

Marian University Undergraduate Program Learning Outcomes Embedded Assessment Measures (2013-18 Planning Cycle)

Program	Program Learning Outcome	Measure Description
Art	<p>Analyze and critique works, concepts, and theories of creative expression.</p> <p>Examine and reflect on the human condition as expressed or documented in works of art.</p>	<ul style="list-style-type: none"> • Exams and Essays • Class participation, discussion • Term Paper
Biology	<p>Be able to make informed decisions based on scientific, moral, and ethical principles. (Critical Thinking)</p> <p>Develop a repertoire of laboratory and field skills.</p> <p>Master fundamental knowledge of biology.</p> <p>Prepare and deliver accurate scientific information in a professional manner. (Effective Communication)</p> <p>Understand and use the scientific method to propose, design, conduct, and interpret research. (Critical Thinking)</p>	<ul style="list-style-type: none"> • Embedded exam questions in various required courses. • Skills transcript with performance rubrics. • Biology GPA • PACAT and ACAT standardized exams • Oral Reports • Research design BIO 101, 102; • Research design BIO 300 • Senior UG Independent Research project
Community Health & Human Services	<p>At entry level, identify as a community health and human services professional and model professional conduct and ethical behavior.</p> <p>Identify, interpret, and analyze evidence-based information related to the purpose, structure, and processes of community organizations and government agencies focused on community health and human services through the lifespan.</p>	<ul style="list-style-type: none"> • CHHS Rating Scale for Evaluation of Student's Professional Efficacy • CHHS Rating Scale for Evaluation of Student's Professional Efficacy

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Community Health and Human Services (continued)	Demonstrate an understanding that the needs of local, state, national, and global populations are multifaceted and dynamic and are best addressed from a collaborative, reflective, and interdisciplinary approach.	<ul style="list-style-type: none"> ● CHHS Rating Scale for Evaluation of Student’s Professional Efficacy
	Demonstrate knowledge of human behavior and collaborative communication skills to engage in assessment, intervention, termination, and evaluation with diverse individuals, families, organizations, and communities.	<ul style="list-style-type: none"> ● CHHS Rating Scale for Evaluation of Student’s Professional Efficacy
	At entry level, identify as a community health and human services professional and model professional conduct and ethical behavior.	<ul style="list-style-type: none"> ● CHHS Rating Scale for Evaluation of Student’s Professional Efficacy
Communication	<p>Leading students to an integrated study of the intercultural factors they face in the world.</p> <p>Students are grounded in the theories and principles of communication with an emphasis on the ethical and values-based issues within the field.</p> <p>Students will practice quality foundational skills in written, spoken and interpersonal communication (Effective Communication)</p>	<ul style="list-style-type: none"> ● Successful completion of 12 credits in foreign language ● Senior Seminar Portfolio (Intercultural Communication) ● Communication theory is assessed in COM 400 (Multiple Methods) ● Applied Liberal Arts (EC) collected in COM 232; ● Speaking skills assessed in COM 232, COM 322, COM431; ● Interpersonal skills assessed in COM324, COM 334; ● Writing skills assessed in COM 102, COM 202, COM 215, COM 315.

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Criminal Justice	Analyze arguments and supporting evidence (Critical Thinking)	<ul style="list-style-type: none"> • Direct: Mid-Term Exams; Final Exams; Case Studies, Capstone Project • IDEA SRI Outcomes
	Creatively problem solve (Critical Thinking)	<ul style="list-style-type: none"> • Mid-Term Exams; Final Exams; Case Studies, Capstone • IDEA SRI Outcomes
	Develop logical, well-supported conclusions (Critical Thinking)	<ul style="list-style-type: none"> • Mid-Term Exams; Final Exams; Case Studies, Capstone • IDEA SRI Outcomes
	Develop strategies for engaging society in a socially just manner (Socially Responsible Action)	<ul style="list-style-type: none"> • Mid-Term Exams; Final Exams; Case Studies, Capstone • IDEA SRI Outcomes
	Examine how their values and beliefs influence interactions (Global Perspective)	<ul style="list-style-type: none"> • Mid-Term Exams; Final Exams; Case Studies, Capstone • IDEA SRI Outcomes
	Express self clearly in speech (Effective Communication)	<ul style="list-style-type: none"> • Presentations • IDEA SRI Outcomes
	Express self clearly in writing (Effective Communication)	<ul style="list-style-type: none"> • Direct: Capstone, Case Studies, Journals • IDEA SRI Outcomes
	Recognize multiple perspectives (Critical Thinking)	<ul style="list-style-type: none"> • Mid-Term Exams; Final Exams; Case Studies, Capstone • IDEA SRI Outcomes

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Criminal Justice (continued)	Use analytical skills to demonstrate knowledge of basic facts, concepts, and processes.	<ul style="list-style-type: none"> ● Mid-Term Exams; Final Exams ● IDEA SRI Outcomes ● Performance evaluation – Employer Survey
	Work effectively and collaboratively with others (Effective Communication)	<ul style="list-style-type: none"> ● Projects; Presentations ● IDEA SRI Outcomes
Culture, Media & Gender Studies Minor	Accept, appreciate and explore diversity	<ul style="list-style-type: none"> ● Transcript review of all Junior and Senior students in the minor.
	Critical Thinking	<ul style="list-style-type: none"> ● Culture, Media & Gender Studies 404 Final Paper/Project
	Develop ability to question and examine their own deeper assumptions and biases	<ul style="list-style-type: none"> ● Culture, Media & Gender Studies 215 Final Lab/Essay
	Global Perspectives	<ul style="list-style-type: none"> ● Culture, Media & Gender Studies 404 Final Paper/Project
Education	Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure being sought and demonstrate knowledge of a variety of effective teaching methods and materials (including technology).	<ul style="list-style-type: none"> ● GPA in EDU 200 ● Praxis I CORE Math ● Praxis I CORE Reading ● Praxis I CORE Writing ● Praxis II

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Education (continued)	Candidates demonstrate an understanding and an ability to design, assess, and evaluate (both formal and informal) assessments for student learning and reflects on the assessment process to improve future teaching and learning experiences.	<ul style="list-style-type: none"> • GPA in EDU 412 • Professional Work Sample
	Candidates demonstrate an understanding of a diverse student population and apply appropriate instructional strategies and assessments that acknowledge sensitivity to students' diverse learning needs.	<ul style="list-style-type: none"> • GPA in EDU 301 • Student Reflection
	Candidates demonstrate an understanding of the teaching standards, including the knowledge, skills, and dispositions expected of a professional teacher.	<ul style="list-style-type: none"> • Clinical Evaluation • Student Self-Evaluation
	Candidates demonstrate the ability to design instruction effectively using a variety of instructional strategies and adapting instruction to encourage the development of critical thinking, problem solving, and performance skills for all students.	<ul style="list-style-type: none"> • Professional Work Sample • Student Reflection
English	Ability to read, think, and write critically, creatively, as well as independently (Level 1-2).	<ul style="list-style-type: none"> • Final Paper in ENG 105 and ENG 106 using Value Rubric (level 1)
	Ability to read, think, and write critically, creatively, as well as independently (Level 3-4).	<ul style="list-style-type: none"> • Response Cycle: Decision on change in outcome measure
	Students will be able to evaluate and integrate primary and secondary sources into writing (Level 1-2).	<ul style="list-style-type: none"> • Final Paper in ENG 106 (Rubric identification required) • Response Cycle: Decision on change in outcome measure
	Students will be able to write clear, thoughtful, and grammatical prose both critically and creatively (Level 1-2).	<ul style="list-style-type: none"> • Response Cycle: Decision on change in outcome measure

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English (continued)	Students will be aware of major literary movements, authors, and genres to gain an understanding and appreciation of a diverse range of texts in a globalized world.	<ul style="list-style-type: none"> • Tool TBD in ENG 495 • Tool: Multiple choice exam in ENG 205
	Students will utilize critical theory and literary criticism to write clear and insightful literary analyses (Level 2-3)	<ul style="list-style-type: none"> • Final Paper in ENG 205 (Spring 2014)
	Students will utilize critical theory and literary criticism to write clear and insightful literary analyses (Level 4)	<ul style="list-style-type: none"> • Final Paper in ENG 495
Exercise and Sport Science	Apply knowledge of physiological, biomechanical, age, and gender differences that influence exercise physiology and exercise testing in practice.	<ul style="list-style-type: none"> • ESS 200: Define & discuss the basic concepts & theories; ESS 200: Identify methods of instruction & challenges; ESS 200: Differentiate among career options & associated requirements
	Incorporate evidence-based practice research into clinical decision making.	<ul style="list-style-type: none"> • ESS 200: Define & discuss the basic concepts & theories; ESS 200: Identify methods of instruction & challenges
	Translate ethical issues into responsible actions in the exercise and sport science field.	<ul style="list-style-type: none"> • ESS 200: Identify methods of instruction & challenges; ESS 200: Differentiate among career options & associated requirements

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Exercise & Sport Science (continued)	<p>Demonstrate effective communication skills (i.e., use of language, clarity, age-appropriate language) that is sensitive to all clients (ethnicity, gender, age differences).</p> <p>Create/modify programs to address special client population and individual needs.</p> <p>Demonstrate knowledge of current technologies and their application in exercise science.</p> <p>Model professional conduct and behavior.</p>	<ul style="list-style-type: none"> • ESS 200: Define & discuss the basic concepts & theories of Exercise & Sport Science • ESS 200: Identify methods of instruction & challenges in ESS • ESS 200: Identify methods of instruction & challenges in ESS • ESS 200: Identify methods of instruction & challenges in ESS, ESS 200: Differentiate among career options & associated requirements in ESS
Finance	<p>Students will possess an integrated knowledge of finance functions & systems</p> <p>Students will apply the principles of valuation to assess investment alternatives.</p> <p>Students will understand how financial institutions work.</p>	<ul style="list-style-type: none"> • Peregrine UG Business Administration CPC-based COMP Exam • Finance Major Comprehensive Exam • FIN 400 Exam • FIN 303 Exam

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<p>Health Care Administration</p>	<p>Articulate key parts of the design and management of a “learning organization” in healthcare.</p> <p>Identify the levels of physician – hospital alignment and how they impact the management of the healthcare organization</p> <p>Demonstrate how management models of production industries can be applied to the healthcare delivery industry</p> <p>Describe the organization-wide implementation of a quality improvement process for safety in a healthcare organization</p>	<ul style="list-style-type: none"> ● Module Summaries of Intermountain Health Care & Clinics ● Module Summaries of Intermountain Health Care & Clinics ● Module Summaries of Intermountain Health Care & Clinics ● Module Summaries of Intermountain Health Care & Clinics
<p>History</p>	<p>Achieve content mastery in World, American, and European history. (KA 5 – Demonstrate knowledge of basic facts, concepts and processes)</p> <p>Analyze issues and events from multiple perspectives. (GP3 - Identify and understand multiple perspectives)</p> <p>Analyze strengths and weaknesses of historiographical arguments.</p> <p>Compare and contrast ideas, societies, events, individual actions, philosophies, beliefs and spiritual traditions across cultures and time.</p> <p>Employ historical logic and historical evidence in written arguments. (CT 4 - Develop logical, well-supported conclusions)</p> <p>Identify, analyze, and use primary or secondary sources</p> <p>Organize, plan, and conduct research</p>	<ul style="list-style-type: none"> ● Varies by course ● Varies by course ● Varies by course ● Varies by course ● Varies by course ● Varies by course ● Independent Historical Research

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Homeland Security	<p>Develop and promote in others an appreciation for individual diversity of thought and values;</p> <p>Different levels of critical thinking and research-based practices in decision making activity in the homeland security field</p> <p>Homeland Security theory, applicable laws, policy/strategy.</p> <p>Well organized oral presentations.</p> <p>Well organized writing.</p>	<ul style="list-style-type: none"> ● Response Cycle: Decision on adoption of new measures. ● Response Cycle: Decision on adoption of new measures. ● Response Cycle: Decision on adoption of new measures. ● Response Cycle: Decision on adoption of new measures. ● Response Cycle: Decision on adoption of new measures.
Marketing	<p>Students will possess an integrated knowledge of marketing functions & systems</p> <p>Students will apply marketing principles in problem and case-based learning.</p>	<ul style="list-style-type: none"> ● Peregrine UG Business Administration CPC-based COMP Exam ● Marketing Major Comprehensive Exam ● Marketing Comprehensive Exam
Mathematics	<p>Demonstrate knowledge of basic mathematical facts and concepts.</p> <p>Develop logical conclusions supported by mathematical evidence</p> <p>Gaining factual knowledge, and learning fundamental principles in mathematics</p> <p>Learning to apply course material (to improve thinking, problem solving, and decisions in mathematics.</p>	<ul style="list-style-type: none"> ● Exams, quizzes, activities ● Exams, Hypothesis Testing ● IDEA SRI Outcomes ● IDEA SRI Outcomes

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<p>Music</p>	<p>Creating</p> <p>Describing</p> <p>Leadership</p> <p>Performance</p> <p>Valuing</p>	<ul style="list-style-type: none"> • Composition projects, elective compositions • Music Theory Analysis Project, Elective projects • Participation in organizations; Peer and expert evaluation; Practicum and internship evaluations; • Ensemble; Juried Review; Senior Recital • End-of-term paper; Field Trip Reviews
<p>Nursing (BSN)</p>	<p>The graduate will partner with the patient to plan, provide, and evaluate compassionate and coordinated care with respect for patient preferences, values, and needs (Patient Centered Care)</p> <p>The graduate will integrate information and technology for the purpose of communication, knowledge management, and clinical decision support. (Informatics)</p> <p>The graduate will participate in the Quality Improvement process to optimize achievement of patient outcomes. (Quality Improvement)</p> <p>The graduate will provide and analyze patient care in an effort to minimize risk to patients and providers (Safety)</p> <p>The graduate will integrate best current evidence for the practice of effective nursing care and achievement of optimal outcomes. (Evidence-Based Practice)</p>	<ul style="list-style-type: none"> • NRS 425 Great Debate Paper, NRS 400, NRS 430, NRS 450, NRS 470 Clinical Evaluations • NRS 450 Pre Simulation Assignments, NRS 450 Simulation Activities • NRS 470 Quality Improvement Project • NRS 400, NRS 430, NRS 450, NRS 470 Clinical Evaluations • NRS 425 Current Events Debate/Discussion

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Nursing (BSN) (continued)	<p>The graduate will collaborate with members of the health care team, inclusive of the patient and system, to provide holistic care. (Teamwork and Collaboration)</p> <p>The graduate will utilize the critical thinking process in utilization of nursing judgment to make timely and appropriate healthcare decisions to address patient, system, and community needs. (Clinical Nursing Judgment)</p> <p>The graduate will demonstrate leadership and system thinking skills in their professional practice. (Professionalism)</p>	<ul style="list-style-type: none"> • NRS 400 Group Concept Map Exemplar (CME), NRS 400 CME Peer Group Evaluation • NRS 400, NRS 430, NRS 450, NRS 470 Clinical Paperwork (Care plans, care maps, etc.) • NRS 415 Resume & Application Letter, NRS 415 Reflection on a professional meeting
Philosophy Minor	<p>CT1 Evaluate</p> <p>CT4 Develop logical, well-supported conclusions</p>	<ul style="list-style-type: none"> • Phi132 Paper 1, 2 • Phi132 Paper 1, 2
Radiologic Technology	<p>Student will apply appropriate radiation protection practices</p> <p>Student will assess the patient and have the ability to adapt to non-routine situations/ability to adjust exam for patient condition</p> <p>Student will demonstrate appropriate positioning skills</p>	<ul style="list-style-type: none"> • Clinical Competency Form – Question #4; • Simulated Positioning Lab Test Form #9 • Clinical Competency Form – Question #4 • Simulated Positioning Lab Test Form #3 • Clinical Competency Form – Question #3 • Simulated Positioning Lab Test Form #9

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Radiologic Technology (continued)	<p>Student will select appropriate technical factors</p> <p>Students will be able to demonstrate professional values in the clinical setting -Appearance</p> <p>Students will be able to demonstrate professional values in the clinical setting -Initiative</p> <p>Students will be able to orally relate/interrelate with patients (Knowledge acquisition, effective communication, critical thinking, global perspectives, socially responsible action)</p> <p>Students will demonstrate proper communication skills in the written form</p> <p>Students will evaluate a radiograph for diagnostic quality. (Knowledge acquisition, effective communication, critical thinking)</p>	<ul style="list-style-type: none"> ● Clinical Competency Form Q7 ● Simulated Positioning Lab Test Form #8 ● Professional Development Evaluation Form – Personal Appearance. All evaluations are sampled. ● Professional Development Evaluation Form – Initiative. All evaluations are sampled. ● Clinical Competency Form – Question #4 ● Professional Development Evaluation Form – Relationship to Others. All evaluations are sampled. ● Pathology Class Manuscript-Content ● Pathology Class Manuscript-Organization ● Clinical Competency Form – Question #6 (Non-routine/trauma exam) ● Clinical Competency Form – Question #6.
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Radiologic Technology (continued)	Students will exhibit team player behavior	<ul style="list-style-type: none"> • Professional Development Evaluation Form – Ability to Accept Criticism. All evaluations are sampled. • Professional Development Evaluation Form – Relationship to Others. All evaluations are sampled.
Spanish	<p>Critical Thinking & Ethical Decision Making: Use standard conventions to analyze historical and cultural texts and develop well-supported conclusions.</p> <p>Critical Thinking & Ethical Decision Making: Use standard conventions to analyze literary texts and develop well-supported conclusions.</p> <p>Cultural Competence: Analyze and compare diverse cultural perspectives</p>	<ul style="list-style-type: none"> • Short essays and essay exams (301, 302, 320, 322, 324, 401, 402, 411, 412,413); Essays (301, 302,320, 322, 324,401, 402, 411, 412,413) • Short essays and essay exams (320, 322, 324, 401, 402); Essays (320, 324, 401, 411,412, 413) • Short essays and essay exams (201, 202, 320, 322, 324, 401, 402, 411, 412,413); Essays (320, 322, 324, 401, 402, 411, 412, 413)

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Spanish (continued)	Cultural Competence: Demonstrate knowledge of historical & cultural events traditions in Spain, Latin America and the US.	<ul style="list-style-type: none"> • Short essays and essay exams (301, 302, 320, 322, 324, 401, 402, 411, 412,413); Essays (301, 302,320, 322, 324,401, 402, 411, 412,413)
	Cultural Competence: Demonstrate understanding of diverse literary traditions in Spain, Latin America and the US	<ul style="list-style-type: none"> • Short essays and essay exams (320, 322, 324,401, 402, 411, 412,413); Essays (320, 322, 324,401, 402, 411, 412,413)
	Linguistic Competence: Demonstrate knowledge of grammar structures and linguistic functions	<ul style="list-style-type: none"> • Unit/ Chapter tests (101, 102,201,202, 311, 312)
	Linguistic Competence: Demonstrate use of standard conventions to express self accurately in oral proficiency (speaking & listening) in target language	<ul style="list-style-type: none"> • Listening exercise on chapter tests • Modified Oral Proficiency Exam • Oral presentations in class
	Linguistic Competence: Demonstrate use of standard conventions to express self accurately in writing proficiency in target language	<ul style="list-style-type: none"> • Creative Writing (201, 202, 312,401) • Short essay exams (301, 302, 401, 402, 411, 412, 413); Essays (401, 402, 411, 412, 413)
Technology	Application of Principles	<ul style="list-style-type: none"> • Composite Index
	Communication and Application of knowledge	<ul style="list-style-type: none"> • Composite Index
	Knowledge Acquisition	<ul style="list-style-type: none"> • Exit Exam

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Technology (continued)	Written and Oral Communication	<ul style="list-style-type: none"> • Research papers (400 & 450); project report (200); memos (200); Oral Presentation TEC 450
Theology	<p>Demonstrate knowledge of basic facts and concepts</p> <p>Develop logical, well- supported conclusions</p> <p>Identify key assumptions and determine ethical consequences of behavior</p>	<ul style="list-style-type: none"> • Essays and Exams • Student Course Evaluations • Essays and Exams • Service Learning Inventory