



Summary of Planned Assessment at Simpson University (DRAFT)

Learning outcomes are aligned from the highest level of Institutional, to program, to course. Program outcomes are developed for academic majors and student development activities.

Course Assessment: Faculty members are encouraged to use classroom-based assessment techniques to improve student learning in the same semester. Formal faculty development, providing formal training in classroom-based assessment, will be developed in increasing measure over the years. In addition, as determined necessary through program assessment, systematic assessment will be conducted for additional classes in order to strengthen the program.

Program Assessment: Program outcomes will be assessed on a cycle, with a single program outcome being reported on each year. This assessment will be part of the Annual Report submitted by each academic program, including general education, traditional undergraduate programs, ASPIRE, Graduate Professional Studies and Tozer Seminary.

The Annual Report covers the following: Mission Statement and program distinction; Program Learning Outcomes: curriculum mapping, assessment planning, and assessment results; Institutional Learning Outcomes: curriculum mapping, assessment planning, and assessment results; Projected personnel or program changes; Data on faculty and students; Two year curricular plan; Faculty load projects for following year; Budget requests; Summary and Recommendations.

Institutional Learning Outcome Assessment: Institutional outcomes will be assessed alongside the program outcomes as part of the Annual Report. Each program will complete an assessment of a single outcome each year, on a rotating basis, beginning with ILO 1 in 2014-15. When these reports have been submitted by each department, the Office of Institutional Research and Assessment will create a summary report for the Institutional Learning outcome assessed that year. In addition the academic area Annual Reports, student development will contribute assessment data for the summary report.

Student Development: Student Development will not complete the Annual Report; however, clubs and other organized programs will complete and report annually on program learning outcomes. In addition, the First-Year Experience, a short-term course conducted by the Retention/Enrollment office, will have a syllabus with course outcomes which will be assessed annually.

Core Competencies: A formal assessment plan has not been developed, but an e-portfolio system is scheduled to be developed in the summer of 2015. Prior to this time, in support of accreditation needs, data will be collected and summarized from capstone courses, and writing intensive courses, directly through faculty as well as through previous assessment documents of program and course reviews.