world.

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
Students will develop hypotheses or models.	Hypothesis or model does not logically address the stated question or problem.	A relevant hypothesis or model is stated, but it is not logically related to existing knowledge.	States a clear and relevant hypothesis or model that is logically related to existing knowledge but does not describe alternative hypotheses and does not make experimental predictions.	States a clear and relevant hypothesis or model logically related to existing knowledge, clearly describes alternative hypotheses, and identifies experimental predictions.
Students will demonstrate scientific reasoning skills by applying discipline specific scientific methods.	Does not apply any scientific methods correctly.	Successfully identifies some required scientific methods to investigate routine problems. May not apply them correctly or are not related to the problems posed.	Successfully identifies and applies most required scientific methods to investigate both routine and novel problems. Most applications are complete, correct and related to the problems posed.	Successfully identifies and applies all required scientific methods to investigate both routine and novel problems. All applications are efficient, complete, correct and related to the problems posed.
Students will draw appropriate conclusions from results or observations.	Does not successfully interpret representations of scientific information or draws inappropriate conclusions.	Successfully interprets some required representations of scientific information, but is unable to draw logical inferences.	Successfully interprets most required representations of scientific information and draws some logical inferences.	Successfully interprets all required representations of scientific information and draws appropriate logical inferences.

Appendix K

Learning Outcome 8: Students will produce artistic work and explain its cultural context and/or formal components.

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
Students will produce artistic work and/or interpret and perform the artistic work of others.	Artistic work shows a rudimentary approach, with a basic understanding of conventional concepts, imagery, and/or forms.	Artistic work shows a basic approach while demonstrating a personal interpretation of conventional concepts, imagery and/or forms.	Artistic work shows an individual, personal and creative approach, using mostly original concepts, imagery and/or forms.	Artistic work demonstrates a strong and uniquely individual approach to an artistic work, using original concepts, imagery and/or forms.
Students will engage in the creative process using the tools, concepts, and forms of their creative field.*	Work shows basic understanding and limited proficiency of tools, concepts and forms; minimal engagement with the creative process	Work shows competency in the application of tools, concepts, and forms; demonstrates engagement in the creative process	Work shows thoughtful and purposeful use of tools, concepts and forms; demonstrates engagement in the creative process	Work demonstrates an excellent command of tools, concepts, and forms; in depth engagement in the creative process.
Students will explain the cultural contexts and/or formal components in their artistic work.**	Artistic work demonstrates limited awareness of cultural contexts, does not explain formal components.	Artistic work demonstrates the relevance of cultural contexts and/or formal components.	Artistic work integrates relevant cultural contexts and/or detailed explanation of formal components.	Artistic work thoughtfully examines cultural contexts, and/or masterful integration or explanation of formal components.

* color, line, rhythm, melody, characterization, imagery, etc.

** Capability is an “and/or” per the learning outcome.

Appendix L

Learning Outcome 9: Students will analyze social systems or human behaviors using knowledge, theories, or methods appropriate to the social sciences.

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
1. Students will use knowledge appropriate to the social sciences to demonstrate understanding of social systems and/or human behaviors.	Lacks the social science knowledge (facts, information, and skills) to understand social systems and/or human behaviors.	Demonstrates familiarity with social science knowledge, but with gaps that limit ability to use this to understand social systems and/or human behaviors.	Demonstrates sufficient social science knowledge and can use this knowledge to explain or make predictions about social systems and/or human behaviors.	Demonstrates social sciences knowledge from texts and/or primary sources and uses it to understand and/or make predictions or judgments about the value or conditions of social systems and/or human behaviors.
2. Students will use social scientific theories, concepts, and/or research to explain and analyze social systems and/or human behaviors	Lacks familiarity with social science theories/concepts/research, and/or cannot use them to understand, explain, or analyze social systems and/or human behaviors.	Demonstrates familiarity with some important social science theories/concepts/research, but cannot use them to understand, explain, or analyze social systems and/or human behaviors.	Uses social science theories/concepts/research acceptably to understand, explain, or analyze social systems and/or human behaviors.	Uses social science theories/concepts/research in combination with an understanding of existing knowledge to understand, explain, or analyze social systems and/or human behaviors. ³
3. Students will use and interpret social science research analyses appropriately	Does not accurately or appropriately interpret social science data that is provided in a table or figure.	Describes social sciences data, but without using quantitative statistics or qualitative analytic techniques to support conclusions.	Uses simple quantitative analysis of data (means, standard deviations) or qualitative analysis of data (thematic analysis) in support of conclusions.	Interprets data using appropriate quantitative or qualitative analytic strategies and uses these results to make interpretations appropriate to the question.

Adapted from ACE 6 Rubric (Achievement-Centered Education), University of Nebraska – Lincoln

Appendix M

Learning Outcome 10: Students will analyze problems, issues, or representations using knowledge, theories and/or methods appropriate to the humanities.

Capability	1. Emerging	2. Developing	3. Proficient	4. Advanced
1. Students analyze problems, issues, or representations using evidence and methods appropriate to the humanities.	Analysis lists evidence but it is not organized and/or not relevant. Patterns, differences or similarities are obscured.	Analysis identifies and organizes evidence but is less effective in revealing patterns, differences or similarities.	Analysis identifies and organizes relevant evidence to reveal important patterns, differences or similarities.	Analysis identifies, organizes, and synthesizes relevant evidence to reveal insightful patterns, differences or similarities.
2. Students develop an informed position, perspective, or thesis with respect to problems, issues, or representations	The position, perspective, or thesis is stated but is simplistic, obvious, or uninformed.	The position, perspective, or thesis acknowledges different sides or interpretations of a problem, issue, or representation.	The position, perspective, or thesis takes into account the complexities of a problem, issue, or representation. It also includes an acknowledgement of others' interpretations or points of view.	The position, perspective, or thesis is original or imaginative, taking into account the complexities of a problem, issue or representation. Others' interpretations or points of view are acknowledged. Potential limits of the position are also described.

The LO10 Humanities rubric was adapted from the AAC&U "Critical Thinking" and "Inquiry and Analysis' Value Rubrics.