

Graduate Assessment at a Predominantly Undergraduate Institution

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Institutional Context



Santa Clara University

43 Graduate Programs across 7 schools

- Strong institutional assessment for undergraduate programs.
- WASC accreditation review pointed to need to develop equivalent processes for graduate program assessment.

Challenges

- 1 Programs lack required sequenced courses
- 2 Few programs have culminating experience.
- 3 Programs with multiple tracks
- 4 Program Variety (small, 4+1, professional)
- 5 Limited full time faculty
- 6 Specialized accreditors for some programs

Strategies

● Common Resources

We created a common set of graduate program-specific resources that provide definitions and requirements to establish and maintain meaningful and manageable assessment at the graduate level. These specifically address graduate level institutional outcomes and the identified challenges of graduate assessment at SCU.

● Customized Plans

We worked individually with each School or Program to develop their mission, student learning outcomes, curriculum map, and a sustained assessment plan. The plans help each program address their unique challenges.

Examples

Common Resources

Graduate Program Learning Outcomes Examples
Educational Assessment
Santa Clara University

Graduate Learning Outcomes

Graduate or attitude outcome both may have one out

Graduate Mission Statement Examples
Educational Assessment
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Graduate Program Mission Statement

Every graduate program should have a mission statement that aligns with the mission of Santa Clara University and, as applicable, the mission of a school or division. The mission statement should define the purpose of the program, the audience the program is intended to serve and the values of the academic program. The mission statement is a concise statement of the purpose, offerings and stakeholders of the academic program. For graduate programs, the mission should clearly identify the value for **graduate students**.

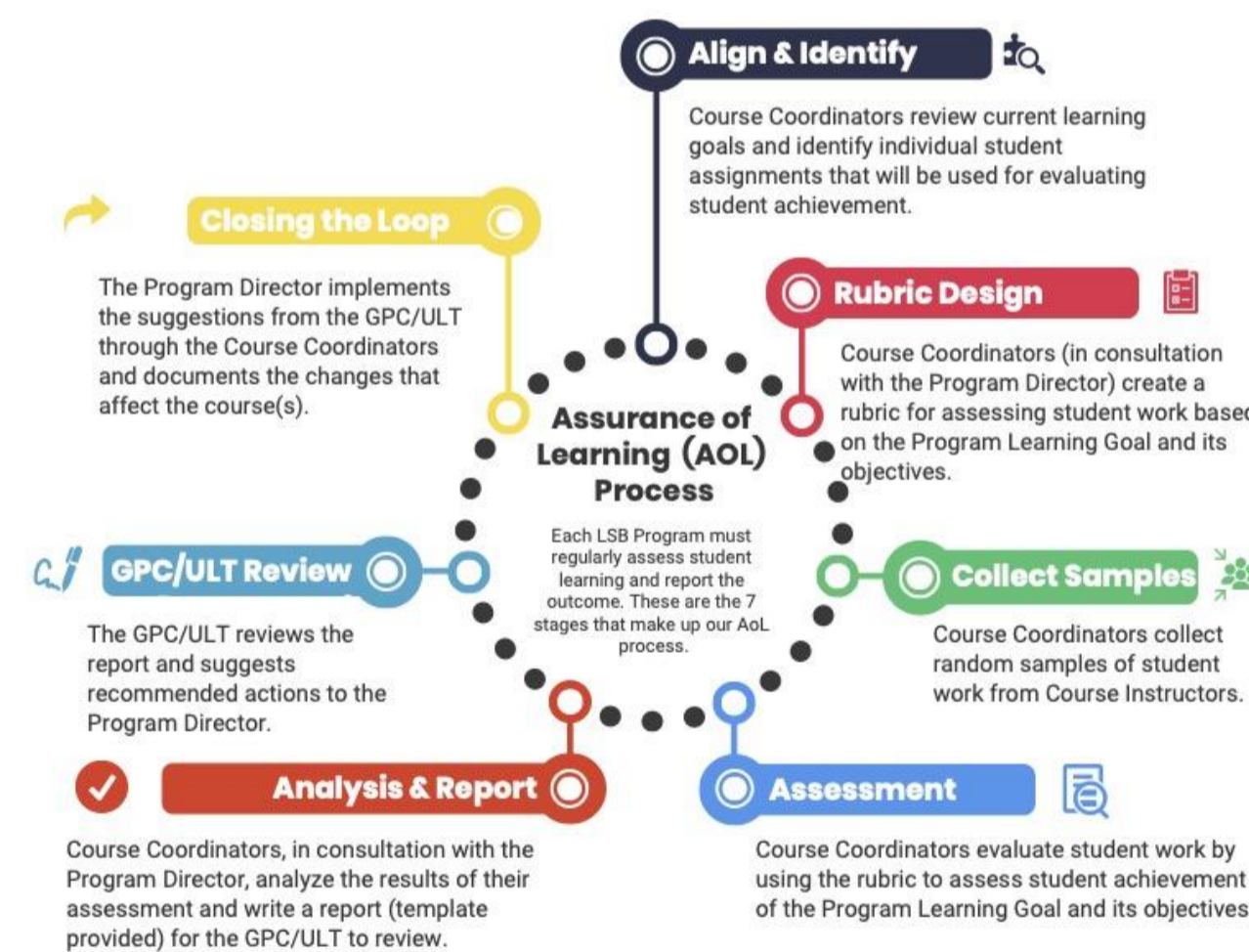
Checklist for Mission Statement

A graduate program Mission Statement should answer the following questions:

- Was it drafted in collaboration with your stakeholders?
- Is the statement clear and concise?
- Is it distinctive and memorable?
- Does it clearly state the purpose of the program?
- Does it indicate the primary function or activities of the program?
- Does it indicate who the stakeholders are?
 - Are graduate students named as stakeholders?
- Does it support the mission of the department, college, and university?
- Does it reflect the graduate program's priorities and values?
- Is it publicly available?

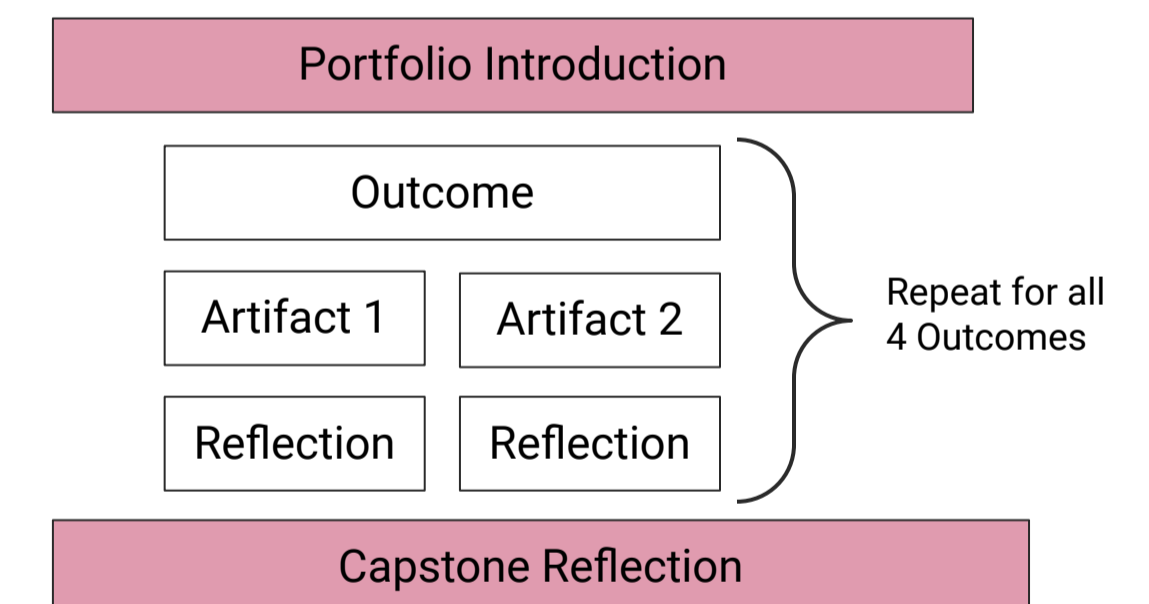
Resources are available through our website to help programs establish their assessment foundations. The resources are tailored to the specific needs of graduate programs at Santa Clara University.

Leavey School of Business (LSB) Plan



LSB offers six graduate programs, each of which has an Assurance of Learning Process, overseen by a Director of Assessment in LSB and key partners, including course coordinators and program directors. Assessment of the graduate curricula is owned by the faculty through representative faculty committees. This offers structure to the assessment process and meets AACSB requirements.

Graduate Program for Pastoral Ministries (GPPM) Plan



GPPM created a student portfolio requirement for its Masters program. The portfolio requires students to identify 2 artifacts from different courses for each of the 4 student learning outcomes with a Capstone reflection at the end. The portfolio is assessed with a faculty developed rubric. The portfolio allows the program to assess multiple tracks in programs with a lack of sequenced courses and limited full time faculty.

Lessons Learned

- Multiple ways to assess each program
- Individualized support is critical
- People need resources relevant to their programs
- Creating structure leads to assessment accountability