



Student Learning Outcomes Assessment Handbook

Adopted August 2022

Supporting NMC's mission to provide educational experiences for the development of individuals in order that they may positively influence the health and well-being of the community.

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Introduction

This Assessment Handbook describes formal student learning outcomes assessment to measure the academic achievement of Nebraska Methodist College (NMC) students as appropriate to the mission, values, educational offerings and degree levels of the institution. The dynamic assessment process requires continuous outcomes reporting that ensures recommendations are made that lead to continuous quality improvement in academic programs and enhancement of student service resources.

This process focuses on maintaining academic excellence at all levels by strengthening institutional assessment, refining academic offerings, examining educational effectiveness, and evaluating available resources to offer quality programming. Data on learning outcomes provides input to guide strategic planning and curricular and co-curricular changes, and helps to justify resource allocation through the budgeting process at NMC. This process is driven by faculty and staff.

Continual measurement of student learning outcomes is completed through collaboration among the following stakeholders:

- Faculty
- Vice President of Academic Affairs
- Director of Outcomes Assessment
- Academic Deans
- Designated personnel in Student Engagement, Institutional Effectiveness, and Operations areas of the College

Institution Mission & Values

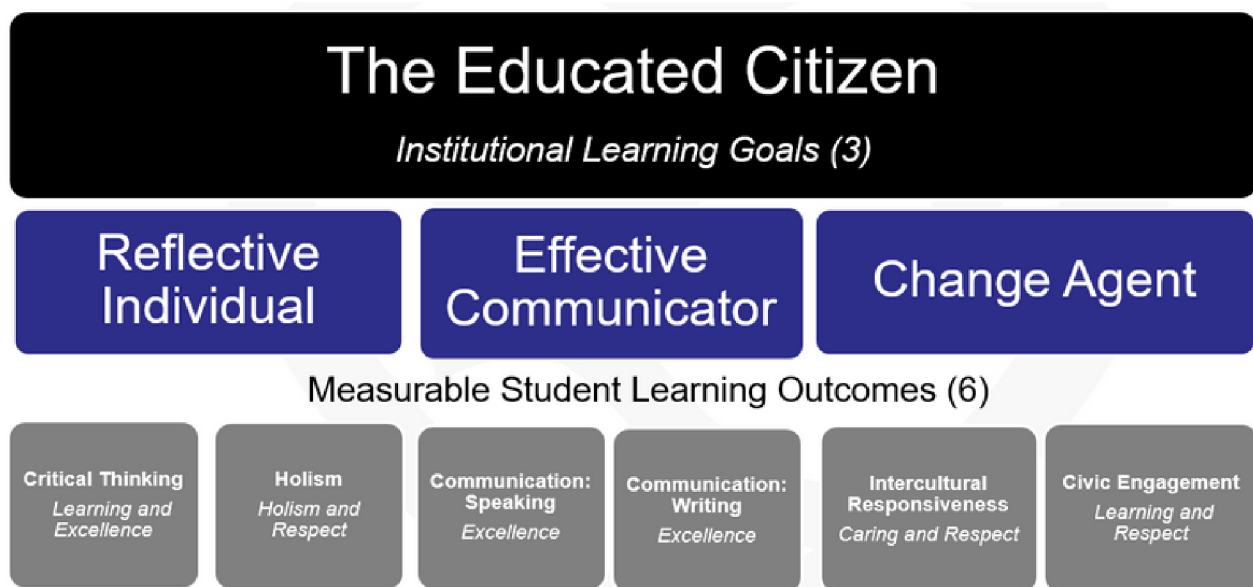
As a health professions institution, we provide educational experiences for the development of individuals in order that they may positively influence the health and well-being of the community.

Our Core Values

- **Caring:** We are concerned for the well-being of all people and demonstrate this concern through kindness, compassion and service.
- **Excellence:** We expect the best from everyone and hold ourselves to the highest ideals of personal, professional and organizational performance.
- **Holism:** We recognize and honor the interrelatedness of all things and all people, and are committed to the development of the whole person.
- **Learning:** We embrace the experiential process by which knowledge, insight, understanding and ultimately wisdom are created for ourselves and those we serve.
- **Respect:** We recognize and uphold the dignity and self-worth of every human being, and promote honest and forthright interpersonal communication and behaviors.

The Educated Citizen

As its foundation, the College-wide Assessment Plan has adopted the concept of The Educated Citizen (see graphic below). The fundamental purpose of institutional assessment of student learning outcomes is to ensure that each NMC graduate of an undergraduate program is an “Educated Citizen” defined as someone who is a competent practitioner and engaged citizen who responds productively to the complex dynamics of the world using a diversity of disciplines and perspectives. Our goal as an institution is that graduates of NMC will be able to articulate and demonstrate growth in the following areas: as reflective individuals, as effective communicators and as change agents in an increasingly educated citizenry. These institutional learning goals are measured using six student learning outcomes (SLOs).



Student Learning Outcome Definitions

Civic Engagement is advocating for self and others within political, economic, cultural, and social structures to shape health and the common good by connecting with local, national, and global communities as change agents.

Communication – Speaking is oral and nonverbal communication which uses various modes of language to demonstrate the value of care, to give and receive information, and to influence community positively.

Communication – Writing includes effectively gathering and organizing content in clear written forms to meet the exigencies of varied contexts.

Critical Thinking is a comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion that leads to action. It requires disciplinary skills of inquiry and analysis.

Holism is an understanding and disposition built by seeing the interdependent connections among self, others, society, and the natural world. Holism responsibly contributes to the health and balance of these core relationships through integration of knowledge and one's commitment to care for the world.

Intercultural Responsiveness is a developing set of cognitive, affective, and behavioral qualities that support effective, appropriate, and deepening interaction across a variety of cultural contexts. Intercultural responsiveness embraces curiosity and affirms others by demonstrating respect and compassion.

The Educated Citizen Assessment Five Year Vision and Plan

A revised vision and an associated plan for The Educated Citizen assessment were updated and adopted in Spring 2022 after gathering input from many faculty and academic leaders via division meetings, a joint Faculty Senate Rep Group and Extended Cabinet meeting, and a survey. The revised vision and plan was communicated to all faculty at the Spring 2022 Assessment Day event. The vision of The Educated Citizen Assessment includes the following elements:

- Full adoption of Assess, Intervene, Re-assess model
- Revised data analysis cycle is in full swing
- Results are easily accessible
- Results have increased validity and reliability
- Faculty are leading change based on TEC results
- Co-curricular, portfolio, NSSE, and pre-/post-survey results are being used to augment academic assessment results
- Results are disaggregated
- Successful HLC reaffirmation of accreditation

The associated Educated Citizen assessment plan, which details annual steps to achieve the vision, is updated annually based on institutional need and change.

The primary goal of institution-wide SLO assessment is improved student learning. NMC utilizes the Assessment Intervention Re-assessment (or AIR) model for learning improvement, adapted from NILOA's "A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig" by Fulcher et al. (2014). Armed with assessment results, faculty and staff are empowered to identify and implement improvements.

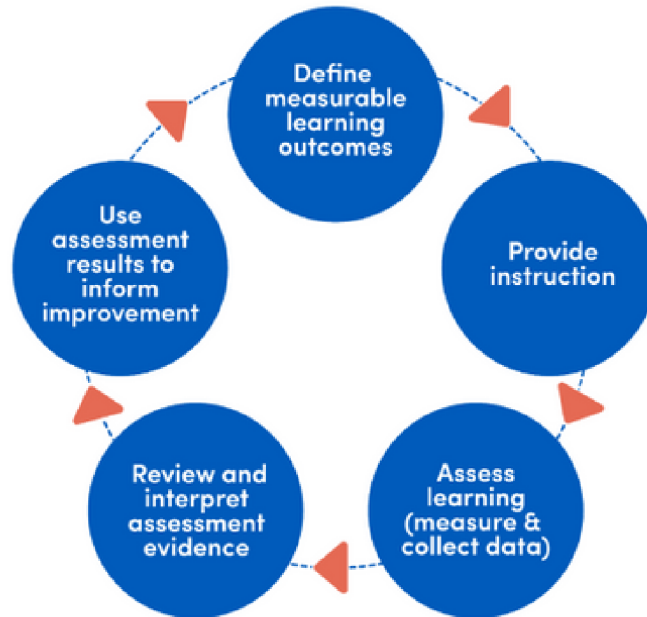
Educated Citizen Assessment Web Resources

The Educated Citizen 5 Year Educated Citizen Assessment Plan is in Appendix A and can be accessed from The Educated Citizen Assessment - Learning Outcomes page in the Faculty Information Center in My Methodist (log in required). This webpage also includes the following resources:

- Tutorials (i.e., videos, step documents)
- SLO rubrics (see Appendix B)
- TEC Course-Level Assessment Reflection Form (see Appendix C)
- Current SLO assessment map
- Assessment Day slides
- Co-Curricular Activities definition and checklist (see Appendix D)
- Program Learning Outcomes Alignment to The Educated Citizen form (see Appendix E)

Student Learning Outcomes Measurement

The graphic below describes the assessment cycle used at NMC. Measurement of outcomes occurs in both the curricular and co-curricular areas of the College.



Curricular Assessment - Direct Measure

The primary method of measuring SLO achievement is through the use of common rubrics for direct measure. The Director of Outcomes Assessment, Academic Deans, and faculty consult to determine which courses utilize the common rubrics. Faculty indicate on course syllabi which SLO is being assessed and where in the course that assessment takes place.

Assessment mapping is used to place where each SLO is assessed. The most current SLO assessment map is available on the resource webpage. SLOs are taught and assessed whenever a course is offered. Faculty analyze available data to identify gaps, make recommendations, and implement changes. Academic Deans ensure that the assessment map is implemented at the course level within their respective division.

Six common rubrics are integrated into the College's Brightspace LMS system, allowing instructors to associate them with assignments or other types of assessment activities within courses. There is one rubric for each of the following SLOs: Civic Engagement, Communication - Speaking, Communication - Writing, Critical Thinking, Holism, and Intercultural Responsiveness. The initial rubrics implemented in 2016 were revised by interdisciplinary faculty workgroups in 2020 to update them, make them more applicable campus-wide, and ensure Bloom's taxonomy was integrated.

Common rubrics are only used in undergraduate courses. Although graduate programs do not utilize the common rubrics to directly assess achievement of the Educated Citizen SLOs, all graduate programs have demonstrated the alignment of their program learning outcomes with Educated Citizen SLOs by completing the Program Learning Outcomes Alignment with The Educated Citizen form. Graduate programs also conduct the Priorities Survey of Online Learners (PSOL) annually and use the results to inform changes.

SLO Direct Assessment Measure Targets

To promote continuous improvement, in 2021 the College set targets for achievement of student learning outcomes. Based on NMC's curricula and course level structure, as well as consultation with Faculty Senate and other stakeholders, practices at peer institutions, and preliminary assessment data from the 2020-2021 academic year, the following targets were approved by the NMC Academic Council in Summer 2021:

- For 100- and 200-level courses, 80% of overall rubric scores will reach a level 2 on a 1-4 scale.
- For 300- and 400-level courses, 80% of overall rubric scores will reach a level 3 on a 1-4 scale.

Scores are reviewed for the previous year and submitted as part of the NMC annual report and reported out to the NMC community at the annual Assessment Day event.

Indirect Measures

The college also draws upon corroborative data sources for SLO assessment which include: results from the National Survey for Student Engagement (NSSE) and results from other NMC-specific surveys.

- NMC-Specific Surveys: Incoming students are asked to complete the New NMC Student Survey and as they complete their academic program are asked to complete the NMC Exit Survey. Identical questions about a student's perceived level of understanding of each of the six SLOs are asked on these surveys, serving as a pre- and post-assessment. On their own, these results demonstrate little. However, the results can provide validity to the other assessment data.
- National Survey of Student Engagement: Most of NMC's measurements assess the level of achievement of student learning outcomes using internal targets. However, to augment these efforts the College also compares the perceived learning of outcomes between its students and those who attend other Midwestern private institutions. Many of these learning outcomes closely match The Educated Citizen SLOs (e.g., thinking critically and analytically is very closely aligned with critical thinking). This comparison is completed using self-reported data from the National Survey of Student Engagement (NSSE). NMC participates in this survey every three years.

Co-Curricular Assessment

In recognition that students learn skills toward becoming Educated Citizens through college-sponsored activities outside of their coursework, NMC assesses learning via co-curricular experiences.

Attention to co-curricular assessment was emphasized for review in Fall 2021 with the appointment of a Co-Curricular Learning Task Force. The outcome of this task force was a definition and checklist to identify what qualifies as co-curricular activities. The definition and checklist were approved by the NMC Cabinet on November 22, 2021. NMC's definition of co-curricular is as follows: Co-curricular activities are NMC-sponsored learning opportunities that enhance a student's academic experience. Co-curricular activities are aligned with, and support student development in, Educated Citizen student learning outcomes.

Co-curricular activities are assessed by units that offer these activities. Units report on their co-curricular assessment results through the College's annual reporting process. Since activities that qualify as co-curricular must be aligned with at least one institutional SLO, co-curricular activities can be used to improve mission-driven student learning and co-curricular assessment results can be used to bolster academic assessment results.

Student Learning Outcome Assessment Results

Reporting and Sharing of SLO Assessment Results

Assessment Day is held annually each year. The purposes of Assessment Day are to promote a culture of assessment, to share assessment results from the prior year, and to solicit feedback. All faculty are required to attend. Typical agenda items include: college-wide assessment data highlights, norming activities, faculty workgroup reports, and updates. Other agenda items are established each year based on current needs.

Along with all other units in the College, SLO assessment data is reported annually through the College annual reporting process. The Director of Outcomes Assessment reports the following institutional data for each SLO: (1) the percentage of students earning a level 2, 3, or 4 in a 100/200 level course, (2) the percentage of students earning a level 3 or 4 in a 300/400 level course, and (3) whether or not the results from the first two measures met the established benchmark. Additional reports with more detailed assessment data and trends for each SLO are provided to faculty workgroups. Academic Affairs organizes opportunities for faculty to share best practices.

Analyzing SLO Assessment Results and Implementing Change

The analysis of SLO assessment results and associated change is performed at the course- and institution-level.

Course Level Analysis and Improvement

Individual instructors review course-level SLO results in Brightspace after each term and submit a TEC Course-Level Assessment Reflection Form to reflect on student progress and opportunities for improvement in student learning or in ways to assess that learning. Instructors may also include recommendations for change and improvement at the program, division, and/or institution level. The submissions are sent to the appropriate Program Director and Dean as well as the Director of Outcomes Assessment.

Institutional Level Analysis and Improvement

Analysis of the results is completed by faculty workgroups on a three-year cycle.

Year	Institutional Goal	SLOs
1	Effective Communicator	Communication - Speaking Communication - Writing
2	Reflective Individual	Critical Thinking Holism
3	Change Agent	Civic Engagement Intercultural Responsiveness

The use of a three-year analysis cycle is intentional. By collecting course-level assessment data for a three year period prior to an in-depth analysis, reliability of the data is increased.

Academic Affairs appoints faculty workgroups composed of appropriate faculty members from across the divisions of Arts and Sciences, Nursing, and Health Professions to analyze data related to an SLO and to identify potential improvement opportunities. The final faculty workgroup report is distributed to all faculty and staff members, and a high-level overview of the report is presented at the annual Assessment Day event.

References

Fulcher, K. H., Good, M. R., Coleman, C. M., & Smith, K. L. (2014, December). A simple model for learning improvement: Weigh pig, feed pig, weigh pig. (Occasional Paper No. 23). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Appendices

A: The Educated Citizen Assessment 5 Year Plan (version 4/11/22)

B: SLO Rubrics (version 8/26/22)

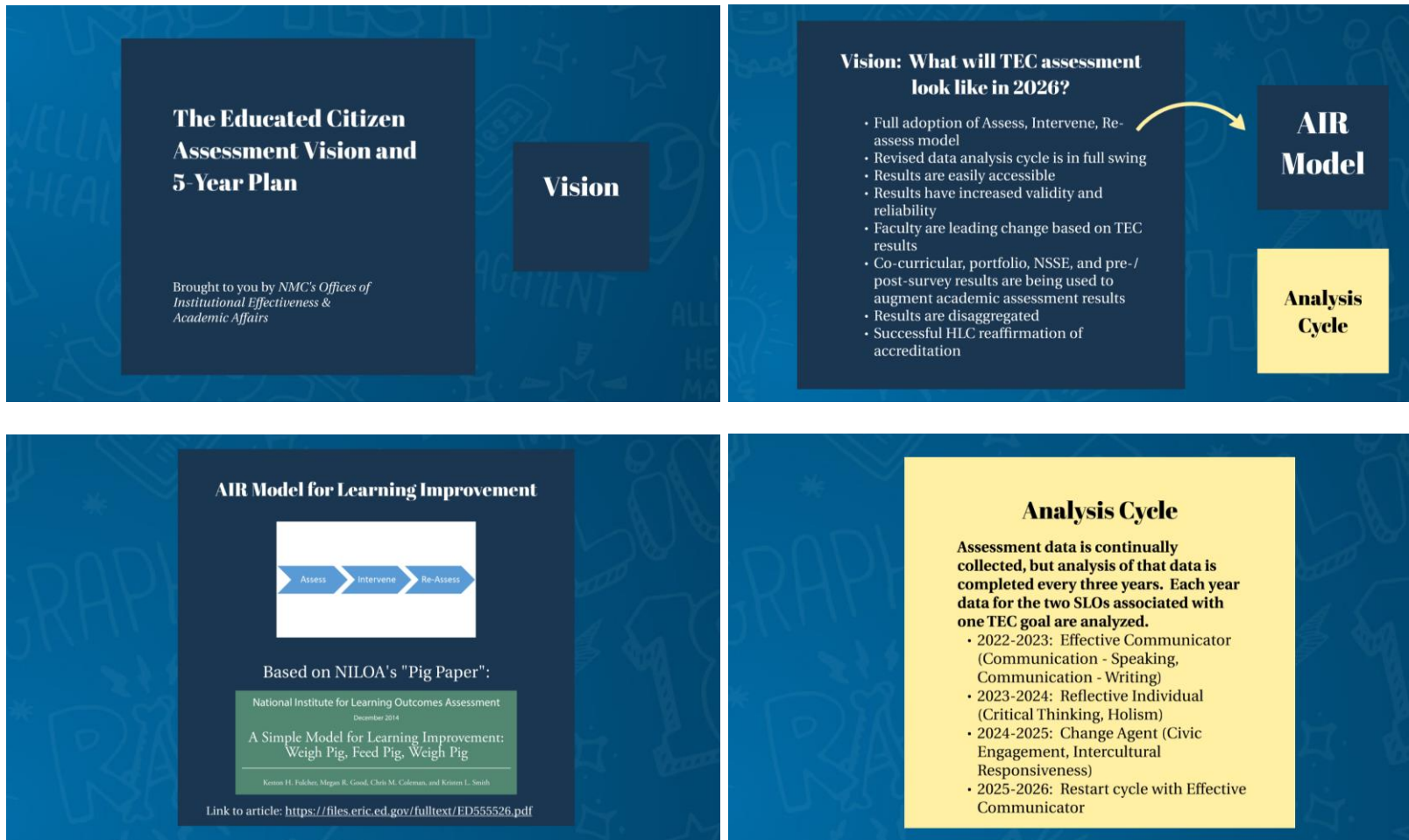
C: TEC Course-Level Assessment Reflection Form (version 7/15/22)

D: Co-Curricular Activities Definition and Checklist (version 11/23/21)

E: Program Learning Outcomes Alignment to The Educated Citizen Form (version 4/13/22)



Appendix A: The Educated Citizen Assessment 5 Year Plan (version 4/11/22)



**NEBRASKA
METHODIST
COLLEGE**
THE JOSE HABER CAMPUS

**TEC
Assessment
5 Year Plan**

	Course	Institution	
Beyond 2026			Vision
2025			
2026			
2021			Analysis Cycle
2025			
2023			
2024			
2022			AIR Model
2023			
2021			
2022			Key
Highlights 2016-2021			

Course 2021-2022

- 1 Continue data collection for all TEC outcomes through use of TEC rubrics
- 2 Faculty complete TEC Course-Level Reflection Form

Course/Institution 2021-2022

- 1 Consider common assignments/assessment activities for courses with multiple instructors
- 2 Full implementation of TEC Course-Level Reflection Form to all divisions

Institution 2021-2022

- 1 Annual reporting of TEC assessment results
- 2 Collate college-wide TEC assessment map
- 3 Gather feedback on vision from Extended Cabinet and Faculty Senate Rep Group
- 4 Host Assessment Morning in Spring 2022
- 5 Complete assessment handbook (Summer 2022)
- 6 Define co-curricular activities (aligned with TEC outcomes)

Assessment Morning

Course 2022-2023

- 1 Continue data collection for all TEC outcomes through use of TEC rubrics
- 2 Faculty complete TEC Course-Level Reflection Form
- 3 Faculty make adjustments to courses based on prior results

Course/Institution 2022-2023

- 1 Host Assessment Day in Spring
- 2 Faculty groups analyze results, identify opportunities, create CQI plan
- 3 Establish common assignments/assessment activities where needed

**Assessment
Day**

Assessment Day

Common agenda items:

- Review of latest SLO results.
- Updates on processes and progress.
- Affirm or refine rubrics.
- Norming exercises for rubrics being used the next year.
- Faculty-led education.

Institution 2022-2023

- 1 Annual reporting of results
- 2 Create a 3-year schedule for the analysis of SLO results moving forward
- 3 Appoint faculty workgroups for 2 SLOs
- 4 Begin co-curricular assessment

Course 2023-2024

- 1 Continue data collection for all TEC outcomes through use of TEC rubrics
- 2 Faculty complete TEC Course-Level Reflection Form
- 3 Faculty make adjustments to courses based on prior results

Course/Institution 2023-2024

- 1 Host Assessment Day in Spring
- 2 Faculty groups analyze results, identify opportunities, create CQI plan
- 3 Programs analyze program-level results, identify gaps in assessment and learning

Institution 2023-2024

- 1 Annual reporting of results
- 2 Appoint faculty workgroups for 2 SLOs
- 3 Import TEC results into a BI tool or Qualtrics
- 4 Disaggregate and distribute results by program
- 5 Disaggregate and distribute results by population

Course 2024-2025

- 1 Continue data collection for all TEC outcomes through use of TEC rubrics
- 2 Faculty complete TEC course-level reflection form
- 3 Faculty make adjustments to courses based on prior results

Course/Institution 2024-2025

- 1 Host Assessment Day in Spring
- 2 Faculty groups analyze results, identify opportunities, create CQI plan
- 3 Programs analyze program-level results, identify gaps in assessment and learning

Institution 2024-2025

- 1 Annual reporting of results
- 2 Appoint faculty workgroups for 2 SLOs
- 3 Prepare HLC Assurance Argument and host HLC site visit
- 4 Create a dashboard to display TEC results visually (including co-curricular, NSSE)

Course 2025-2026

- 1 Continue data collection for all TEC outcomes through use of TEC rubrics
- 2 Faculty complete TEC course-level reflection form
- 3 Faculty make adjustments to courses based on prior results

Course/Institution 2025-2026

- 1 Host Assessment Day in Spring
- 2 Faculty groups analyze results, identify opportunities, create CQI plan
- 3 Programs analyze program-level results, identify gaps in assessment and learning

Institution 2025-2026

- 1 Annual reporting of results
- 2 Appoint faculty workgroups for 2 SLOs
- 3 Make adjustments based on HLC feedback

TEC Assessment Highlights 2016-2021

2021	SLO achievement targets established
2021	TEC Course-Level Faculty Reflection Form implemented
2020	TEC assessment activities integrated into Brightspace (May 2020)
2019	Creation of Director of Outcomes Assessment position (Sept. 2019)
2019	TEC outcome and activity added to syllabi
2019	Division TEC maps created
2016	TEC learning outcomes established, assessment manual created

Appendix B: SLO Rubrics (version 8/26/22)

Civic Engagement

Civic Engagement is advocating for self and others within a political, economic, cultural, and social structures to shape health and the common good by connecting with local, national, and global communities as informed change agents.

A civically engaged change agent asks key prompting questions related to an issue that leads to an ongoing cycle of digging deeper into what one knows, engaging in active reflection upon what was identified or learned, and planning or acting in a new or transformative way. It is a cyclical, ongoing process: See, Reflect, & Act.

#1 KNOWLEDGE ANALYSIS <i>Prompting Question:</i> What else do we need to see and know to be informed? <i>Timeframe: Past to Present</i>	4. Thorough Knowledge of social issue to assess systemic structures A. <u>Structure Identification & Detail</u> - Clear, thorough, insightful choices, exemplary analysis B. <u>Relevance</u> - Clear, concise, and explicit	3. Substantial Knowledge of social issue to assess systemic structures A. <u>Structure Identification & Detail</u> – Clear, substantial, effective, strong analysis B. <u>Relevance</u> - Clear, slightly wordy, and yet explicit	2. General Knowledge of social issue to assess systemic structures A. <u>Structure Identification & Detail</u> – Evident but slightly vague, fundamentals in place, analysis meets minimum B. <u>Relevance</u> - Good enough, statement evident	1. Partial Knowledge of social issue to systemic structures A. <u>Structure Identification & Detail</u> – Unclear; description slighted, disconnected or groundless in places, analysis does not meet minimum B. <u>Relevance</u> - Not apparent enough, incomplete
#2 REFLECT <i>Prompting Question:</i> Based on what we know, what would truly make a difference here for others? <i>Timeframe: Present</i>	4. Reflect on shaping the common good with Strong Compelling Social Consciousness: A. <u>Personal Reflection</u> - Profound/Suitably Complete B. <u>Social Significance</u> - self, others, and promotion of <u>the common good</u> Highly articulate, far-reaching, and effectively well-balanced	3. Reflect on shaping the common good with Deeply Embraced Social Consciousness A. <u>Personal Reflection</u> - Significant/Considerable B. <u>Social Significance</u> - self, others, and promotion of <u>the common good</u> Articulate, consequential, and moderately balanced	2. Reflect on shaping the common good with Attentive Social Consciousness A. <u>Personal Reflection</u> - Generic/Satisfactory B. <u>Social Significance</u> - self, others, and promotion of <u>the common good</u> Clear, distinct/evident, and some imbalance	4. Reflect on shaping the common good with Lackadaisical Social Consciousness A. <u>Personal Reflection</u> - Minimal/Lacking B. <u>Social Significance</u> - self, others, and promotion of <u>the common good</u> Unclear, vague, missed elements or marked imbalance
#3 - ACT: Next Steps/Plans <i>Prompting Question:</i> What action should we take now or plan to do next? <i>Timeframe: Present & Future</i>	4. Act to shape the common good from a Thoroughly/Carefully informed position. A. <u>Action/Plan</u> - Explicit and certain, highly integrated following from analysis and reflection B. <u>Long term impact, transformative view</u> - Lucid, clear-cut logic	3. Act to shape the common good from a Detailed informed position. A. <u>Action/Plan</u> - Explicit, thoughtful connections to analysis and/or reflections B. <u>Long term impact, transformative view</u> - Straightforward, addressed well	2. Act to shape the common good from a General/Simple informed position. A. <u>Action/Plan</u> - Obvious, some connections to analysis and/or reflections obscure B. <u>Long term impact, transformative view</u> - Provided, understandable	1. Act to shape the common good from an Incomplete/Vaguely informed position. A. <u>Action/Plan</u> - Ambiguous, large gaps with analysis and/or reflections B. <u>Long term impact, transformative view</u> - Fuzzy, unsure

Communication-Speaking and Writing

Communication – Speaking is oral and nonverbal communication which uses various modes of language to demonstrate the value of care, to give and receive information, and to influence community positively.

Communication – Writing includes effectively gathering and organizing content in clear written forms to meet the exigencies of varied contexts.

	4	3	2	1
Appropriateness to Context	Thoroughly effective in demonstrating the understanding of the context: <ul style="list-style-type: none"> • Audience • Purpose • Relevant issues 	Substantially effective in demonstrating the understanding of the context: <ul style="list-style-type: none"> • Audience • Purpose • Relevant issues 	Minimally effective in demonstrating the understanding of the context: <ul style="list-style-type: none"> • Audience • Purpose • Relevant issues 	Ineffective in demonstrating the understanding of the context: <ul style="list-style-type: none"> • Audience • Purpose • Relevant issues
Development of Content	Highly effective in conveying the writer's/speaker's full understanding of the content through ideas that are: <ul style="list-style-type: none"> • Specific • Clear • Unified • Organized 	Effectively conveys the writer's/speaker's full understanding of the content through ideas that are: <ul style="list-style-type: none"> • Specific • Clear • Unified • Organized 	Moderately effective in beginning to convey the full understanding of the content through ideas that are: <ul style="list-style-type: none"> • Specific • Clear • Unified • Organized 	Ineffectively conveys the full understanding of content through ideas that are: <ul style="list-style-type: none"> • Specific • Clear • Unified • Organized
Professional Discourse	Always uses the style of the profession: <ul style="list-style-type: none"> • Formal academic English • Credible sources • Integrated sources • APA, AMA, etc. 	Frequently uses the style of the profession: <ul style="list-style-type: none"> • Formal academic English • Credible sources • Integrated sources • APA, AMA, etc. 	Occasionally uses the style of the profession: <ul style="list-style-type: none"> • Formal academic English • Credible sources • Integrated sources • APA, AMA, etc. 	Rarely uses the style of the profession: <ul style="list-style-type: none"> • Formal academic English • Credible sources • Integrated sources • APA, AMA, etc.
Delivery of Content	Writing and Speaking: Always uses expected format: <ul style="list-style-type: none"> • Fits the writing task • Logical structure • Well-connected • Tone • Correct English <hr/> Speaking only: <ul style="list-style-type: none"> • Attire 	Writing and Speaking: Frequently uses expected format: <ul style="list-style-type: none"> • Fits the writing task • Logical structure • Well-connected • Tone • Correct English <hr/> Speaking only: <ul style="list-style-type: none"> • Attire 	Writing and Speaking: Occasionally uses expected format: <ul style="list-style-type: none"> • Fits the writing task • Logical structure • Well-connected • Tone • Correct English <hr/> Speaking only: <ul style="list-style-type: none"> • Attire 	Writing and Speaking: Rarely uses expected format: <ul style="list-style-type: none"> • Fits the writing task • Logical structure • Well-connected • Tone • Correct English <hr/> Speaking only: <ul style="list-style-type: none"> • Attire

	<ul style="list-style-type: none">• Eye contact• Nonverbals• Visual aids	<ul style="list-style-type: none">• Eye contact• Nonverbals• Visual aids	<ul style="list-style-type: none">• Eye contact• Nonverbals• Visual aids	<ul style="list-style-type: none">• Eye contact• Nonverbals• Visual aids
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Critical Thinking

Critical Thinking is a comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion that leads to action. It requires disciplinary skills of inquiry and analysis.

	4	3	2	1
Inquiry	<p>Clearly describes the issue or problem.</p> <p>Gathers all of the necessary information for analysis of issue or problem.</p> <p>Consistently selects valid and reliable sources of information.</p>	<p>Offers mostly clear description of the issue or problem.</p> <p>Gathers most of the information for analysis of issue or problem.</p> <p>Most of the selected sources of information are valid and reliable.</p>	<p>Offers unclear or incomplete description of the issue or problem.</p> <p>Gathers some of the information for analysis of issue or problem.</p> <p>Some of the selected sources of information are valid and reliable.</p>	<p>Only begins to describe the issue or problem.</p> <p>Gathers insufficient information for analysis of issue or problem.</p> <p>Very few or none of the selected sources of information are valid and reliable.</p>
Assumptions & Point of Views	<p>Thoroughly analyzes background/situation and associated assumptions.</p> <p>Thoroughly questions others' point of view.</p>	<p>Analyzes most of the background/situation and associated assumptions.</p> <p>Acknowledges others' point of view.</p>	<p>Analyzes some of the background/situation and associated assumptions.</p> <p>Minimally acknowledges others' point of view.</p>	<p>No analysis of background/situation and associated assumptions.</p> <p>Takes others' point of view as fact, not questioned.</p>
Analysis & Conclusions	<p>Thoroughly organizes and synthesizes information.</p> <p>Thoroughly prioritizes evidence into conclusions.</p> <p>Formulates a comprehensive and logical conclusion.</p>	<p>Organizes and synthesizes most of the information.</p> <p>Prioritizes most evidence into conclusions.</p> <p>Formulates a mostly comprehensive and logical conclusion.</p>	<p>Organizes and synthesizes some of the information.</p> <p>Prioritizes some evidence into conclusions.</p> <p>Does not adequately formulates a comprehensive and logical conclusion.</p>	<p>Organizes and synthesizes minimal information.</p> <p>Does not prioritize evidence into conclusions.</p> <p>Does not formulate a comprehensive and logical conclusion.</p>

Holism

Holism is an understanding and disposition built by seeing the interdependent connections among self, others, society, and the natural world. Holism responsibly contributes to the health and balance of these core relationships through integration of knowledge and one's commitment to care for the world

	4	3	2	1
Examining a System (Parts into the Whole)	<p>Clearly explains a system (person, body, issue, organizations, etc.).</p> <p>Clearly identifies all the key parts of the system.</p> <p>Clearly evaluates how the parts of the system function or fail to function as a whole.</p>	<p>Offers mostly clear and complete explanation of the system</p> <p>Identifies most key parts of the system.</p> <p>Offers a mostly clear evaluation of the functions of parts in creating the whole</p>	<p>Offers unclear or incomplete explanation of the system</p> <p>Identifies some key parts of a system</p> <p>Does not adequately evaluate functions of parts in creating the whole</p>	<p>Only begins to explain a system,</p> <p>Identifies few to no key parts</p> <p>No evaluation of their functions in creating the whole</p>
Holistic CARE of Self	<p>Consistently practices sound, holistic health habits including mental, emotional, social, relational, physical, nutritional, spiritual well-being, and stress management</p> <p>Consistently seeks help for personal health and wellness issues when needed.</p>	<p>Occasionally practices sound, holistic health habits including mental, emotional, social, relational, physical, nutritional, spiritual well-being, and stress management. Occasionally seeks help for personal, health and wellness issues when needed.</p>	<p>Rarely practices sound, holistic health habits including mental, emotional, social, relational, physical, nutritional, spiritual well-being, and stress management</p> <p>Rarely seeks help for personal, health and wellness issues when needed</p>	<p>Never practices sound, holistic health habits including mental, emotional, social, relational, physical, nutritional, spiritual well-being, and stress management</p> <p>Does not seek help for personal health and wellness issues when needed</p>
Holistic CARE of Others	<p>Consistently demonstrates the ability to be understanding of others circumstances</p> <p>Consistently acts to ease the suffering of others</p>	<p>Occasionally demonstrates the ability to be understanding of others circumstances</p> <p>Occasionally acts to ease the suffering of others</p>	<p>Rarely demonstrates the ability to be understanding of others circumstances</p> <p>Rarely acts to ease the suffering of others</p>	<p>Never demonstrates the ability to be understanding of others circumstances</p> <p>Does not act to ease the suffering of others</p>

Intercultural Responsiveness

Intercultural responsive communication is a developing set of cognitive, affective and behavioral qualities that support effective, appropriate, and deepening interaction with another.

#1 Knowledge of Another in Relation to Self <i>(Cognitive)</i>	<p>Another: Describes knowledge of another cultural context in a <u>THOROUGH</u> manner</p> <p>Self: Articulates <u>THOROUGHLY</u> how one's personal cultural beliefs and practices compare and contrast to the above knowledge</p> <p>The description addresses</p> <ul style="list-style-type: none"> • identifying relevant elements • checking assumptions and biases • addressing perspectives with appropriate depth 	<p>Another: Describes knowledge of another cultural context in a <u>SUBSTANTIAL</u> manner</p> <p>Self: Articulates <u>SUBSTANTIALLY</u> how one's personal cultural beliefs and practices compare and contrast to the above knowledge</p>	<p>Another: Describes knowledge of another cultural context in a <u>PARTIAL</u> manner</p> <p>Self: Articulates <u>PARTIALLY</u> how one's personal cultural beliefs and practices compare and contrast to the above knowledge</p>	<p>Another: Describes knowledge of another cultural context in a <u>MINIMAL</u> manner</p> <p>Self: Articulates <u>MINIMALLY</u> how one's personal cultural beliefs and practices compare and contrast to the above knowledge</p>
#2 Response to Another <i>(Affective & Behavioral)</i>	<p><u>NEARLY ALWAYS</u> responds to another with:</p> <ol style="list-style-type: none"> 1. Empathy, or demonstrating an understanding of another's emotions and perspectives 2. Compassion in one or more of the following ways: <ul style="list-style-type: none"> • recognizing the suffering of another • understanding the universality of human suffering • tolerating uncomfortable feelings and remaining open to and accepting of the person experiencing suffering 3. Desire to help OR taking action to help 	<p><u>OFTEN</u> responds to another with:</p> <ol style="list-style-type: none"> 1. Empathy 2. Compassion 3. Desire to help OR taking action to help 	<p><u>OCCASIONALLY</u> responds to another with:</p> <ol style="list-style-type: none"> 1. Empathy 2. Compassion 3. Desire to help OR taking action to help 	<p><u>RARELY</u> responds to another with:</p> <ol style="list-style-type: none"> 1. Empathy, 2. Compassion 3. Desire to help OR taking action to help

Appendix C: TEC Course-Level Assessment Reflection Form (version 7/15/22)

TEC Course-Level Assessment Reflection Form

Student learning outcome assessment results may be used to inform changes at the course, program, division, or College level.

The purpose of this form is to provide an opportunity for reflection and to identify potential future improvements to student learning and assessment. Completing this form moves the College from merely collecting course-level student learning outcome data towards taking action based on the data.

Q1 Course

- ☐ Course number (e.g., COM 320) (1) _____
- ☐ Section (e.g., 01) (2) _____
- ☐ Title (3) _____
- ☐ Course Homepage URL (log into Brightspace, select course, copy and paste the link) (8) _____
- ☐ Instructor name (4) _____
- ☐ Instructor email (5) _____

Q18 Division Dean email for this course (a copy will be sent to this person)

▼ Kendra.Craven@methodistcollege.edu (1) ... Susan.Ward@methodistcollege.edu (3)

Display This Question:

If Division Dean email for this course (a copy will be sent to this person) != Dean.Manternach@methodistcollege.edu

Q19 Email address of Program Director for course (if you are the Program Director, please select yourself).

▼ Rebecca.Bouckaert@methodistcollege.edu (6) ... Colleen.Woodward@methodistcollege.edu (4)

Q5 Semester

☐ Summer 2022 (5)

☐ Fall 2022 (6)

☐ Spring 2023 (7)

Q7 Student Learning Outcome

☐ Civic Engagement (1)

☐ Communication: Speaking (2)

☐ Communication: Writing (6)

☐ Critical Thinking (3)

☐ Holism (4)

☐ Intercultural Responsiveness (5)

Q16 Assignment Name

Q10 Assignment Week/Unit

Q9 Assignment Description (copy and paste what is asked of the student; if the description has many parts and is too lengthy to copy and paste, you may summarize the description)

Q20 Results: Go to Brightspace course site to view results for the rubric criteria and copy/paste them below. Click [here](#) for step-by-step instructions.

Q13 Directions: Review the results in Brightspace, and then analyze the overall distribution of scores and the highs and lows. Reflect on why the results are what they are.

Q22 Describe your interpretation of both highs and lows.

Q14 Course-Level Action for Improvement for this Student Learning Outcome (i.e., what changes can be made to improve student learning or the assessment of that learning?)

Q21 Optional: Recommendations for College- or program-level action and/or resources related to these results

Appendix D: Co-Curricular Activities Definition and Checklist (version 11/23/21)

Definition

Co-curricular activities are NMC-sponsored learning opportunities that enhance a student's academic experience. Co-curricular activities are aligned with, and support student development in, Educated Citizen student learning outcomes.

Checklist

Must answer "yes" to all questions to qualify as co-curricular.

<i>Checklist Item</i>	<i>Yes or No</i>
<i>Is the activity NMC-sponsored? (NMC-sponsored = approved by the institution.)</i>	
<i>Is student learning expected as part of the activity?</i>	
<i>Is the expected learning aligned with an Educated Citizen student learning outcome?</i>	
<i>Can the activity reasonably be assessed by NMC faculty/staff?</i>	

Examples

Examples include, but are not limited to: educational workshops, engagement opportunities, student-faculty research, community engagement, peer mentoring programs, and involvement in student organizations.

Appendix E: Program Learning Outcomes Alignment to The Educated Citizen Form (version 4/13/22)

NMC Program Crosswalk for The Educated Citizen Outcomes

Name of Program:

Name of Program Director:

Academic Year:

Instructions: This document demonstrates the alignment of our program learning outcomes with The Educated Citizen institutional learning outcomes. Please enter your program learning outcomes that are associated with each of The Educated Citizen learning outcomes. You may have multiple program learning outcomes for a single TEC outcome and vice versa.

Program Learning Outcomes	The Educated Citizen Learning Outcomes
	<p>Critical Thinking: Critical thinking is a comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion that leads to action. It requires disciplinary skills of inquiry and analysis.</p> <p>Core Value: Learning</p>
	<p>Holism: Holism is an understanding and disposition built by seeing the interdependent connections among self, others, society, and the natural world. Holism responsibly contributes to the health and balance of these core relationships through integration of knowledge and one's commitment to care for the world.</p> <p>Core Value: Holism</p>

	<p>Civic Engagement: Civic engagement is advocating for self and others within political, economic, cultural, and social structures to shape health and the common good by connecting with local, national, and global communities as change agents.</p> <p>Core Values: Excellence, Respect</p>
	<p>Intercultural Responsiveness: Intercultural responsive communication is a developing set of cognitive, affective and behavioral qualities that support effective, appropriate, and deepening interaction with another.</p> <p>Core Values: Caring, Respect</p>
	<p>Communication – Speaking: Communication is writing as well as speaking effectively and purposefully. Communication in writing includes effectively gathering and organizing content in clear written forms to meet the exigencies of varied contexts. Oral and nonverbal communication uses various modes of language to demonstrate the value of care, to give and receive information, and to influence community positively.</p> <p>Core Value: Respect</p>

	<p>Communication – Writing: Communication is writing as well as speaking effectively and purposefully. Communication in writing includes effectively gathering and organizing content in clear written forms to meet the exigencies of varied contexts. Oral and nonverbal communication uses various modes of language to demonstrate the value of care, to give and receive information, and to influence community positively.</p> <p>Core Value: Respect</p>
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