



Academic Program Assessment Reports  
Executive Summary

Academic Year 2017-2018  
Office of Institutional Assessment and Accreditation

School or Department	Program Name	Level of Program	State the Learning Outcome (1) assessed.	State the Learning Outcome (2) assessed, if needed.	Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.
School of Arts and Sciences	Applied Behavior Analysis	Graduate - Master's	LO1 (Ethics & Professional Standards): Personal integration of the Behavior Analysts Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts as demonstrated through scenario analysis that identifies remediation and prevention.	LO3 (Measurement & Experimental Design): Development of skills related to the evaluation of behavior change as evidenced by scenario analysis and application of appropriate system of behavior measurement and experimental design.	The ABA Graduate Program conducted its assessment for year two (LO1 & LO3) by evaluating student work obtained from two courses: ABA501 & ANA502. In ABA501 assignments from students were evaluated according to a rubric and showed the 100% of the student assignments met the criteria of acceptable. In ABA502, 20 student assignments were evaluated according to a rubric. The results showed that 19/20 students showed exemplary performance. Collectively, the findings were that the summative assessment met expectations with achievement at the expected level. We will continue this practice in the future.
School of Arts and Sciences	Clinical Mental Health Counseling	Graduate - Master's	LO3: Communication	Ethics	The Clinical Mental Health Counseling Program conducted its assessment by examining the outcomes for Communications (LO3) and Ethics (LO4). For LO3, 14 student case study reports were scored on a rubric in CMH 5301 for the formative direct, and 15 student Comprehensive Exam Case Study write-ups were scored on a rubric. The outcomes were slightly under projected for the formative evaluation and over projected for the summative evaluation. For LO4, outcomes were directly assessed by an ethics qualifying examination for 18 students in CMH 5600 and the Professional Orientation and Ethics section of the Comprehensive Professional Counselor Exam for 15 students. The outcomes exceeded projections for the formative and matched expectations for the summative. The indirect measures for both LO3 and LO4, while useful in identifying and documenting potential problems with students did not provide as much useful data in documenting student development. Overall, however the results indicate that CMHC students are performing at a level consistent with both GCU and national standards.

School of Arts and Sciences	Criminal Justice and Human Rights	Graduate - Master's	LO1: Knowledge of the field (Goal 1): Students will demonstrate specialized knowledge in these disciplines (history of the fields, policy and legal dimensions, implications, social and political aspects, and relevant theoretical perspectives) through a formative online examination and topical research papers in various courses, building to a capstone project and paper on a significant topic in the field chosen by the student. Papers are evaluated by social science standards, assessed by faculty members according to established rubrics, with the capstone reviewed by a panel of at least two faculty members.		The MA in Criminal Justice and Human Rights was launched in Fall 2017 and, due to low enrollment, we did not offer CJ503 during academic year 2017-18. CJ503 remains the optimal course to assess formative student learning for LO1; we do not plan to revise the Program Assessment Plan in this respect. It follows that students are not yet at the stage to complete CJ590, the capstone course, which is the course relied on to assess summative student learning. At the end of the 2016-17 academic year, we assessed learning in the capstone course for outgoing students completing the MS in Homeland Security. An action plan was developed that forms the basis of revisions that we have and will put in place for students entering the new program. These focus on procedural changes, such as the development of a Research Design course to be completed before students enroll in the capstone course and the development of supervisory materials to guide students and supervisors. These changes have been made. Recommendations in terms of student/supervisor engagement and student preparation will be implemented with each new cohort. During the 2017-18 academic year, we also revised the Program Assessment Plan to address a discrepancy made in the language of the Plan.
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School of Arts and Sciences	Holistic Health Studies	Graduate - Master's	Goal 2. Application of Theory to Practice in Holistic/Integrative Health. Outcome: Learners provide evidence of application and integration of the principles of Holistic Health through extensive journaling as they progress through the program. These journals provide the learner the opportunity to reflect on current and future practice of the arts of holistic health, and the learner's reflection is evaluated periodically within the program.		The MA in Holistic Health Studies program conducted its assessment for year two by evaluating Journal papers of the students in HH515 and final presentation in HH599. As per its direct evidence of the formative assessment, nine out of 10 students in HH515 demonstrated their attainment of the goal #2 application of theory in practice through their journal papers. Also as a direct evidence in summative assessment, 2 out of 2 students showed their attainment of this goal in their final project presentation. Our findings were that both the formative assessment and summative assessment met the expectation. We learned that we must gather the indirect evidence in both HH515 and HH599 before the end of the semester, otherwise miss the opportunity to receive their full response to report in this annual assessment report. We will address this for the next cycle of the assessment of the program goal #2.
School of Arts and Sciences	Integrative Health	Pre-Baccalaureate Certificate	Goal 1. Knowledge of the Holistic/Integrative Health Discipline. Outcome 1: Learners will demonstrate knowledge of the Holistic/Integrative Health discipline in the final research papers, or Discussion Question responses in HE300 level courses.		The Pre-Baccalaureate Certificate in Integrative Health program conducted has its assessment plan for year two by evaluating final papers of IH335 and students' portfolios. There was no one enrolled in this certificate program at this time and the faculty who is in charge was unable to complete the actual assessment during this cycle. Will consult the Director of Assessment to determine if there is a need to report for those students who are minoring in Integrative Health even though these students are not pursuing the Certificate program. It was at this reporter's best intent to complete these formative and summative assessment of those who were in the courses designated to be assessed. Even though this assessment report is focused on the learners' outcomes based on the learners' academic output, the staffing (# of faculty and administrative assistant) certainly have an impact on its quality and reporting.
School of Arts and Sciences	Writing Intensive	Undergraduate - University Wide	LO4: Revise and strengthen a piece of writing based on responses to early drafts	n/a	The Writing Intensive Program conducted its assessment for year 2 by evaluating whether or not students completed drafts in GEN199 and GEN400. All artifacts assessed related to the learning outcome "revise and strengthen a piece of writing based on responses to early drafts." Our findings were that both the summative and the formative assessment met expectations, with the summative assessment greatly exceeding expectations.

School of Arts and Sciences	Biology	Undergraduate Major	LOI 3 Students will effectively read and critically evaluate scientific literature	Students will demonstrate the ability to organize and evaluate biological information and present it clearly in written and oral form, using appropriate formal scientific formats.	Biology Program. <b>LO 3:</b> Students will effectively read and critically evaluate scientific literature Overall Trend: There is a clear improvement in all areas when comparing similarly assessed items in the summative course relative to the results in the formative assignment. It does seem that students need more practice with CSE format. They would also benefit from additional practice in understanding the results and discussion of scientific papers, especially wrt to what the author's say about their results rather than directly interpreting the graphs and tables for themselves. The department will endeavor to find more opportunities to reinforce these skills in activities within all courses in the major <b>LO 4:</b> Students will demonstrate the ability to organize and evaluate biological information and present it clearly in written and oral form, using appropriate formal scientific formats. <b>Competency with writing of a scientific paper</b> Overall trend: It is difficult to get a solid sense of the students' progress between the formative and summative experience from the data collected here since there don't seem to be consistent standards associated with scores between formative and summative assignments. To help solve this problem in the future we will take the more highly developed rubric used in one of the formative courses (BI201) and use it in all formative and summative courses to ensure consistency in expectation. Otherwise what the instructor perceives as a 4/5 or 5/5 may be a very different thing in a first year or sophomore class than in a senior one. <b>Oral Presentations</b> See below.
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**Oral Presentations** Overall Trend: While we didn't meet our rather ambitious goals in terms of student improvement between formative and summative assessments, there is a clear trend toward improvement between the two assessments. The vast majority of students in the formative assessment performed at the level of acceptable elementary mastery (level 3 on a 5 point scale), whereas most of the students had moved to senior mastery or above (levels 4 or 5 on the same scale) by the end of their time in the program. This is particularly rewarding given the strong increase in depth and level of challenge in the content the students were being asked to present upon within summative courses relative to that in the formative course.

School of Arts and Sciences	Chemistry and Biochemistry	Undergraduate Major	Communication Skills. Students will be given the opportunity to develop skills related to effective communication, including both technical writing and oral presentations. Upon successful completion of this program, students will be prepared to use word processing and presentation software, spreadsheet and chemical drawing programs to write methods reports and short scientific papers, organize material for presentations, discuss collected data, and critically evaluate results. The communication artifacts will be evaluated using a defined set of rubrics, and the graduates will be expected to demonstrate competencies at a proficient level.		The Chemistry and Biochemistry Program conducted assessment for year two of the objective “Communication Skills” by evaluating method reports of students in Analytical Chemistry class and a review paper prepared by graduating seniors. Overall, data for 6 students collected in 2017-2018 were assessed for the formative assessment, 4 of these students remain or graduated from the program as of June 2018, and data for 3 graduating students collected in 2017-2018 were assessed for the summative assessment. Our findings were that the students met the expectations at both formative as well as summative levels. Based on the results, our graduating seniors are on their way to perform competitively in their future endeavors.
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School of Arts and Sciences	Criminal Justice	Undergraduate Major	LO3: [Aligned with program Goals 2 & 5 - "Ethics and professional standards, self-awareness, and respect for diverse opinions, customs, and thoughts."] → Students will identify and apply ethical decision making as it applies across criminal justice theory, research, practice and policy. Competency in socially responsible and equitable behavior will be evidenced in case studies evaluated by common rubric.	not applicable	The Criminal Justice Program conducted its assessment for year two by evaluating student work obtained from a final examination essay question in our introductory course and an exit exam administered in our capstone course. Overall, the essay answers for 26 students were assessed for formative assessment related to the outcome of ethics and professional standards and the essay answers for 7 students for summative assessment of this same outcome. Our findings were that the formative assessment fell just shy of meeting expectations with achievement just below the expected level, while the summative assessment was above expectations. We found that our vignette might not be the best tool to distinguish learning legal and constitutional issues from ethical issues, and that we might want to add additional rubric criteria to collect data on finer distinctions in ethical learning such as ability to apply and evaluate ethical reasoning (beyond identification). We have a plan in place to complete these tasks within the next academic year. At least one graduating student was found to be in violation of the University's academic honesty code for work submitted in a course not in the assessment plan for this outcome. The department will address making better use of this indirect evidence in the fall. The indirect formative assessment of student surveys (SIR II) showed that 67% of students are generally satisfied (3 or higher) with supplementary instructional methods, case studies, simulations, or role-playing. The indirect summative assessment of student surveys showed that 80% of students found assignments, exams, and grading to be "very effective." In addition, the majority rated course outcomes at a 4 "more than most courses" or 5 "much more than most courses" and about half of the students rated the course workload and pace as being somewhat or very difficult (the other half as "about right").
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School of Arts and Sciences	Dance	Undergraduate Major	1. to perform and to create in different styles of dance Ballet, Modern, and Jazz.  2. to develop skills to support leadership in the world of dance evoking the wisdom of the body imagination and creative thinking.		During the assessment of courses and program this past year the faculty arrive at the conclusion that our formative assessment meet all expectations and that out of 12 graduating students 10 are in excellent shape to start careers in the field. They are well, prepared and during final evaluations, we spoke with the students and we were pleased to find positive outcomes in most students. All students have improved their technical skills and performance qualities, even the ones that we considered at risk because of absences and behavioral problems. As a result of the assessment of student performance, the faculty wants to create a make-up for students at risk, the ones that have many unexcused absences. Next semester, students will be able to make-up technique classes taking any class in the program. Since dance technique is mainly a lab course, participation and practice are indispensable for advancement, we think that a regulated make-up program will help the student further improve. Recommendations for improvements We recommend also offering more courses that can diversify areas of interest for students. Adding performance opportunities for our most advanced students in the program.
School of Arts and Sciences	English Program	Undergraduate Major	LO2 Effective oral communication skills on select topics related to British, American, multi-ethnic and world literatures.		The English Program conducted its assessment for year two by evaluating student presentations in both formative assessment obtain in one section of EN 300, our Gateways to Literary Study course, and in two sections of our Senior Seminar course, EN 430. In EN 300, 13 students were assessed, while in the two sections of EN 430, 14 students were assessed in the fall section and 14 students in the spring section. Our findings for formative assessment in EN 300 is that with the exception of the delivery category, 80% of our students met and exceeded our learning outcome for achieving at the developing level or higher. For summative assessment of oral presentations, we also exceeded our learning outcome for 80% of English majors achieving at the evident level or higher. These successful results were obtained because students in our introductory course engage in a process writing course, working closely with the professor, completing the various drafts of the research paper under his or her guidance. This is a pedagogical strategy we will continue. For the formative assessment of our Senior Seminar course, EN 430, we will again continue the practice of having students work closely with professors in a process writing course, where major projects are under the guidance of professors through the various steps to complete a research paper and the presentation of that paper.

School of Arts and Sciences	Exercise Science, Wellness, & Sports	Undergraduate Major	LO1: Students will recall and apply the major concepts of exercise science, especially in the areas of functional anatomy, physiological responses to exercise, and the principles of nutrition, through standardized testing and in class exams.		The Exercise Science, Wellness, & Sports program assessed the learning outcome "Students will recall and apply the major concepts of exercise science, especially in the areas of functional anatomy, physiological responses to exercise, and the principles of nutrition, through standardized testing and in class exams." A standardized 9-question multiple choice test was designed based on questions from the American College of Sports Medicines Certified Exercise Physiologist exam. The test was administered online to 10 students in ES111 (the formative group) and 13 students in ES350 (the summative group.) It was found that, although the summative group did significantly better than the formative group, neither group met departmental expectations. In the case of the formative group, this may be due more to arbitrary expectations than a shortcoming in the curriculum. For the summative group, however, there appear to be deficiencies in the students' knowledge of exercise physiology and applied anatomy. Dr. Wortley and Dr Chen will attempt to address these issues in next years ES250 and and ES330 courses, and we will re-assess next year.
School of Arts and Sciences	History	Undergraduate Major	Goal 2: Communicate effectively verbally and in writing LO2: Through coursework in all History courses, students will communicate effectively in both oral presentations and written assignments.		The History Program conducted assessment in year two using data from two required courses. Faculty assessed signature assignments in Historian's Craft (formative) and History Seminar (summative) related to students' effective communication verbally and in writing (LO2). In assessment rubric categories related to LO2, the oral presentations of a signature research assignment for the formative program course met some expectations with achievement at the expected level. In the case of the "Verbal" category, too many students performed at the developing level. The oral presentations of the signature research assignment for the summative program course showed expected achievement outcomes. The corresponding indirect evidence was the grades for the oral presentations. The Spring 2018 grades satisfied the distribution we articulated in the assessment plan. Based on these results, we know that most students are meeting the requirements of the presentation and connecting it to their research assignments at the formative and summative levels. In the "Writing" category of the research paper assignment rubric, students generally performed to a satisfactory level, though a few continue to score in the "developing" range.

School of Arts and Sciences	Mathematics and Computer Science	Undergraduate Major	LO3: Students will communicate effectively and orally and in writing and develop skills for productive teamwork, through assignments/projects, presentation, and testing in the program's core coursework.	Only one outcome LO3 of action plan was assessed this year, so there are no responses for Q15 through Q21.	The Mathematics and Computer Science department conducted its assessment for year 2 by evaluating student work obtained from a test for formative assessment, and item analysis of a signature assignment for summative assessment. The test for MA210 for 8 students were assessed related to the goals and outcome of analysis and application of appropriate mathematical procedures to develop communication skills. The same outcome was assessed for 6 students in MA401 using item analysis of an assignment for summative analysis. The formative assessment satisfied our expectation in all criteria, but one of the criterion in summative assessment did not satisfy our expectation. This is a required course for all mathematics major students, and the department will address this as an important issue when this course is offered again. Indirect assessment using student surveys showed that students are generally satisfied with their level of learning.
School of Arts and Sciences	Nursing	Undergraduate Major	All 10 learning outcomes were assessed.		Nursing Program: Analysis of Data: Students are achieving the Learning Objectives identified. This is conformed through formative direct and indirect assessment and summative direct and indirect assessment. Direct evidence available for all ten learning outcomes, both formative and summative. Indirect evidence available for all learning outcomes for formative assessment, indirect evidence available for summative assessment of learning outcomes 2, 3, 8-10. Results are satisfactory, but an action plan is required for above referenced learning outcomes that were unable to be assessed due to lack of responses from student surveys. Action Plan based on Assessment Results: An issue was identified at the end of the Fall semester, with missing results from student surveys. Department evaluated methods to increase data collection and decided on adding the survey to the BlackBoard system. While this did increase overall response rate – timing precluded NU496 students from receiving the survey prior to the end of their class (Spring 7.5 week semester 1). Time Frame for Action Plan: Fall 2018 will have the survey available at the start of the semester for ALL courses, including NU496.

School of Arts and Sciences	Psychology & Counseling	Undergraduate Major	Comprehension of the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of Psychology as evidenced in in-class testing and the results of the Major Field Test in Psychology.	N/a	The Psychology Program conducted an assessment for year two by evaluating student work obtained from PS111: Introduction to Psychology courses and the Major Field Test (MFT) in Psychology, which was administered in PS455: Senior Seminar. Overall an item analysis of 15 student quizzes were assessed for formative assessment related to the outcome of LO1: Comprehension of the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of Psychology, and the MFT in Psychology results of 37 students for the summative assessment of this same outcome. Our findings were that the formative assessment did not meet expectations with achievement at the expected level nor did the summative assessment met the 80% proficiency criteria. Results on the summative assessment were more promising with 43.24% of the students scoring within one standard deviation of the national mean on the MFT in Psychology (80% was the stated goal). We will continue this practice in the future. We think that it would be inappropriate to change the artifacts at this time because of the small sample sizes. In future assessments, full-time faculty will be required to collect and submit data across all sections of each course. The full-time faculty will also discuss the role motivation plays in student effort on said artifacts and will discuss increasing the weight of performance on said artifacts towards the calculation of the students' final grade in the course. These discussions will take place during the Fall 2018 semester.
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School of Arts and Sciences	Social Work	Undergraduate Major	Students will observe and practice the clinical skills necessary for the social work profession through three semesters of internship experiences.		Social Work students complete three field practicum's throughout the major. These courses include SW390, SW496 & SW 497. The benchmark assessment for each of these courses includes the field evaluations. Student field evaluations are scored by the field instructors and reflect an assessment of the student's ability to perform in the internship and to connect classroom knowledge to practice behaviors. The program met its goals with the exception of SW496 wherein only 75% of students achieved a B or better when their field performance was evaluated. This is a concern as the field practicum is considered to be the signature pedagogy of social work education. The field evaluation, which is completed by the field instructor, is considered an invaluable appraisal of the student's ability to function as a generalist social work practitioner. It was noted that student field performance improved from the first semester senior year (SW496) to the final semester of field (SW497). On average students scored higher on their second field evaluation than on the first field evaluation. This improvement may signify professional growth and enhancement of clinical skills for students throughout the academic year. However, the improvement in student scores may also be attributed to the field instructor's reluctance to give scores of "advanced competent" to students in the first half of their internship. The program will develop protocols for training field instructors on how to appropriately score evaluations. Universal scoring practices will make the evaluation outcomes more reliable. However, training multiple field instructors across multiple settings would certainly be a challenge. Additionally, the department will review the course outline for SW497 and modify course requirements to increase rigor.
School of Arts and Sciences	Spanish	Undergraduate Major	Create Written Discourse at an advanced low level on the ACTFL scale.	Outcome #4: Identify, analyze, and critique hierarchies	Spanish Program: We evaluated course goal #2 and #4 this year. The formative results were excellent while the summative revealed one weakness in the area of the bibliography. We will work on addressing this by introducing the bibliography earlier on assignments at the formative level. For goal #4, as we offered the senior seminar this year, we assessed the role of hierarchies and how they are represented in identity politics. The signature assignments that were due each week worked extremely well in allowing the students to practice, learn and make the concepts their own.

School of Business and Digital Media	MBA	Graduate - Master's	LO 5: Ability to use quantitative and decision-making tools and technologies to identify, extract, analyze, and interpret business data		The Business Program conducted its assessment for year one by evaluating student work obtained from 600 level lab courses in BU602 and BU691. Overall the assessment data from BU602 (formative) revealed that all students had mastery of: 1) Utilize technology to locate, evaluate, collect, and/or present information 2) Identify a problem and develop and implement a solution strategy 3) Utilize technology to present results to facilitate decision making 4) Report findings / recommendations The score was a 5.0 / 5.0. Our findings were that the formative assessment exceeded our expectations. Next, summative assessment occurred in BU691 with the capstone projects and presentations. This assessment also exceeded our expectations. The technology question related to using technology as a tool for decision making. The average score is posted below for technology: Group 1: 8/10, Group 2: 9/10, Group 3: 9/10, Group 4: 8/10, Group 5: 9/10, Group 6: 9/10.
School of Business and Digital Media	Business Programs	Undergraduate Major	LO1: Effective oral and written business communication skills	LO6 Competence in using data and technology as a business tool.	The undergraduate business programs conducted an assessment for year two of two learning objectives. In the first, effective oral and written business communication skills, data was assessed from (1) a writing intensive class taken in the 2nd or 3rd year - 20 papers assessed, (2) student feedback as to whether their skills in this area were improved 191 responses in 21 course sections, (3) feedback from internship employers - 40 and (4) assessment of capstone projects. 18 rubrics on 11 projects. Expectations were met. More emphasis could be done on selecting and citing sources and preparing for business presentations. Increased offerings of writing intensive classes is working well and will be continued. For the 2nd objective, competence in using data and technology as a business tool, data was collected from (1) the capstone project - 18 rubrics on 11 projects. (2) feedback from internship employers - 40, (3) MFT results in the appropriate sections, and (4) student feedback as to whether their skills in this area were improved 191 responses in 21 course sections. Students more than exceeded expectations in their abilities to use technology. However, students are not as strong in their abilities to analyze results. IS224 is being revised to support efforts to develop the students' analytic abilities.

School of Education	Teacher Education	Education Certification	Students will demonstrate proficiency in planning, implementing, and assessing instruction.		Undergraduate Education Program. The edTPA pilot and implementation, now in its second year, shows satisfactory results with the preliminary performance of our candidates on the edTPA. Pilot results during AY2016-17 (n= 25) and indicated our candidates performed well overall and continued to improve during AY2017-18 (n=47). 100% of our candidates whose portfolios were scored passed (one portfolio unscored/pending); with 7 of 47 candidates requiring a resubmission of one task or more. Closer analysis revealed candidates scored lower on Task 3 Assessment of Student Learning, an area of comparative weakness. A review of our program indicated our candidates had limited experience applying the assessment techniques learned in their courses until the end of the program during full-time clinical practice. Therefore, in revising the teacher education program to align with the newly adopted state regulations requiring increased clinical hours, we added a clinical experience component to an assessment course (ED3201/EDC5206) allowing candidates the opportunity to apply assessment techniques in real classrooms earlier in the program in an authentic setting. We will continue to monitor edTPA performance results and make program adjustments as needed.
School of Education	Autism Spectrum Disorders	Graduate - Certificate Only	Learning Outcome(s) Assessed: LO1: In-depth study of the pervasive developmental disorders of autism, evaluated through research assignments and in class testing.	Learning Outcome(s) Assessed: LO1: In-depth study of the pervasive developmental disorders of autism, evaluated through research assignments and in class testing.	The Autism Spectrum Disorders program's assessment was conducted by evaluating student work obtained from EDC 5301, EDC 5303, and EDC 5305 including Keystone assignments and exams. One hundred percent of the students completed the Keystone assignment using course-based research, evaluated by rubric. All 6 students achieved a 3 or better on the rubric. A hundred percent of the students completed the mid-term exam with item analysis related to the outcome. All 6 students achieved 90% or better on the midterm. A hundred percent of the students completed the final exam with item analysis related to the outcome. All 6 students achieved 90% or better on the final exam. Findings were that the formative assessment and summative assessment met expectations with achievement at the expected level.

School of Education	ESL/Bilingual Education	Graduate - Master's	LO2: Students will analyse and design instruction plans and create assessment instruments to teach English language learners. LO3: Students will apply knowledge and theories to action research and best practices in the teaching profession.		The ESL/Bilingual Education Programs conducted assessment for Year Two by two adjunct instructors who were required to evaluate student work for all courses they taught in this program. No result is obtained due to the lack of the access to the other instructor's Taskstream accounts. The assessments for these two courses used to evaluate student outcome will continue in the newly revised curriculum.
School of Education	School Counselor Program	Graduate - Master's	LO2: Development as a skilled practitioner as a school counselor through 300 hours of school counseling monitored internship experiences, where the student reflects on these experiences and receives individual coaching and external evaluation of his/her performance.	N/A	The School Counselor Program conducted an assessment for year two by evaluating student work obtained from signature assignments for EDC6092 and EDC6093. In addition, on-site supervisor ratings were also incorporated in the assessment. Both formative and summative results met the expected assessment criteria for all 29 students who completed the school counselor internship.
School of Education	Teacher of Students with Disabilities	Graduate - Master's	LO2: Planning Appropriate Instruction Students will develop a curriculum guide for students with disabilities and complete an Individualized Education Program (IEP) for a student requiring accommodations and modifications.		Assessment for the Teacher of Students with Disabilities program was conducted by evaluating student performance on two capstone assignments which were uploaded onto Taskstream. One capstone assignment assessed students' ability to develop a curriculum guide in an area of interest appropriate for students with disabilities. A rubric was used and data showed that out of 50 students evaluated, 94% met expectation. The other capstone assignment assessed students' ability to complete an Individualized Education Program for students with disabilities and include accommodations and modifications. A rubric was also used for this capstone assignment. Of the 50 students evaluated, 98% met expectations. Based on the data, it can be concluded that students who struggled in one capstone assignment, were likely to struggle in other assignments too. These students will be monitored and provided the support they need. It was also noted that some students did not upload one of their capstone assignments. This is an issue that will be dealt with, so that all students upload their capstone assignments on time.

University-wide program	Sister Mary Joseph Cunningham Library	Other (please specify)	Students will use face to face and/or group reference services to learn to locate information resources. Outcome 1: Students will be able to successfully locate books using the library catalog. Outcome 2: Students will be able to successfully locate journal articles using databases.	Outcomes 1 and 2 had combined results and are included as part of the initial line of questions.	The library conducted its assessment for year 2 by evaluating how students use face to face and/or group reference services to learn how to locate information sources. Data was collected using a libwizard reference transaction survey the librarians had created. Librarians completed the survey after each reference transaction throughout the Fall 2017 and Spring 2018 semesters. The survey helped librarians identify whether students were able to successfully locate books and journal articles using the library catalog and library databases. Of the 521 students surveyed, 400 were able to correctly locate and use materials from the library catalog and/or databases with librarian assistance. 17 were unable to locate/use materials correctly and 104 students surveyed did not have an applicable question for this student learning assessment. Removing the 104 non-applicable questions, we found that 96% of students were able to correctly locate and use materials from the library catalog and/or databases with librarian assistance, surpassing our expected results. The data was sufficient to address the program outcomes. However, since the question was combined, we could only analyze data for outcomes one and two together. This will be corrected with an update to the survey for data collection in future years.
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University-wide program	Writing Center	Other (please specify)	Students will become better writers. They will increase the sophistication of their writing with correct grammar, sound logic, and persuasive rhetoric. Students will learn to integrate research sources properly, cite them accurately, and document them appropriately in adherence with APA, CMS, and MLA standards.	The Writing Center will maintain and improve upon usage benchmarks set in AY 2015-2016. Students enrolled in SD Writing Courses, EN105 and EN106, will progress to EN111 at rates in compliance with the Title III grant. Outcomes based on Goal: Outcome 1: More students will visit the Writing Center than in the previous academic year. User satisfaction will remain at a high level. More first-time full-time undergraduates will use the Center. More sophomores will use the Center.	The Writing Center assessed student learning related to ISLG 1: Communicate effectively in written and spoken English and ISLG 2: Apply critical thinking, problem-solving, and research skills. Students who visited the Writing Center more than five times during the academic year were asked to submit rough drafts and final drafts of papers, and Center personnel scored each draft with the Writing Program rubric. 83% of students showed improvement in their final drafts. In addition, 78% of those drafts met rubric expectations, an increase of 30%. The weakest scores were for Research Skills and Style Sheets, so the Writing Center will continue asking students to submit assignment sheets along with their drafts so that staff can better assist the students. The director will also spend more time training peer tutors and will quiz them more frequently on style sheets and quotation integration. The Director hosted two joint workshops with the Library to reinforce the connection between research and style, in particular APA. The same assessment plan will be utilized next year, and the Director hopes that categories 3A and 3B will meet expectations. The Writing Center increased usage by 68% and 38% more students used the Writing Center this year. To maintain the gains in usage, the Writing Center will do more to publicize online tutoring and will offer in-class assistance during Summer 2018 EOF courses.
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Title III Grant specifics: By 9/30/17: 70% of students who need SD writing and use the WC advance to EN111. By 9/30/18: 75% of students who need SD writing and use the WC advance to EN111. By 9/30/19: 80% of students who need SD writing and use the WC advance to EN111. By 9/30/20: 90% of students who need SD writing and use the WC advance to EN111. A 10% yearly increase in Center usage after AY 2016-2017.

University-wide program	Bridge General Education	Undergraduate - University Wide	Bridge General Education Goal 2 Intellectual and Practical Skills. Learning Outcomes: Students will demonstrate competence in a.Critical and Creative Thinking, grounded in inquiry, analysis, and synthesis of information b.Written and Oral Communication c.Quantitative Literacy d.Information Literacy e.Teamwork and problem solving		BRIDGE General Education Program. In all, 105 courses (313 sections) were offered in the Bridge General Education Program over the 2017-2018 academic year. This total included online (55), hybrid (24), day (158), evening (47), and offsite (36) offerings. A total of 2,442 students enrolled in Bridge courses in the fall, and 2,499 students were enrolled in Bridge courses in the spring. These offerings included two new Bridge GE requirements, GEN199 (15 sections—2 of these sections were online) and GEN400 (8 sections—1 section online and 1 section as hybrid). The second year of the new Bridge General Education Program requires direct assessment of Intellectual and Practical Skills. This program goal expects student competence in each of the following learning outcomes: 2a—Critical and Creative Thinking, 2b—Written and Oral Communication, 2c—Quantitative Literacy, 2d—Information Literacy, and 2e—Teamwork and Problem Solving. Based upon the three-year assessment cycle approved by the GECC, the Director of GE requested two volunteers from each of the areas designated to assess Bridge Learning Outcomes 2a, b, c, d, and e. It should be noted that several of the learning outcomes—2a, 2b, and 2e—were reported separately to offer greater specificity / clarity of the assessment results (i.e. two volunteers were requested for Critical Thinking; two volunteers were requested for Creative Thinking.) Volunteers were asked to assess one GE course in either the Fall or Spring semester and to submit an outline of the assignment and its alignment with the designated learning outcome. This form was reviewed by the Director of General Education and the Director of Assessment. If necessary, feedback was provided to volunteers about the assignment or rubric alignment. (Continued on next page.)
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## General Education Executive Summary (continued from previous page)

These assessment forms were posted on the General Education Curriculum Committee Blackboard Organization for review by committee members. At the conclusion of each semester, faculty volunteers were asked to complete the assessment rubric indicating student performance at either the exemplary, evident, developing, or not evident levels. For courses at the formative level, 90% of students were expected to achieve at the developing / evident level. For courses at the summative level (GEN400), 90% of students were expected to achieve at the evident / exemplary level. The assessment forms were reviewed by the Director of General Education / Director of Assessment before posting on the GECC Blackboard Organization. The completed rubrics were then reviewed by the GECC during meetings held on April 19th and June 14th. A total of 11 different courses (19 sections) were assessed with at least two different courses assessed for each of the learning outcomes. Formative assessment data was collected for courses at the 100 and 200 level. Summative assessment data was obtained through GEN400 for all but the Quantitative Literacy outcome. Our findings demonstrate that students generally met the performance expectation at the formative level (developing / evident) for Critical and Creative Thinking and Written and Oral Communication. While students fell short of the expectation of 90% for three criteria of Quantitative Literacy, the 85-89% achievement reflects a significant number of students were able to reach the developing / evident performance level. It will be worthwhile to discuss 90% or 80% as the performance expectation for this learning outcome. The assessment of Information Literacy suggests a need to fine tune the process. The SearchPath quizzes do offer support for this learning outcome at the formative level. However, the expectation for completion and pass rate of these quizzes needs to be more consistent across the different sections of GEN199. The one learning outcome—Teamwork and Problem Solving—was difficult to assess at the formative level due to the inconsistency of the student artifacts generated in GEN101 for the final assignment. The assignment needs to be reworked to better align with the Teamwork / Problem Solving rubric. With the piloting of this updated assignment, the GECC has asked for information about the project to be reported on this learning outcome for next year. With the new GEN400 course, the GECC was also able to review summative assessment data for 2 a, b, d, and e. Through a culminating project (paper / presentation) and a service learning assignment, this course has been designed to assess learning outcomes central to this Bridge goal. With the assistance of the Director of Assessment, a streamlined assessment rubric was generated for the final project. The submission of this assessment rubric from three different course sections reflects students meeting the performance expectations (evident / exemplary) for Critical and Creative Thinking, Oral and Written Communication, Information Literacy, and Problem Solving. However, some questions related to effective assessment of teamwork remain, including whether there might be a better assignment to measure this learning outcome. GEN400 Instructors meeting at the end of the Spring semester also discussed the need for a Service Learning coordinator to better assist faculty and students with the development of “group projects” for their students. With the increasing number of GEN400 courses, this coordinator will play a critical role in cultivating relationships with community partners to support the learning outcomes of this course. GEN101 also discussed the need for a service learning coordinator in their summer planning meetings. While most of the assessment submissions from the faculty volunteers reflect student learning at the 90% expectation of the formative / summative level for criteria associated with the different outcomes, work is still needed to enhance the assessment of the Bridge GE program. As pointed out in several places of the report, faculty will continue to work on the best methods for collecting assessment data, as well as analyzing / reporting findings to the GECC. There also will be discussions to better align assignments / assessment rubrics in signature courses like GEN101, GEN199, and GEN400. These discussions also will involve clarifying the expectations that we have for students at differing levels of the program. All of this continuing work will enhance the coherence and effectiveness of a program that seeks to improve student learning at GCU.