

## Alverno College

<b>Mastery</b>	<b>Outcomes</b>
<b>Communication</b>	Make connections that create meaning between yourself and your audience. Learn to speak, read, write and listen effectively, using graphics, electronic media, computers and quantified data.
<b>Analysis</b>	Think clearly and critically. Fuse experience, reason and training into considered judgment.
<b>Problem Solving</b>	Figure out what the problem is and what is causing it. With others or alone, form strategies that work in different situations. Then, get done what needs to be done, evaluating effectiveness.
<b>Valuing in Decision-Making</b>	Recognize different value systems while holding strongly to your own ethic. Recognize the moral dimensions of your decisions and accept responsibility for the consequences of your actions.
<b>Social Interaction</b>	Know how to get things done in committees, task forces, team projects and other group efforts. Elicit the views of others and help reach conclusions.
<b>Developing A Global Perspective</b>	Act with an understanding of and respect for the economic, social and biological interdependence of global life.
<b>Effective Citizenship</b>	Be involved and responsible in the community. Act with an informed awareness of contemporary issues and their historical contexts. Develop leadership abilities.
<b>Aesthetic Responsiveness</b>	Engage with various forms of art and in artistic processes. Take and defend positions regarding the meaning and value of artistic expressions in the contexts from which they emerge.

### Student Assessment-As-Learning

In order to evaluate student demonstration of the abilities, Alverno faculty developed the concept of assessment as a multidimensional process of judging the individual in action. In both course-based assessments and integrative assessments which focus student learning from several courses, we elicit samples of performance representing the expected learning outcomes from a course or program.

Faculty and other trained assessors observe and judge a student's performance based on explicit criteria. Their feedback, as well as the reflective practice of self assessment by each student, helps to create a continuous process that improves learning and integrates it with assessment. We call this process student assessment-as-learning.