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4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Note: You are strongly encouraged to work with the University Assessment Coordinator (977-4739 or thatcherk@slu.edu) as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress, and using the data to inform program improvement, and assist with all facets of academic assessment.

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be needed as part of all college/school/center-level and University-level program reviews.

Program-Level Student Learning Outcomes	Evaluation Method
What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to achieve and demonstrate *upon completion of the program?*	*How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?* *Describe any use of* direct *measures: capstone experiences/courses, standardized exams, comprehe 345.2 Tm [de)-0 8.0Tw 8.04eA9c 0BT0 gmseeatandaram ng outcom (f)-0.6Hb(o)-1.U.4 (f)-0.6Hb((s)-63-6.6 9e)-6.lo6-16.8 (a-1.5 ()-0.9 (l)-0.9 (ly-6*

1. **Outcome 1** Students are able to articulate key ideas and methods that are suitable for understanding and analyzing contexts of Catholic ministry

   SKILL LEVEL: I, III

Level I	Level II	Level III
ƒ Knowledge& Comprehension Recall data or information; understand the meaning translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words.	ƒ Application: Use a concept in new situation; unprompted use of an abstraction. Application of knowledge in novel situations ƒ Analysis: Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences.	ƒ Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. ƒ Evaluation: Make judgments about the value of ideas or materials.

Note: When you first complete the curriculum maps, you may see that certain outcomes are not addressed in a developmentally appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below

Courses