

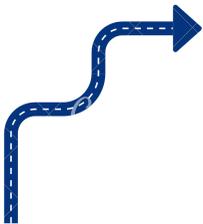


2018-2019 INSTITUTIONAL ASSESSMENT REPORT



During the 2017-2018 academic year, 55% of programs submitted reports. During the 2018-2019 academic year, 84% of programs submitted reports.

Program Assessment Leaders work to promote program-level thinking across departments. Ten new individuals became Program Assessment Leaders during the 2018-2019 academic year.



During the 2017-2018 academic year, 25% of programs submitted curriculum maps. During the 2018-2019 academic year, 55% of programs submitted curriculum maps. Many programs are engaged in building program theory into their structure and assessment methods which is supported by the Office of Assessment.

During the 2018-2019 academic year, the Office of Assessment, provided 11 workshops and presentations at national and international conferences.



Over 50 faculty and staff from the Marquette community participated in the Annual November Assessment Meeting to discuss how to leverage program-level thinking along with innovative ways of evidencing that thinking to enhance our impact on student learning and development.

Assessment Working at Marquette University

The 2018-19 academic year saw tremendous growth in how programs think, reflect, and act on program-level assessment. Below are four examples, of many at Marquette, that highlight the impact of the work that is happening across our campus.



Co-Curricular Areas

Dr. Jennifer Reid

“Assessment is a natural extension of Jesuit education. As we strive for excellence, we must reflect on our practices, looking backward and reviewing what we’ve done to transform students so that when they leave Marquette, they will, indeed, set the world on fire. Assessment can also create opportunities to meet students where they are, much as the first Jesuits went to the people. Co-curricular areas support students’ educational pursuits by providing them opportunities to engage in the community, care for themselves and others, explore their passions, grow their faith, and develop their talents. This would not be possible without assessing our efforts. Assessment has led us in many ways to serve our students better. For example, assessment work in co-curricular areas has led to redesigning our student orientation programming, a new residential curriculum in Residence Life, an improved ‘triage’ system for Counseling Center services, and changes to Campus Ministry’s retreat program.”

Journalism Major

Dr. Ana Garner



“The Journalism program at Marquette prides itself on training students to do journalism that matters. This means training students to become socially responsible ethical journalists who can produce important high-quality multiplatform journalism stories that are told in compelling and responsible ways. Beginning their freshman year, students have a trifecta of co-curricular learning experiences that allow them to further develop and perfect the professional skills learned in the classroom. Student Media/Marquette Wire provides hyper-local coverage of campus life; the Milwaukee Neighborhood News Service gives students the city, and O’Brien Fellowship in Public Service Journalism gives them the nation/word. Our assessment work this year has helped us think more “big picture” by asking questions about what our program is designed to do and whether or not it really does what we intend. It has forced us to be more specific about what we envision as minimum levels of competency and when/where students develop these levels. Determining that upon graduation we expect students to demonstrate professional attributes of a mid-career journalist has promoted an assessment of what that actually means in terms of skills and knowledge level. This, in turn, has prompted us to reflect on where those skills and knowledge levels are taught and whether the experiences we are offering inside the classroom and through co-curricular opportunities are helping the students the way we intend.”



Interdisciplinary PhD

Dr. Carrienne Hayslett

“Marquette’s Interdisciplinary (INPR) PhD program provides students a unique opportunity to pursue academic programming and research that crosses the boundaries of traditional disciplines. Through the INPR program students create individualized curricula to pursue research questions from multiple disciplinary perspectives. Traditional university disciplinary structures don’t readily facilitate the exploration of research questions that lie at the intersection between disciplines. At the heart of this challenge is developing a frame of outcomes to inform student expectations, faculty advising and programmatic assessment that allows for the curricular flexibility required for interdisciplinary pursuits and facilitates student-faculty engagement, while also attending to comprehensiveness and rigor. This is the endeavor in which the Graduate School has engaged with the Office of Assessment. In robust discussions unpacking what it means to earn an Interdisciplinary PhD, the team engaged in INPR assessment mapping tackled fundamental questions about what interdisciplinarity means in the context of a doctoral program. Through this process, we have identified content, methodological and professional formation outcomes and mapped them onto a student’s progression through the program. This process is also informing discussions with INPR dissertations and members of the University Board of Graduate Studies about INPR assessment structures and milestones. In all, the comprehensive review of assessment for the INPR program has already netted great gains in clarifying the purpose and framework for the INPR program, as well as providing for their shared understanding, which lays a great foundation for better serving students.”

Core Curriculum

Dr. James Marten



“As we developed the Marquette Core Curriculum over the last several years, we knew that it would ultimately be held accountable through a rigorous and transparent assessment process. Beginning in fall 2018, the MCC Committee, guided by Nick Curtis, began the process of refining the MCC learning outcomes in a way that would lead to a purposeful and practical assessment of the Core. We used a developmental approach to assessment as it will be applied to the MCC. The assessment plan we’re creating will help us determine some of our next steps in reviewing expectations for Core classes and tiers. Each phase of Core development will be assessed with an eye toward improving the Core experience, and as the Core becomes more refined, we’ll adapt the assessment plan to provide continuity and guidance for the hundreds of instructors teaching in the Core. In other words, the assessment plan for the Core will be a living document; we’ll add to it as we roll out the different tiers of the Core over the next two years. The symbiosis between the Core and its assessment plan will result in a better Core, and in a useful and faculty- and student-friendly assessment process.”