

Institutional Outcomes

ANDREWS UNIVERSITY UNDERGRADUATE INSTITUTIONAL OUTCOMES

At Andrews University undergraduate students will:

Seek Knowledge

1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.

Skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.

2. Pursue enduring questions through study in core fields and explore the connections between those fields.

Core fields for undergraduate programs are the Humanities, the Arts, the Natural Sciences, History, the Social Sciences, and Mathematics.

Affirm Faith

3. Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

4. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.

Change the World

5. Apply concepts, knowledge, and skills of core fields and their chosen program to solve meaningful problems.

6. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

ANDREWS UNIVERSITY GRADUATE INSTITUTIONAL OUTCOMES

At Andrews University graduate students will:

Seek Knowledge

1. Demonstrate competence at an advanced level in a range of transferable skills such as information literacy, critical thinking, quantitative literacy, research methods, team work, engaging diverse perspectives, ethical reasoning, and effective communication.

2. Achieve a comprehensive and critically-aware knowledge of a major discipline with appropriate specializations and appreciation of how the discipline relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field.

Affirm Faith

3. Critique or enrich from a Seventh-day Adventist faith perspective key ideas, techniques or methods at the forefront of the field of study.

4. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.

Change the World

5. Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from one's discipline in a manner consistent with Christian thought and practice.

FREQUENTLY ASKED QUESTIONS ABOUT INSTITUTIONAL OUTCOMES

- 1. What are institutional outcomes?** Institutional outcomes are broad statements which represent the values of an institution. They help shape and inform the academic culture of an institution and decide the type of graduate profile an institution aspires to have. They are achieved by the collective experiences offered to students which include courses, co-curricular activities, student services, and other educational experiences. There is an expectation in higher education and by our regional accreditation (The Higher Learning Commission) that Andrews University has institutional outcomes which are used in the assessment process and are known to all programs.
- 2. Does Andrews University currently have institutional outcomes?** Yes, Andrews University currently has 14 institutional outcomes (sometimes referred to as “goal statements” which can be found through this link andrews.edu/about/mission). These outcomes guided the assessment and program review processes since they were created. In order to have a more engaged culture of assessment, known and implemented common goals across programs, the Faculty Senate in collaboration with the Office of Institutional Effectiveness updated, modified, and articulated a set of reduced and improved learning outcomes. These outcomes have been referred to as the AU Unified Framework of Outcomes (AU UFO) since the process began. Moving forward, we will refer to these outcomes as Institutional Outcomes.
- 3. What is the relationship between the course, program, and institutional outcomes?** Institutional outcomes are grounded on the university’s mission. They focus on the abilities, knowledge, and skills that students develop from their engagement in the university experiences including courses, co-curricular activities, institutional activities (for example Change Day), student services, and other experiences. Institutional outcomes provide guidance to program directors and departments for the development of program outcomes. **Program outcomes** are mapped to the institutional outcomes and show how students achieve institutional outcomes in that academic program. Program outcomes emphasize the specific knowledge, skills, and dispositions students can expect to achieve upon completion of a particular course of study. **Course outcomes** articulate what students will know and be able to do as a result of taking the course. Course outcomes are more specific than program outcomes. They are mapped to the program outcomes, and can be thought of as building blocks to help students achieve program outcomes.
- 4. Why do we do assessment?** Andrews University believes that assessment of student learning is an integral part of good educational practice. The ultimate goal of assessment at Andrews University is the improvement of student learning. (andrews.edu/services/effectiveness/assessment)
- 5. What are the hallmarks of a good assessment plan?** Good assessment shows students’ strengths and weaknesses so that support can be provided in the areas that will help students achieve the learning outcomes. Thus, a good assessment plan includes both formative and summative assessment. Typically, formative assessment is done in courses, however, it is helpful to include one or two program assessments at key checkpoints in the students’ educational journey. A good assessment plan involves all program faculty in discussions about student achievement of program outcomes, and decisions on how to improve student learning.
- 6. Are institutional outcomes, program outcomes, and course outcomes measured separately?** Not necessarily. Assessments of program outcomes are often integrated in signature (or key) assignments near the end of students’ coursework, or at major checkpoints. Examples of how program outcomes are measured include capstone courses, final projects, presentations, portfolios, research, and practicums. In some cases, program assessments include discipline-specific standardized or license exams. When program outcomes are clearly mapped to institutional outcomes, the results of program assessments provide evidence that institutional outcomes are achieved. These results can provide particularly compelling evidence when the same measurement criteria are applied in different programs, such as a common rubric for master’s theses. Institutions may also use nationally normed tests or surveys (e.g. senior survey, alumni survey) to verify that institutional outcomes have been met.