



**Annual Undergraduate Institutional Learning Outcomes  
Assessment Report  
2017-18 Academic Year**

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## Executive Summary

This report provides a summary student achievement of institutional learning outcomes on key measures. Learning outcomes data is analyzed according to the academic year, which is July 1, 2017 through June 30, 2018. Methods of analysis for these learning outcomes looked at the capstone courses in order to determine mastery. In addition to looking at student achievement at the introduced and mastery level individually, a comparison of student achievement at the introduced and mastery levels was also done. Finally, student perception of their achievement of institutional learning outcomes was assessed through an alumni survey and of the Ashford learning experience through the National Survey of Student Experience (NSSE).

Results of the analyses in individual courses demonstrated student achievement of acceptable targets of proficiencies at the mastery level. In an analysis of student achievement for introductory levels as compared to mastery levels of institutional learning outcomes, students saw a decline in performance for Institutional Learning Outcomes (ILO) 1 and 2 and their respective sub-outcomes. However, Institutional Learning Outcomes 3 and 4 and their respective sub-outcomes saw an increase in performance. This could provide an opportunity to review scaffolding across curriculum in terms of reinforcement of institutional learning outcomes related to the general education curriculum as ILOs 1 and 2 relate specifically to general education while ILOs 3 and 4 are more related to a student's discipline or field of study. That being said, overall, students perceived that they were mastering the institutional learning outcomes through their course work as indicated by the responses on an alumni survey as well as responses to survey items from the NSSE aligned with institutional learning outcomes.

Overall, it is recommended that each course undergo rubric calibration and norming activities. To support this initiative, analysis of assessment trends and variations between full-time and associate faculty would be beneficial. This could help determine areas of greatest need for calibration and drive a strategic approach to this initiative.

## Introduction

Student learning is fundamental to the mission of Ashford University through clearly articulated learning outcomes occur at all levels and different points of the student experience and mission-driven assessment practices, essential to the achievement of the University's goals. The processes, measures, support systems, and activities related to the annual assessment of student learning at Ashford support a continuous cycle based on planning, implementing, assessing, analyzing the results, reporting, making institutional or instructional adjustments, and commencing the next cycle. The outlined assessment results for the undergraduate institutional learning outcomes in the 2017-18 academic year will be used to ensure that proposed and actual changes for the 2018-19 academic year are in clear alignment with Ashford's mission of providing high-quality, innovative educational programs.

### Ashford University Mission Statement

Ashford University articulates its institutional identity and goals through its mission statement. This is the foundation on which the outcomes for student learning are developed.

*The mission of Ashford University is to provide high-quality, accessible, affordable, innovative, educational programs that meet the diverse needs of individuals pursuing advancement in their lives, professions, and communities.*

### Undergraduate Institutional Learning Outcomes

With its commitment to achieving higher levels of student learning, Ashford University implemented a new set of Institutional Learning Outcomes (ILOs), which serve as a measurable set of expectations of knowledge, skills, abilities, attitudes, values, and competencies for undergraduate and graduate students in the 2016-17 academic year. These broad categories of competence enable students to be successful in their education and career and contribute to their broader communities and serve as a shared, university-wide articulation of expectations for all degree recipients.

## 2017-2018 Assessment Plan Findings

### Institutional Learning Outcome 1 and Sub-Outcomes A through E

#### **1. Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.**

- 1a. Utilize interdisciplinary approaches and informed decision-making when solving problems.
- 1b. Frame problems and construct solutions through reasoned analysis, including consideration of diverse views.
- 1c. Analyze and present a reasoned response to problems within a wider societal and systems context.
- 1d. Articulate commonalities and differences across varying cultural, economic, and geographic populations as part of global citizenship.
- 1e. Demonstrate critical thinking and problem solving skills using adaptable, flexible, creative, and innovative approaches.

#### *Direct Measure: Summative Assessment in Capstone Courses*

##### **Expected Level(s) of Achievement:**

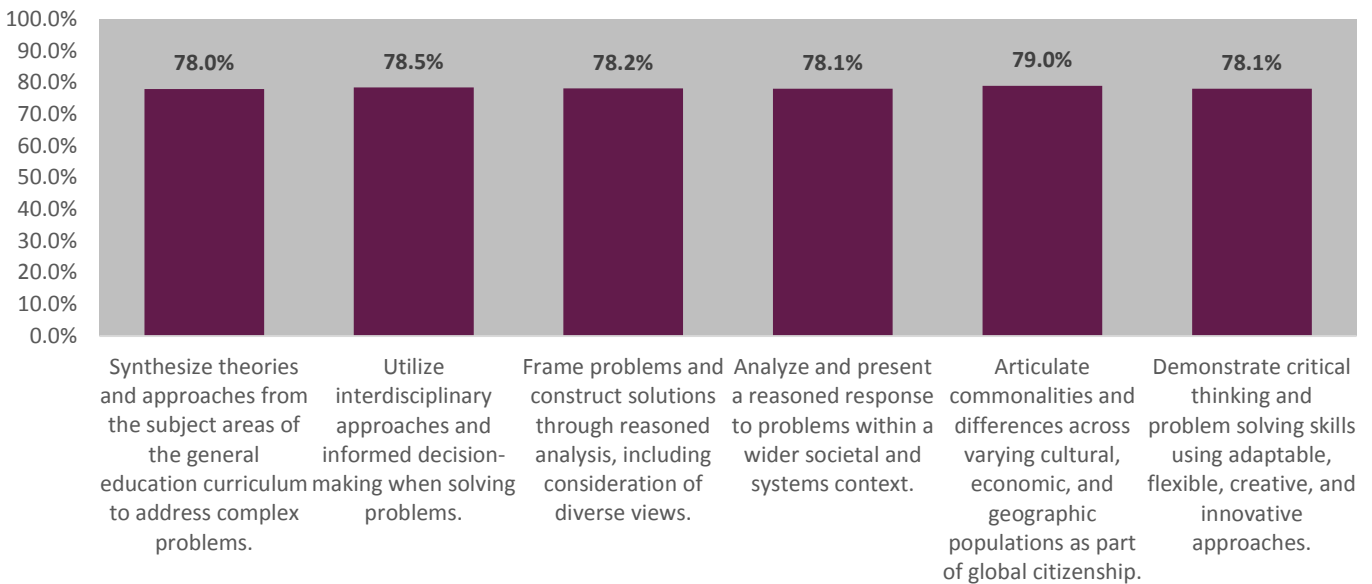
- *Acceptable Target:* 75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

##### **Level of Achievement (Figure 1):**

78.3% (136,795 out of 174,623) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

**FIGURE 1: SUMMATIVE ASSESSMENT IN CAPSTONE COURSES**



*Direct Measure: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course*

**Expected Level(s) of Achievement:**

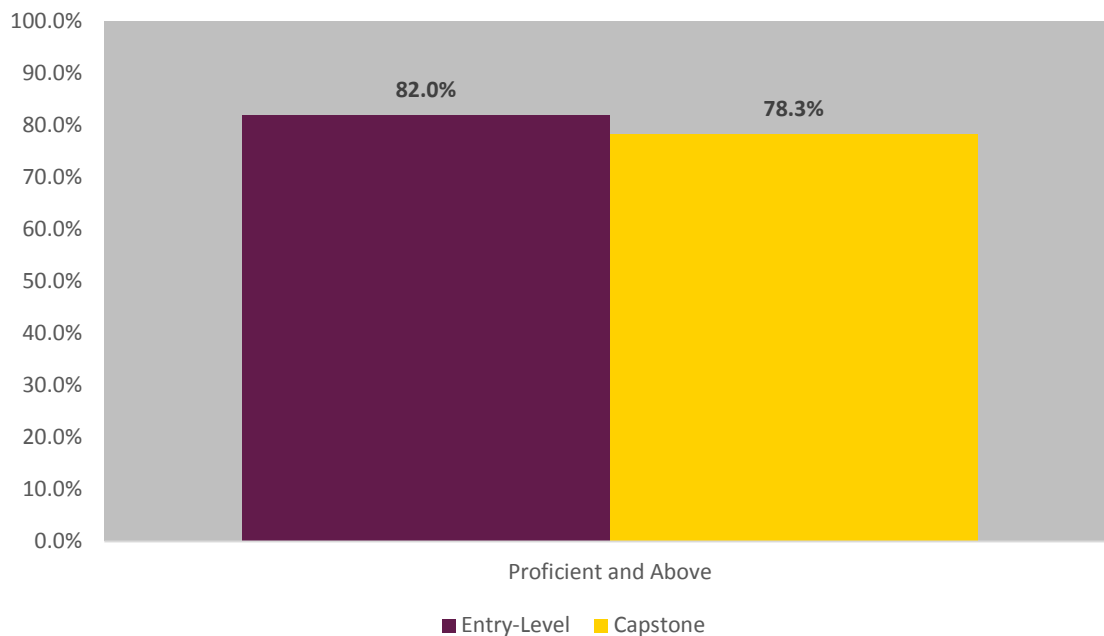
- *Acceptable Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be three percentage points or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be five percentage points or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 2):**

Capstone students saw a 3.7 percentage point decline at the proficient or distinguished level on relevant content criteria mapped to this ILO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 2: SUMMATIVE ASSESSMENT IN PROGRAM ENTRY-LEVEL COURSE VERSUS PROGRAM CAPSTONE COURSE**



*Direct Measure: ETS Proficiency Profile - Critical Thinking Section*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Critical Thinking Subsection, where the Proficiency Profile subscore range is 100 to 130.
- *Ideal Target:* Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Critical Thinking Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year will results available for the assessment plan at the end of that academic year.

*Direct Measure for Sub-Outcome 1d: Standardized Assessment of Information Literacy (SAILS)*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in GEN 499 will score better than other institutions Type: Baccalaureate General on at least six out of the eight sections of the SAILS exam, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.



- *Ideal Target:* Students in GEN 499 will score better than other institutions Type: Baccalaureate General on at least seven out of the eight sections of the SAILS exam, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.

**Level of Achievement:**

Students in GEN 499 scored better than other institutions Type: Baccalaureate General on seven out of the eight sections of the SAILS exam during the Fall 2017 administration and eight out of eight sections of SAILS exam during the Spring 2018 administration, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Met

*Indirect Measure: Alumni Survey Completed at Graduation*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 80% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.
- *Ideal Target:* 90% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

**Level of Achievement:**

84.6% (6056 out of 7158) students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

*Indirect Measure: NSSE – Academic Challenge, Seniors*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 70% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” connected your learning to societal problems or issues (2b).
- *Ideal Target:* 75% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” connected your learning to societal problems or issues (2b).

**Level of Achievement:**

71% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” connected your learning to societal problems or issues (2b).

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

### *Indirect Measure for Sub-Outcome 1d: NSSE – Learning with Peers, Seniors*

#### **Expected Level(s) of Achievement:**

- *Acceptable Target:* 70% of Ashford University seniors participating in the NSSE survey will report that they have “Very Often” or “Often” had discussions with each of the following: people from a race or ethnicity other than your own (8a); people from an economic background other than your own (8b); people with religious beliefs other than your own (8c); and people with political views other than your own (8d).
- *Ideal Target:* 75% of Ashford University seniors participating in the NSSE survey will report that they have “Very Often” or “Often” had discussions with: people from a race or ethnicity other than your own (8a); people from an economic background other than your own (8b); people with religious beliefs other than your own (8c); and people with political views other than your own (8d).

#### **Level of Achievement:**

73% of Ashford University seniors participating in the NSSE survey will report that they have “Very Often” or “Often” had discussions with: people from a race or ethnicity other than your own (8a); people from an economic background other than your own (8b); people with religious beliefs other than your own (8c); and people with political views other than your own (8d).

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

### *Institutional Learning Outcome 2 and Sub-Outcomes A through F*

Institutional learning outcome 2 and its sub-outcomes relate to the core competencies of the general education curricula.

#### **2. Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.**

- 2a. Apply the principles of critical thinking to contemporary issues.
- 2b. Exhibit clear, sustained, and coherent arguments and narratives in written and oral communication.
- 2c. Utilize information, media, and technology literacy skills appropriate for an associates or bachelor degree level, by recognizing when information is needed and effectively locating, evaluating, and using the information.
- 2d. Construct solutions to problems through qualitative or quantitative analysis and/or computational skills and practices.
- 2e. Display leadership and interdisciplinary teamwork skills.
- 2f. Employ the skills necessary to engage in lifelong learning through intellectual inquiry.

### *Direct Measure: Summative Assessment in Capstone Courses*

#### **Expected Level(s) of Achievement:**

- *Acceptable Target:* 75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

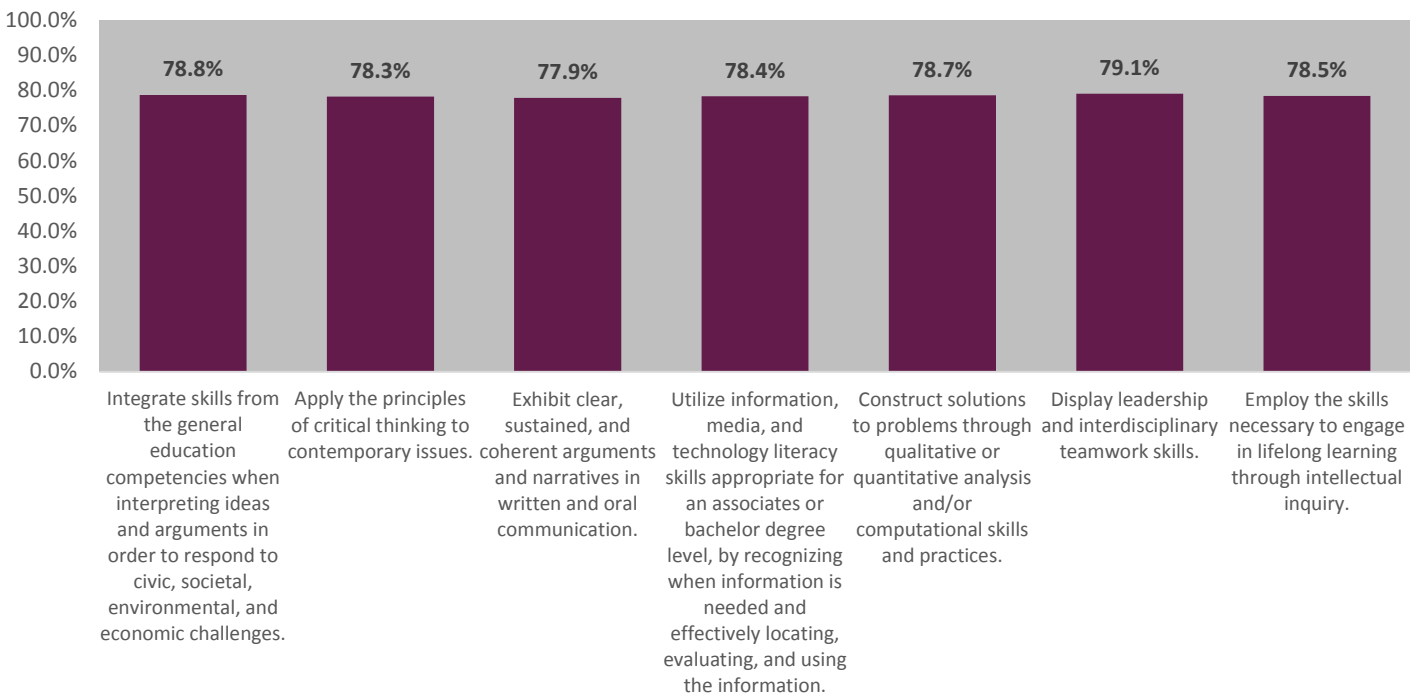
- **Ideal Target:** 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 3):**

78.5% (153,461 out of 195,568) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- **Acceptable Target:** Exceeded
- **Ideal Target:** Approaching

**FIGURE 3: SUMMATIVE ASSESSMENT IN CAPSTONE COURSES**



*Direct Measure: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course*

**Expected Level(s) of Achievement:**

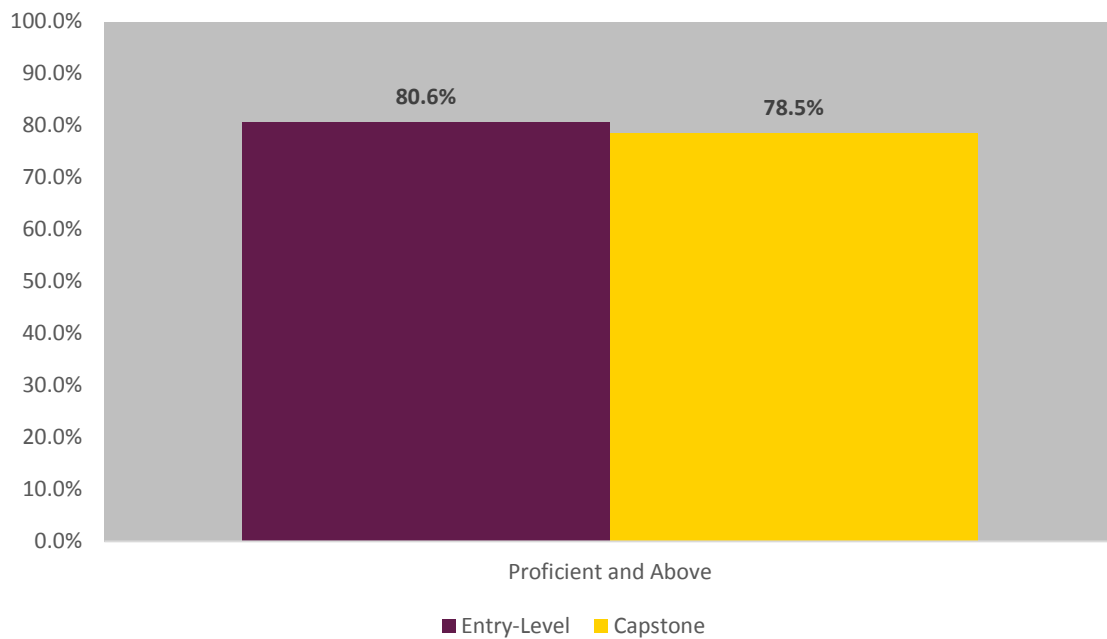
- **Acceptable Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- **Ideal Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be five percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 4):**

Capstone students saw a 2.1 percentage point decline at the proficient or distinguished level on relevant content criteria mapped to this ILO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 4: SUMMATIVE ASSESSMENT IN PROGRAM ENTRY-LEVEL COURSE VERSUS PROGRAM CAPSTONE COURSE**



*Direct Measure for Sub-outcomes 2a and 2d: ETS Proficiency Profile - Critical Thinking Section*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Critical Thinking Subsection, where the Proficiency Profile subscore range is 100 to 130.
- *Ideal Target:* Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Critical Thinking Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year will results available for the assessment plan at the end of that academic year.

*Direct Measure for Sub-outcome 2b: ETS Proficiency Profile - Writing Section*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Writing Subsection, where the Proficiency Profile subscore range is 100 to 130.
- *Ideal Target:* Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Writing Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year will results available for the assessment plan at the end of that academic year.

*Direct Measure for Sub-outcomes 2d: ETS Proficiency Profile - Mathematics Section*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Mathematics Subsection, where the Proficiency Profile subscore range is 100 to 130.
- *Ideal Target:* Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Mathematics Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year will results available for the assessment plan at the end of that academic year.

*Direct Measure for Sub-outcomes 2f: ETS Proficiency Profile - Reading Section*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Reading Subsection, where the Proficiency Profile subscore range is 100 to 130.
- *Ideal Target:* Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Reading Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year will results available for the assessment plan at the end of that academic year.

*Direct Measure for Sub-Outcome 2c: Standardized Assessment of Information Literacy (SAILS)*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in GEN 499 will score better than other institutions Type: Baccalaureate General on at least six out of the eight sections of the SAILS exam, where the eight

sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.

- *Ideal Target:* Students in GEN 499 will score better than other institutions Type: Baccalaureate General on at least seven out of the eight sections of the SAILS exam, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.

**Level of Achievement:**

Students in GEN 499 scored better than other institutions Type: Baccalaureate General on seven out of the eight sections of the SAILS exam during the Fall 2017 administration and eight out of eight sections of SAILS exam during the Spring 2018 administration, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Met

*Indirect Measure: Alumni Survey Completed at Graduation*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 80% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.
- *Ideal Target:* 90% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

**Level of Achievement:**

84.8% (7055 out of 8323) students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

*Indirect Measure: NSSE – Academic Challenge, Seniors*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 50% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” the following: reached conclusions based on your own analysis of numerical information (6a); used numerical information to examine a real-world problem or issue (6b); evaluated what others have concluded from numerical information (6c).
- *Ideal Target:* 60% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” the following: reached conclusions based on your own analysis of numerical information (6a); used numerical information to examine a real-world problem or issue (6b); evaluated what others have concluded from numerical information (6c).

**Level of Achievement:**

51% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” the following: reached conclusions based on your own analysis of numerical information (6a); used numerical information to examine a real-world problem or issue (6b); evaluated what others have concluded from numerical information (6c).

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

Institutional Learning Outcome 3 and Sub-Outcomes A and B

**3. Synthesize proficiencies appropriate to the degree level and discipline or major.**

3a. Explain field specific concepts, theories, and practices.

3b. Evaluate complex problems or challenges related to the field by applying field specific concepts, theories, and practices.

*Direct Measure: Summative Assessment in Capstone Courses*

**Expected Level(s) of Achievement:**

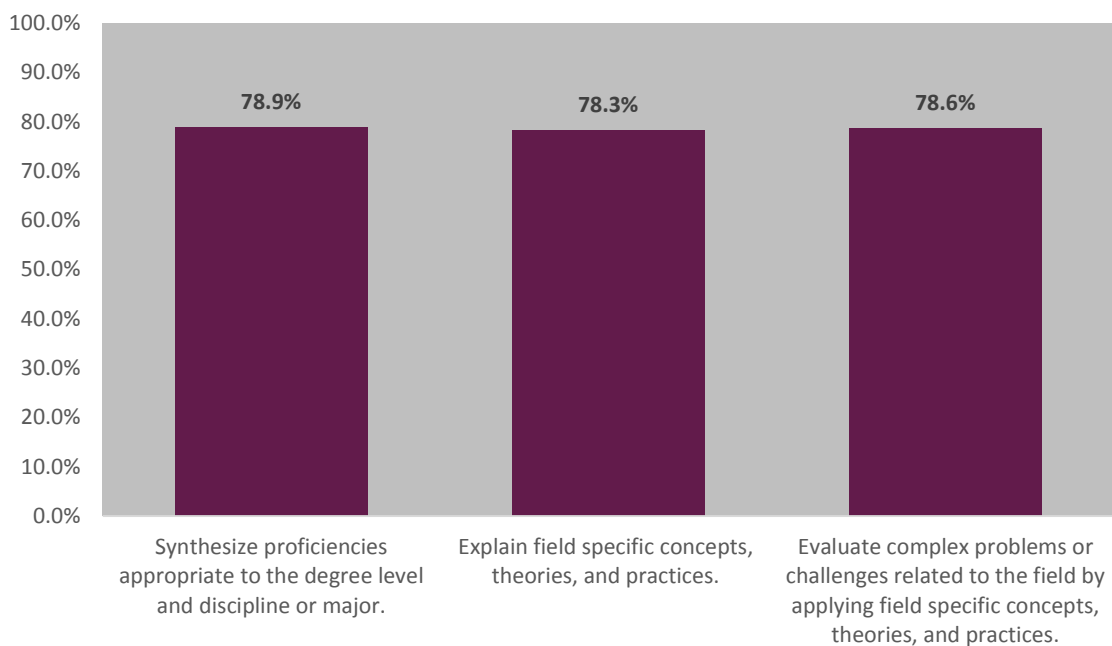
- *Acceptable Target:* 75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 5):**

78.6% (70,974 out of 90,305) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

**FIGURE 5: SUMMATIVE ASSESSMENT IN CAPSTONE COURSES**



*Direct Measure: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course*

**Expected Level(s) of Achievement:**

- **Acceptable Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be three percentage points or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.
- **Ideal Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be five percentage points or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.

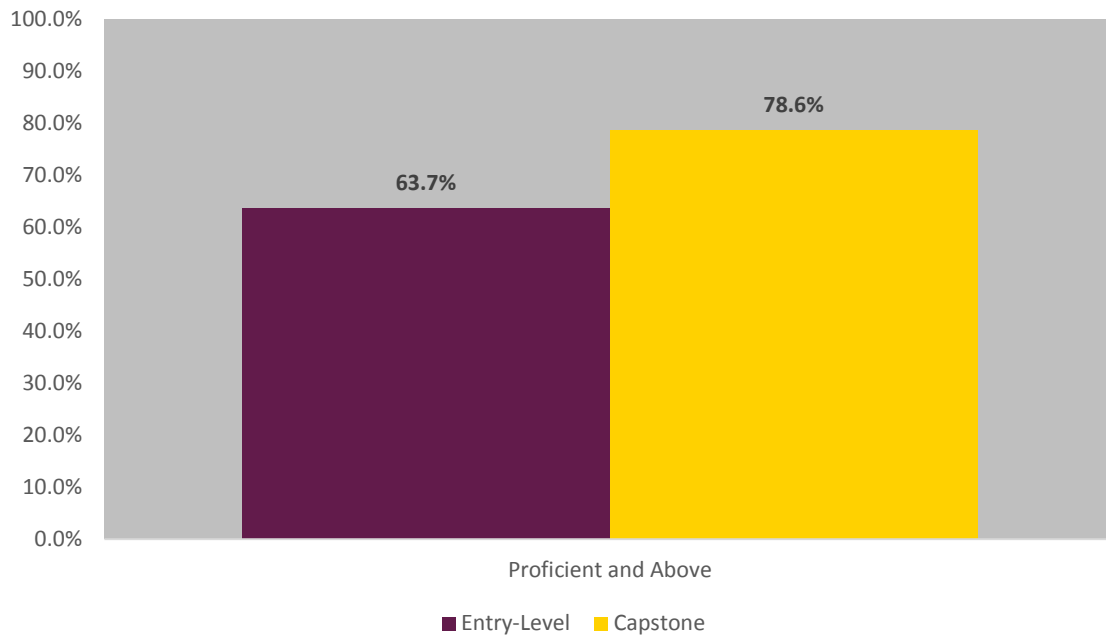
**Level of Achievement (Figure 6):**

Capstone students saw a 14.9 percentage point increase in performance on relevant content criteria mapped to this GELO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- **Acceptable Target:** Exceeded
- **Ideal Target:** Exceeded



**FIGURE 6: SUMMATIVE ASSESSMENT IN PROGRAM ENTRY-LEVEL COURSE VERSUS PROGRAM CAPSTONE COURSE**



*Indirect Measure: Alumni Survey Completed at Graduation*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 80% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.
- *Ideal Target:* 90% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

**Level of Achievement:**

83.6% (2963 out of 3546) students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

*Indirect Measure: NSSE – Academic Challenge, Seniors*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 70% of Ashford University seniors participating in the NSSE survey will report that they have “Very Much” or “Quite a bit” about how much coursework emphasized each of the following: applying facts, theories, or methods to practical problems or new situations (4b); analyzing an idea, experience, or line of reasoning in depth by examining its parts (4c); evaluating a point of view, decision, or information source (4d).

- *Ideal Target:* 75% of Ashford University seniors participating in the NSSE survey will report that they have “Very Much” or “Quite a bit” about how much coursework emphasized each of the following: applying facts, theories, or methods to practical problems or new situations (4b); analyzing an idea, experience, or line of reasoning in depth by examining its parts (4c); evaluating a point of view, decision, or information source (4d).

**Level of Achievement:**

84% of Ashford University seniors participating in the NSSE survey will report that they have “Very Much” or “Quite a bit” about how much coursework emphasized each of the following: applying facts, theories, or methods to practical problems or new situations (4b); analyzing an idea, experience, or line of reasoning in depth by examining its parts (4c); evaluating a point of view, decision, or information source (4d).

- *Acceptable Target:* Exceeded
- *Ideal Target:* Exceeded

*Indirect Measure for Sub-outcome 3b: NSSE – Academic Challenge, Seniors*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 55% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” combined ideas from different courses when completing assignments (2a).
- *Ideal Target:* 60% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” combined ideas from different courses when completing assignments (2a).

**Level of Achievement:**

55% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” combined ideas from different courses when completing assignments (2a).

- *Acceptable Target:* Met
- *Ideal Target:* Approaching

*Institutional Learning Outcome 4 and Sub-Outcomes A and B*

**4. Construct ethical responses to contemporary issues.**

4a. Identify and address key ethical issues, including the application of academic knowledge to the concerns of society.

4b. Articulate the constraints that ethical theories and principles place on responses to specific challenges.

*Direct Measure: Summative Assessment in Capstone Courses*

**Expected Level(s) of Achievement:**

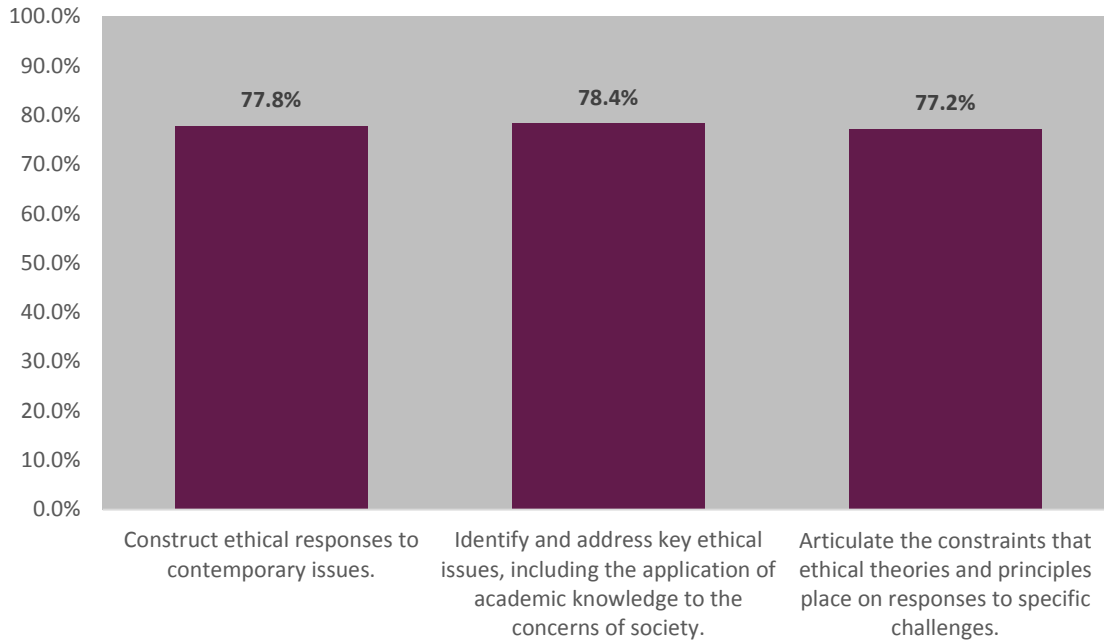
- *Acceptable Target:* 75% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this ILO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 7):**

77.8% (63,713 out of 81,844) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

**FIGURE 7: SUMMATIVE ASSESSMENT IN CAPSTONE COURSES**



*Direct Measure: Summative Assessment in a Program Entry-Level Course versus the Program Capstone Course*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be three percentage points or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this ILO will be five percentage points or greater, where the performance levels are Non- Performance, Below Expectations, Basic, Proficient, or Distinguished.

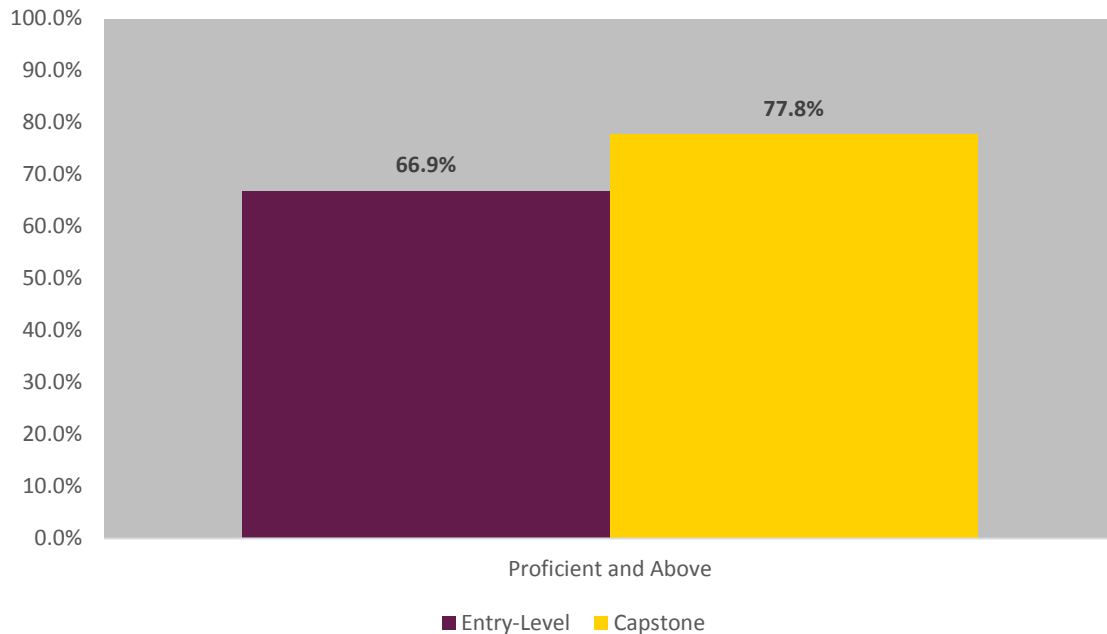
**Level of Achievement (Figure 8):**

Capstone students saw a 10.9 percentage point decline in performance on relevant content criteria mapped to this GELO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded

- *Ideal Target:* Exceeded

**FIGURE 8: SUMMATIVE ASSESSMENT IN PROGRAM ENTRY-LEVEL COURSE VERSUS PROGRAM CAPSTONE COURSE**



*Indirect Measure: Alumni Survey Completed at Graduation*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 80% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.
- *Ideal Target:* 90% of students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

**Level of Achievement:**

84.6% (3015 out of 3564) students will report high levels (4 or 5 on a five-point scale, where 5 is high) of learning on this outcome.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

*Indirect Measure: NSSE – Academic Challenge, Seniors*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 70% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” connected your learning to societal problems or issues (2b); examined the strengths and weaknesses of your own views on a topic or issue (2d); learned something that changed the way you understand an issue or concept (2f).

- *Ideal Target:* 75% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” connected your learning to societal problems or issues (2b); examined the strengths and weaknesses of your own views on a topic or issue (2d); learned something that changed the way you understand an issue or concept (2f).

**Level of Achievement:**

76% of Ashford University seniors participating in the NSSE survey will report that they have “Very often” or “Often” connected your learning to societal problems or issues (2b); examined the strengths and weaknesses of your own views on a topic or issue (2d); learned something that changed the way you understand an issue or concept (2f).

- *Acceptable Target:* Exceeded
- *Ideal Target:* Exceeded

## Recommendations for the 2018-19 Academic Year

### Recommendation 1: Reinforcement of Institutional Learning Outcomes 1 and 2 across General Education Curriculum

It is increasingly important to ensure that institutional learning outcomes are being reinforced across curriculum. A first step towards this scaffolding of learning could be discussing with course leads in the Division of General Education about how they might be integrated into existing curriculum or during the curriculum revision process with more intention.

### Recommendation 2: Investigate Alternative to SAILS Exam in GEN 103 and GEN 499

While traditionally Ashford students do well on the SAILS exam in GEN 499, demonstrating growth in their information literacy skills from GEN 103, this exam is not being used as much by other similar institutions. It would be beneficial to research and find an alternative exam that can be administered to provide for some more accurate benchmarking of our students against those from other colleges and universities.

### Recommendation 3: Administer ETS in 2018-19 Academic Year

The ETS Proficiency Profile is a national standardized exam that assesses student learning relative to three out of its six General Education Core Competencies (Critical Thinking, Communication – through Reading and Writing – and Mathematics). Administration of this exam would give us a standardized measure of student achievement of Institutional Learning Outcome 1 and 2.

### Recommendation 4: Rubric Calibration and Norming

It is recommended that each course undergo rubric calibration and norming activities. To support this initiative, analysis of assessment trends and variations between full-time and associate faculty would be beneficial. This could help determine areas of greatest need for calibration and drive a strategic approach to this initiative.