

USD Assessment Plan 2017

DESCRIPTION OF ASSESSMENT POLICIES, PROCEDURES, AND
PROCESSES TO ADDRESS STUDENT LEARNING

Office of Institutional Research, Planning & Assessment and the USD
Assessment Committee

USD | 2017

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Introduction

Assessment at USD is a process that is used to measure and enhance academic quality in order to advance the university's vision: to be the best small, public flagship university in the nation built upon a liberal arts foundation. This document provides the framework for the assessment strategy and the dissemination of assessment results for the improvement of student learning at the University of South Dakota. The plan emphasizes the centrality of student learning to the university, the compilation of documented evidence of student learning, stakeholder involvement, and the use of student learning outcomes data for improving institutional effectiveness. The plan also elucidates the connection of university assessment activities to the budgeting and planning process.

The definition of assessment has evolved within the literature over the last few decades and recently has become more encompassing, moving from a concentration on assessment *of* learning to a concentration on assessment *for* learning. A shift also has occurred in the types of assessment measures that are deemed acceptable. Traditionally, summative assessment using nationally normed standardized measures was the standard. The discipline now recognizes that formative assessment including embedded measures (assignments, writing prompts, and other in-class activities) is just as essential as assessment using summative measures.¹

The university's assessment approach strives to conform to the *Nine Principles of Good Practice for Assessing Student Learning*: Assessment is used to improve learning; assessment strategies incorporate both formative and summative methods, and assessment is an ongoing process; learning outcomes are clearly expressed and made available to students and other appropriate stakeholders; assessment is both curricular and co-curricular; and assessment of student learning is linked to budgeting and strategic planning. These principles have been widely used and critically reviewed by assessment professionals.²

The assessment strategy at USD is designed to encourage the concept of assessment *for* learning. Faculty members shape and conduct much of the assessment activity outlined in this document, as they are the most qualified to select outcomes, develop measurement strategies, and create plans for improving student learning. While this document outlines the standards and expectations for assessment at the institution, there is not a requirement for a standardization of the means, measures, and success criteria across programs.

¹ A list of assessment terminology used at USD is provided in Appendix A.

² Hutchings, P., P. Ewell, and T. Banta. AAHE Principles of Good Practice: Aging Nicely. National Institute for Learning Outcomes Assessment. <http://www.learningoutcomesassessment.org/PrinciplesofAssessment.html>

Assessment at USD: Processes and Participants

Assessment at USD is holistic and multifaceted; it occurs at the course, program, department, college, and institutional levels. As can be seen in the descriptions below, these activities are not isolated, but rather are utilized across multiple institutional levels in a deeply interconnected way.

Course Level: Faculty assess student learning at the course level by developing individual course-level outcomes and assessment strategies. General education outcomes are assessed at the course level in courses approved and selected through a system-level process. Cross-curricular skills - which are specific components of the university's general education framework - also are assessed at the course level. In addition, course-level assessments may contribute to program-level assessment strategies as outlined in individual program assessment plans.

Program Level: Each academic program maintains an assessment plan designed to address program-specific student learning needs. These assessment plans also outline any course-level assessments that are used to meet program-level learning outcomes, including cross-curricular skills (undergraduate programs only). Programs also may utilize institutional assessment survey data (IDEA, graduate surveys, etc.) as indirect measures of student learning.

College/Department Level: All academic departments at USD must conduct systematic program reviews on a seven-year cycle, as outlined in the USD Program Review Handbook. The program review process produces a number of assessment documents – including a department self-study, a site visit report, an SDBOR summary report, a department action plan, and (for accredited units) an accreditation letter. All program review documents are available to department faculty and staff for utilization in annual planning and budgeting activities. This documentation also is available to college-level personnel for use in programmatic and budgetary decision making.

Institutional Level: Course-, program- and department-level assessments are used to inform decision making at the institutional level. In addition, institutional assessment data gathered from various university-wide sources (e.g., surveys, management system data, special data analyses, etc.) also are available to stakeholders across the university. These institutional data are used to directly inform university leadership at the executive level, as well as stakeholders in the university's colleges and departments.

Participants in Assessment:

There are many individuals and groups across the institution that participate in the university's assessment program. These players include:

- **University Assessment Committee:** The University Assessment Committee is a standing committee of the USD Faculty Senate and is charged with the promotion of academic

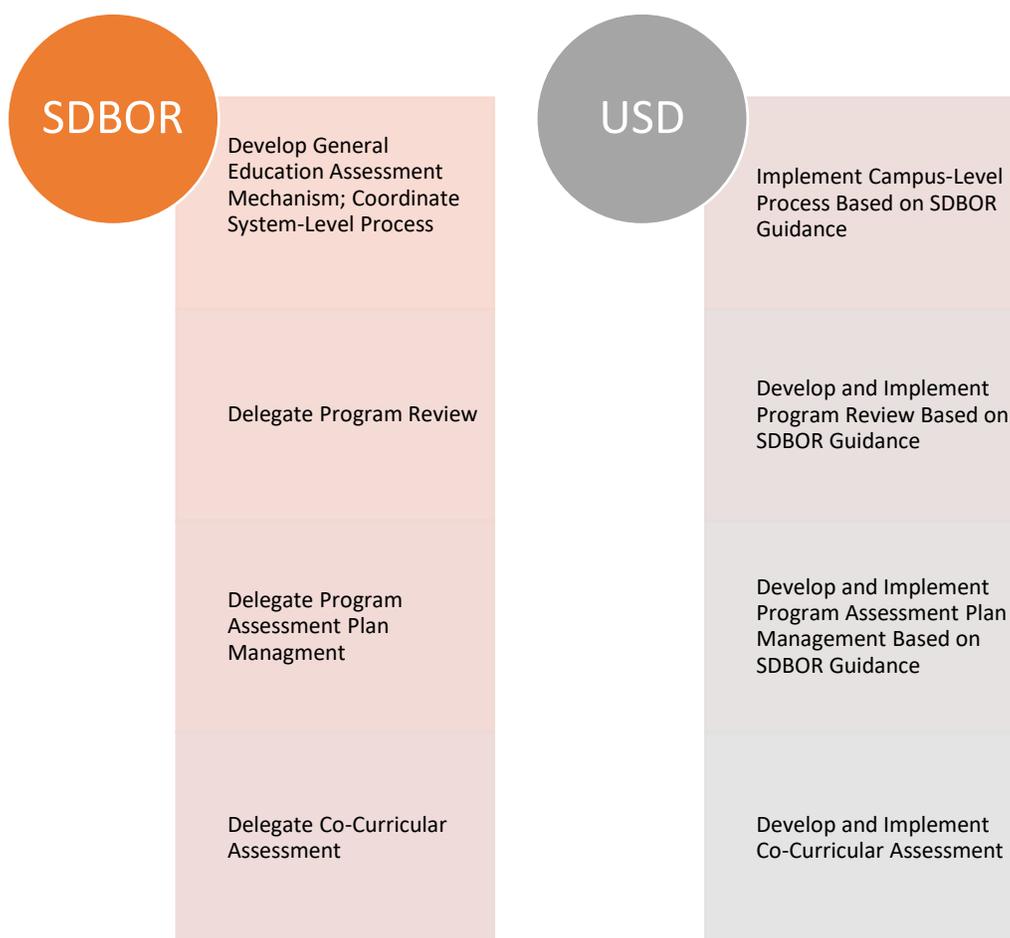
improvement through assessment. Faculty Senate by-laws outline the full charge and responsibilities of the committee.

- **Office of Academic Affairs:** The Office of Academic Affairs oversees the development and implementation of all institutional policies and procedures related to assessment and accreditation. In addition, the Office of Academic Affairs directs the program review process for the institution, and guides the institution's strategic planning efforts. The Provost also serves on the system Academic Affairs Council, which advises the Board of Regents on matters related to academic assessment and general education.
- **Office of Institutional Research, Planning & Assessment (IRPA):** IRPA staff assist in managing institutional assessment activities by coordinating testing and institutional surveys, providing and analyzing institutional data, and coordinating activities associated with academic and co-curricular assessment. The office also assists academic programs in maintaining compliance with academic standards established by external entities (e.g., SDBOR, accreditors)
- **Department Chairs:** Department chairs are responsible for directly managing the program review process and the development and tracking of strategic goals for their departments. In addition, department chairs are responsible for assuring that program assessment plans with appropriate student learning outcomes are developed and implemented for programs within their departments.
- **College Deans:** Deans serve primarily in an oversight capacity in university assessment efforts. Aspects of this oversight role include: Review of department-level assessment practices (e.g., department goals, program assessment plan), participating in the program review process, and linking department-level assessment activities to college-level strategic planning and budgeting decisions.
- **Faculty:** Faculty are the foundational level of student learning assessment for the university. Faculty define learning outcomes for courses, programs, and general education goals (including cross-curricular skills), and develop assessment protocols for the measurement of those outcomes. Faculty interpret the results of course- and program-level assessments, and develop curricular changes as a result of assessment findings. Faculty also may serve on – where applicable – department- or college-level assessment or curriculum committees, which aim to coordinate and systematize the development, execution, monitoring, and revision of local assessment plans.

SDBOR Policies

The Board of Regents maintains specific policy requirements in several areas related to academic assessment. These requirements are outlined primarily in SDBOR policies 2:7, 2:11, and 2:26³. In general, these policies define expectations for several specific assessment activities, including general education assessment, program review, program-level assessment plans (including cross-curricular skills assessment), and co-curricular assessment plans. These policies further outline the delineation of roles – between the system office and the individual universities – for each activity (see Figure 1 below). Importantly, SDBOR policy stipulates that all universities must utilize assessment structures and procedures that conform to standards established by the Higher Learning Commission (HLC) (see Appendix C) and all pertinent external accrediting agencies.

Figure 1. Comparison of Assessment Responsibilities: SDBOR and USD



³ Links for these policies are given in Appendix B.

University-Level Assessment: General Education

The Board of Regents sets requirements for general education assessment across all universities within the system. In 2016 the Board of Regents reaffirmed six general education goals to be assessed:

- **Goal 1:** Students will write effectively and responsibly and will understand and interpret the written expression of others.
- **Goal 2:** Students will communicate effectively and responsibly through listening and speaking.
- **Goal 3:** Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
- **Goal 4:** Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
- **Goal 5:** Students will understand and apply fundamental mathematical processes and reasoning.
- **Goal 6:** Students will understand the fundamental principles of the natural sciences and apply scientific method of inquiry to investigate the natural world.

Under SDBOR guidelines, each goal is assessed every three years. The cycle for goal assessment is as follows:

- Year 1 (2017-18) and 4 (2020-21): Goals 1 and 5
- Year 2 (2018-19) and 5 (2021-22): Goals 3 and 6
- Year 3 (2019-20) and 6 (2022-23): Goals 2 and 4

Each of the six general education goals is underpinned by a number of specific student learning outcomes, which are established by a system General Education Committee. Institutional performance with respect to these student learning outcomes is assessed through direct evaluation (by faculty members) of actual student works pertaining to a given goal. These direct evaluations are undertaken using standardized rubrics, which are developed or selected by system-level discipline councils or analogous panels of system faculty.

For each general education goal under review, a sample of university general education course sections is selected through a random sampling procedure. Faculty teaching these sections then evaluate submitted student works using the approved rubrics. For all evaluations, student works are classified into three possible performance categories: *Below Proficient*, *Proficient*, and *Exemplary*. All works are then collated at the university level, and samples of works from

each proficiency level are then submitted for review and validation by system faculty during an annual “Assessment Summit” coordinated by the board office. Data from Assessment Summits are used in the ongoing evaluation of rubrics and student learning outcomes. In addition, the university must submit an assessment summary report to university system officials describing the results of the review, and any actions that are planned as a result of the findings.

The SDBOR framework for general education assessment also includes a special focus on “cross-curricular skill” assessment. These skills were established to extend general education learning to the program level. There are eleven cross-curricular skills: Inquiry and Analysis; Critical and Creative Thinking; Information Literacy; Teamwork; Problem Solving; Civic Knowledge and Engagement; Intercultural Knowledge; Ethical Reasoning; Foundational Life-Long Learning Skills; Integrative Learning; and Diversity, Inclusion and Equity (Appendix D). Under board policy, each undergraduate program at the university must select no less than five of the eleven cross-curricular skills to serve as program-level student learning outcomes (in addition to any other outcomes assessed at the program level). These cross-curricular skill outcomes are integrated into program assessment plans as described elsewhere in this document.

Department-Level Assessment: Department Goals

Departments have strategic goals and action items designed to reflect the mission and vision of the department. Department goals should be clearly defined, meaningful, measurable, and linked to the university strategic plan.⁴ Action items for achieving each goal are expected to be realistic in the context of baseline data. Goals and actions should be comprehensive and span short-term and long-term processes. Progress toward department goals is reviewed formally during the program review (or accreditation) cycle, and department goals may be modified as a result of that process. Department Chairs are responsible for maintaining and annually updating all data associated with department goals, and these updates (and underlying data) should be accessible to all department faculty.

Department-Level Assessment: Program Review

Program review is an essential process in the continuous improvement of academic programs. During program review, members of the department analyze and discuss data associated with strategic planning, budgeting, and assessment as they relate to the current and future direction of the department. Program review is meant to allow department faculty to assimilate a broad array of data points in an effort to think systematically about curricular improvement and academic quality.

⁴ An approved rubric – developed by the IRPA office and endorsed by the University Assessment Committee – is used by IRPA staff to foster the development of effective department goals.

SDBOR Guidelines 4.2 establish expectations for program review. Formal procedures for program review at USD are outlined in the USD Program Review Handbook. Programs are to be reviewed every seven years following the schedule found in the handbook.

The program review process has four main stages:

- 1) Compilation of a department self-study
- 2) Site visit with approved external reviewers
- 3) Compilation of an action plan
- 4) Completion of an SDBOR summary report

Department Self-Study: Each department must provide a narrative that describes the mission, quality, cost, and productivity of the programs housed within the department. The IRPA office has developed a template for departments to use for this process. Programs that are externally accredited should use their accreditor's self-study process in lieu of the template provided by the IRPA office.

Site Visit: Once the self-study has been submitted to the Office of Academic Affairs, an external review team will complete a site visit. For units that do not hold external accreditation, external reviewers must be approved by the college dean.

Action Plan: Following the site visit, departments must develop and submit an action plan that summarizes any steps that will be taken as a result of the complete program review. The IRPA office has developed a template for departments to use for this process. Final action plans must be approved by the Office of Academic Affairs.

SDBOR Summary Report: Finally, the department must submit a summary of its program review to the Office of Academic Affairs. This report will then be forwarded to the system Academic Affairs Council and the full Board of Regents. The summary document includes the site reviewer comments describing the strengths, weaknesses, and recommendations emerging from the review, along with any actions to be pursued as a result of the review.

Timeline and Schedule: The general timespan for the program review process is one year. The process begins in May with a notification to the department from the IRPA office. The department must complete the process by May of the following academic year. Programs using the external accreditation processes in lieu of the SDBOR process must notify the Office of Academic Affairs one year before the anticipated site visit. A detailed description of the program review timeline and schedule can be found in the USD Program Review Handbook.

Program-Level Assessment: Student Learning Outcomes

All degree programs (undergraduate and graduate) must develop and maintain an assessment plan by which student learning outcomes, measurement methods, and success benchmarks are formalized. Once established, assessment plans are carried out under the university's four-step

cycle for programmatic assessment. Cycles for individual programs may be semester-long, year-long, or even longer depending on the program's particular assessment needs.

Regardless of the length of the cycle, the cycle includes the following four steps: 1) development or revision of an assessment plan, 2) implementation of the appropriate assessment method and collection of data, 3) analysis and evaluation of results, and 4) reflection on assessment results and development of improvement strategies.

Step 1: Develop/revise assessment plan:

All degree programs will have program student learning outcomes that are clear, represent multiple levels of Bloom's Taxonomy, are measurable, and reflect national standards where appropriate. The learning outcomes also should consider the mission and goals of the department and the institution.

In addition to any student learning outcomes developed internally by program leadership, all undergraduate programs must name a minimum of five "cross-curricular" student learning outcomes from the SDBOR-approved list. All student learning outcomes must be incorporated into the program's assessment plan.⁵

Once student learning outcomes have been identified, programs must outline the assessment methods that will be used to assess each outcome. It is expected that at least two measures will be identified for each outcome, and that outcomes will be assessed using both formative and summative methodologies. Programs should set benchmarks for success that are meaningful, reasonable, and referenced to national norms where appropriate.

All student learning outcomes, assessment methods, and success benchmarks should be identified in programs' assessment plans.

Step 2: Begin data collection:

Once outcomes, assessments, and benchmarks have been developed, programs should take appropriate steps to collect pertinent data.

Step 3: Analyze data and evaluate results:

In this step, program faculty analyze the data gathered for all student learning outcomes and evaluate the results. Data should be discussed widely among assessment committees and curriculum committees at the program, department, and college levels.

⁵ An approved rubric – developed by the IRPA office and endorsed by the University Assessment Committee – is used by IRPA staff to foster the development of effective program assessment plans.

Step 4: Reflect on results and make suggestions for improvement:

In this step, results are used to define strategies to improve student learning. For example, assessment data might suggest the need for modifications to course content or delivery methods. After the articulation of suggestions for improvement, results should be provided to all relevant stakeholders.

In general, individual programs determine the timing of the programmatic assessment cycle. However, programs are required to meet annual reporting requirements to IRPA. Program directors (or, in the absence of a program director, department chairs) are responsible for maintaining and annually updating all data associated with program assessment plans. To facilitate transparency and broad-based participation, all department faculty should have access to program assessment plan data.

Co-Curricular Assessment

HLC Criterion 4B2 states that “The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.” Consequently, USD’s assessment paradigm includes the assessment of student learning in co-curricular areas of campus life. Overseen by the Vice President for Student Life and Dean of Students, student service units in the university pursue opportunities to assess student learning using standards established by the Council for the Advancement of Standards in Higher Education (CAS). Student services departments develop student learning outcomes appropriate to their programmatic goals, and then assess the outcomes annually. Each program tracks assessment results and provides annual reports similar to those of academic areas. The Vice President for Student Services and Dean of Students reviews all annual reports for student services units.

Other Assessment Activities

The university engages in additional assessment activities through the administration of locally- or nationally-developed survey instruments. These data are provided to constituents across campus and are available for use as indirect measures of student learning. The institutional level surveys and tools are as follows:

- **ACT Engage Survey:** ACT Engage survey is administered annually to incoming freshmen, and assesses attitudes and behaviors related to student success. This survey is used by admissions and advising staff to determine strengths and weaknesses of students, determine academic readiness, and identify possible sources of prior credit.
- **IDEA-Campus Labs (IDEA):** The IDEA Student Ratings of Instruction survey is a nationally-normed instrument for assessing student impressions of classroom teaching quality. IDEA surveys are administered by IRPA staff at the end of each term. Data reports are provided to faculty members, department chairs, deans, and the Office of Academic Affairs.

- **Ruffalo Noel Levitz Student Satisfaction Inventory (SSI):** The SSI is a standardized national survey that assesses students' satisfaction with various aspects of their college experiences. The survey is administered by IRPA staff every other year to all on-campus students. Data from this survey are used to inform a variety of strategic planning efforts at the university level.
- **National Survey of Student Engagement (NSSE):** The NSSE is administered every two years by IRPA staff to USD freshmen and seniors. As a general measure of student engagement, the survey attempts to assess students across four key themes: Academic challenge, learning with peers, experiences with faculty, and campus environment. As with the SSI, data from this survey are used to inform university-level strategic planning efforts.
- **Faculty Survey of Student Engagement (FSSE):** The FSSE survey is administered every four years by IRPA staff to all USD faculty. The survey instrument aligns thematically with the companion student survey (NSSE), but offers a special focus on the perspectives on instructional faculty.
- **Graduating Student Survey (GSS):** Developed and administered by the Academic and Career Planning Center, the GSS collects post-graduate placement information for recent university degree completers. In addition, this survey assesses former students' views on the perceived alignment between their educational programs and their eventual careers.

Appendix A: Important Terms in Assessment at USD

Successful assessment programs require a common understanding of assessment nomenclature. The following are common definitions used at USD.

- **Benchmark:** Benchmarks are the criteria for success that are set for student learning outcomes. For example, a benchmark could be a target percentage of students reaching a certain score on a standardized exam, or a target percentage of students that pass a licensure exam. Benchmarks should be ambitious but realistic.
- **Cross-Curricular Skill:** The Board of Regents charges each university with the assessment of goals or skills that are designed to help integrate and extend the general education learning to the program level. These “cross-curricular skills” are outlined in detail elsewhere in this document.
- **Curriculum Map:** Curriculum maps are grids that show which courses within a program address particular student learning outcomes. Curriculum maps typically list program courses across the top of the grid and program student learning outcomes along the left side of the grid. For each outcome, the grid should indicate the course in which the outcome is introduced, reinforced, and mastered. Curriculum maps are used by programs to determine if students are being provided adequate opportunities to master learning outcomes.
- **Department Goal:** Department goals are broad statements at the department level that reference desired activities or outcomes.
- **Department Profile:** The Department Profile is the portion of the university’s Nuventive platform that provides interactive data tools to help inform department goals and strategies.
- **Direct Assessment Measure:** Direct assessment measures assess actual student performance and sometimes are called performance measures. Examples include exams, essays, and portfolios.
- **Formative Assessment:** Formative assessments monitor student progress toward mastery of a student learning outcome. For example, if a program has an outcome associated with effective writing, one formative assessment might be a writing assessment provided early in the program.

- **Indirect Assessment Measure:** Indirect assessment measures assess student opinions or viewpoints. Examples include surveys, focus groups, and interviews related to a given topic.
- **Institutional Research, Planning, and Assessment (IRPA):** The IRPA office is a unit of the Office of Academic Affairs, and is responsible for providing assistance, support, and data for the assessment, strategic planning, and federal compliance activities of the university.
- **Nuventive:** Nuventive is a performance management software system that assists the university in facilitating, coordinating, and tracking the various assessment activities undertaken by the university's many academic units. The system includes two major components: Department Profiles (i.e., institutional research data) and Planning Point (assessment tracking).
- **Planning Point:** Planning Point is the portion of the university's Nuventive platform that tracks the assessment and planning activities of academic units.
- **Student Learning Outcome:** Student learning outcomes are the desired result of student learning in a course or program. Essentially, a student learning outcome is what students should know or be able to do at the end of the course or program.
- **Summative Assessment:** Summative assessments occur at the end of a course or program, and are meant to provide "summary" information about the subject. Examples include end-of-program standardized exams, senior capstone projects, final exams, or portfolios.

Appendix B: SDBOR Assessment Policies and Guidelines

Policy 2:7 - Baccalaureate General Education Curriculum

<https://www.sdbor.edu/policy/documents/2-7.pdf>

Policy 2:11 - Assessment

<https://www.sdbor.edu/policy/documents/2-11.pdf>

Policy 2:26 - Associate Degree General Education Requirements

<https://www.sdbor.edu/policy/documents/2-26.pdf>

AAC Guidelines 4.2 - Program Review

https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/4_Guidelines/4_2_Guideline.pdf

AAC Guidelines 8.1 - General Education Implementation Guidelines

Link added when guidelines are finalized.

Appendix C: HLC Standards for Accreditation (Assessment-Related)

As charged by the SDBOR, the university's assessment framework is required to conform to the accreditation requirements of the Higher Learning Commission (HLC). HLC requirements with regard to assessment are listed below.

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Appendix D: SDBOR Cross-Curricular Skills

The following are the eleven cross-curricular skills outlined in SDBOR Policy 2:11 to be assessed within undergraduate academic programs.

- **Inquiry and Analysis:** A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgements. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
- **Critical and Creative Thinking:** A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- **Information Literacy:** The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.
- **Teamwork:** Behaviors under the control of individual team members – effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.
- **Problem Solving:** The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
- **Civic Knowledge and Engagement:** Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality of life in a community, through both political and non-political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
- **Intercultural Knowledge:** Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.
- **Ethical Reasoning:** Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different

ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

- **Foundational Lifelong Learning Skills:** Involves “purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.”
- **Integrative Learning:** An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- **Diversity, Inclusion and Equity:** The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.