Georgian Court University
Academic Programs Assessment Reports
Executive Summary
AY 2018-2019

# Program Information

| 1. Program Name | 2. Level of Program - Selected Choice | 6. School or Department - Selected Choice | 8. What is the year of the assessment cycle for this report? (Refer to Assessment Plan.) - Selected Choice |
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| Academic Development and Support Center (ADSC) | Undergraduate-University Wide | University-wide program (Gen Ed, Library Services, etc.) | Other (please specify) |
| Applied Behavior Analysis (Graduate) | Graduate-Master's | School of Arts and Sciences | Year 3 |
| Autism Spectrum Disorders | Graduate-Master's | School of Education | Year 2 |
| Biology | Other, please specify | School of Arts and Sciences | Year 3 |
| Chemistry and Biochemistry | Undergraduate Major | School of Arts and Sciences | Year 3 |
| Criminal Justice | Undergraduate Major | School of Arts and Sciences | Year 3 |
| Criminal Justice and Human Rights | Graduate-Master's | School of Arts and Sciences | Year 2 |
| Dance | Undergraduate Major | School of Arts and Sciences | Other (please specify) |
| ESL/Bilingual Education graduate program | Graduate-Master's | School of Education | Year 3 |
| English Program | Undergraduate Major | School of Arts and Sciences | Year 3 |

| Program | Type | School | Year |
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| Exercise Science | Undergraduate Major | School of Arts and Sciences | Year 3 |
| Graphic Design and Multimedia | Undergraduate Major | School of Business and Digital Media | Year 3 |
| History | Undergraduate Major | School of Arts and Sciences | Year 3 |
| Interdisciplinary Studies | Undergraduate Major | School of Arts and Sciences | Year 1 |
| Literacy/Reading Specialization | Graduate-Master's | School of Education | Year 3 |
| MA in Holistic Health Studies | Graduate-Master's | School of Arts and Sciences | Year 3 |
| MBA | Graduate-Master's | School of Business and Digital Media | Year 3 |
| Master of Arts in Theology | Graduate-Master's | School of Arts and Sciences | Year 3 |
| Mathematics | Undergraduate Major | School of Arts and Sciences | Year 3 |
| Psychology and Counseling | Undergraduate Major | School of Arts and Sciences | Year 3 |
| School Counselor Program | Graduate-Master's | School of Education | Year 3 |
| School Psychology MA/CAGS | Other, please specify | School of Arts and Sciences | Other (please specify) |
| Sister Mary Joseph Cunningham Library | Other, please specify | University-wide program (Gen Ed, Library Services, etc.) | Year 3 |
| Social Work | Undergraduate Major | School of Arts and Sciences | Year 3 |
| Teacher Education | Other, please specify | School of Education | Year 3 |
| Undergraduate Business Programs | Undergraduate Major | School of Business and Digital Media | Year 3 |

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| World Languages and Cultures | Undergraduate Major | School of Arts and Sciences | Year 3 |
| Writing Center | Other, please specify | University-wide program (Gen Ed, Library Services, etc.) | Year 3 |
| Writing Intensive | Undergraduate-University Wide | School of Arts and Sciences | N/A |

# Learning Outcome Assessed

| 1. Program Name | 9. State the Learning Outcome assessed. Be sure to use the same wording as in your Assessment Plan. |
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| Academic Development and Support Center (ADSC) | Program Goal 1: Support undergraduate students with professional and peer tutoring, academic coaching, and student guidance services. Outcome 1: At least 90% of student requests for peer tutoring are met through tutor availability. Outcome 2: Keep comparative data on participation, GPA, retention on the following programs of specialized learning support: The Learning Connection (TLC) and PACT programs. Evaluate usage and effectiveness of direct tutoring, academic coaching, and student guidance services. This goal's outcome aligns with: ISLG 2: Apply critical thinking, problem solving and research skills. ISLG 3B: Gain a broad foundation in knowledge and understanding of modes of inquiry in the arts, humanities, behavioral and social sciences, natural sciences, and mathematics. ISLG 6: Explore spirituality and personal growth. *The Learning Connection is a fee-based support program which provides professional tutoring and coaching for undergraduate students with documented learning disabilities or other conditions that affect academic performance.* *Performance Assistance through Coaching and Tutoring (PACT): Mandatory support program for first year students based on review of application and supplemental documents.* |
| Applied Behavior Analysis (Graduate) | LO4 (Behavior Assessment & Intervention): Assessment of behavior and development of behavior change interventions as evidenced by scenario analysis and application of appropriate assessment and treatment approaches. |
| Autism Spectrum Disorders | Learning Outcome(s) Assessed: LO1: In-depth study of the pervasive developmental disorders of autism, evaluated through research assignments and in class testing. |
| Biology | LO 2 Students will develop appropriate laboratory and or field skills for the biology professional including proper formulation of testable hypotheses, effective use of sampling tools and instrumentation, precise and accurate data collection and effective analysis and interpretation of results. |
| Chemistry and Biochemistry | LO3: Laboratory Skills. Students will be given the opportunity to develop laboratory skills needed to confidently function in a laboratory environment, including proper use of basic scientific instrumentation and equipment such as balances, chemical glassware, pH meters, and UV-VIS spectrometers necessary to collect experimental data to evaluate substances and monitor chemical reactions. Students will demonstrate understanding of the safe handling and disposal of chemicals and hazardous materials. The laboratory skills will be evaluated using a defined set of rubrics, and the graduates will be expected to demonstrate competencies at a proficient level. |
| Criminal Justice | LO1: [Aligned with Goals 1 & 3 - "Knowledge of the profession & application of theory to practice"] → Students will demonstrate knowledge across required content areas (ACJS standards, B.5): administration of justice, corrections, criminological theory, law adjudication, law enforcement, and research methods through course exams and papers, and in a self-designed major field test to be taken both in the 1st and final year. |

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| Criminal Justice and Human Rights | LO2: Communication and research skills (Goals 2 & 3): Students will demonstrate effective communication skills appropriate to an academic Social Science Masters' program and competence in research methodology through the development of a research proposal and, subsequently, through carrying out original research and writing a capstone paper. Methods employed must be appropriate to the research problem and will be evaluated by social science standards, assessed by faculty according to established rubrics, with the capstone reviewed by a panel of at least two faculty members. |
| Dance | Goal 1: Mastery in performance LO1: Accomplished techniques in various modalities of dance and mastery in personal performance forms. |
| ESL/Bilingual Education graduate program | LO3: Students will apply knowledge and theories to action research and best practices in the teaching profession; LO4: (Master's program) Students will develop advanced professional leadership within the area of services to support English language learners through academic research and program evaluation. |
| English Program | LO 3: Perceptive Thinking #8 Demonstrate analytical skills to appreciate the aesthetic. Aligned with Goal 3: "Demonstrate perceptive thinking through formalist analysis and other critical reading strategies in and awareness of historical context in literature presentations or papers. Students will develop perceptive thinking, critical reading strategies, and/or awareness of historical context through research and reading assignments in required English Program courses. These skills will be assessed through directed discussions both in class and online, written reflection, and rubric feedback on related assignments. |
| Exercise Science | LO2: Within lab demonstrations, class assignments and case studies, students will apply skills related to conducting exercise tests and prescribing exercise programs, including, but not limited to, stratifying the population according to risk, choosing an appropriate test based on health status, conducting fitness tests, and prescribing exercise programs for both healthy and diseased populations. |
| Graphic Design and Multimedia | LO2. Demonstrate a professional skill through the application of design theory and practice. |
| History | Goal 4 Demonstrate understanding of Mercy core values as they pertain to key historical events and actors [ISLG 3c] LO4: In select History Electives, students will demonstrate, in an oral presentation and / or a written essay, understanding of how a person of Mercy might react to a particular historical event or dilemma. |
| Interdisciplinary Studies | LO3: Writing and speaking proficiently in informal (classroom) and formal (presentations) settings. |
| Literacy/Reading Specialization | LO3: The design and implementation of data-driven literacy instruction evidenced through assigned projects, discussions, and clinical practice. |
| MA in Holistic Health Studies | Goal 3. Effective communication in writing and oral presentation skills. Outcome: Learners will demonstrate professional presentation skills and effective communication skills in writing which are developed and evidenced through in class seminar presentations and cumulative in their final project poster or oral presentation. |

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| MBA | Learning Outcome(s) Assessed: LO 3: Development and refinement of leadership skills as a business professional through collaboration and effective membership in teams and self-reflection LO 4: Recognize important ethical principles and to apply the concepts in a business context Assessment Protocol Description LO3: Evidenced through assigned cases studies, writing and/or scholarly presentations LO4: Evidenced through assigned cases studies, writing and/or scholarly presentations |
| Master of Arts in Theology | Skill and ability to communicate theological knowledge concerning pastoral situations through case study and theological reflection on current praxis. |
| Mathematics | Outcome Assessed (LO1): Students will perform, understand, and apply the properties of mathematical operations through assignments, and testing in the program's core coursework. |
| Psychology and Counseling | Identify and apply ethically responsible behaviors within the field of Psychology, consistent with the Mercy Core Values, as evidenced by program coursework. |
| School Counselor Program | LO3: Advanced professional leadership within the area of school counselor services as evidenced through effective communication with a wide variety of school constituents, case study analysis, and reflection on practice. |
| School Psychology MA/CAGS | Program assessment according to NASP standards. Report submitted to NASP. The behavioral case study is aligned with the following Standards/Elements: Standard II: Data-Based Decision Making and Accountability Standard III: Consultation and Collaboration Standard IV: Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills Standard VII: Diversity in Development and Learning Standard VIII: Element 8.1 Research and Program Evaluation Element 8.2 Legal, Ethical, and Professional Practice Standard IX: Practica and Internship in School Psychology: Element 9.6 Integration of Skills The academic case study is aligned with the following Standards/Elements: Standard II: Data-Based Decision Making and Accountability Standard III: Consultation and Collaboration Standard IV: Element 4.1 Interventions and Instructional Support to Develop Academic Skills Standard VII: Diversity in Development and Learning Standard VIII: Element 8.1 Research and Program Evaluation Element 8.2 Legal, Ethical, and Professional Practice Standard IX: Practica and Internship in School Psychology: Element 9.6 Integration of Skills |
| Sister Mary Joseph Cunningham Library | Learning Outcome 1: First-year and sophomore year undergraduate students in EN111 and GEN199 will be able to find and critically evaluate information sources. |
| Social Work | Students will be guided toward the life-long learning and commitment necessary for current credentialing and licensure, advanced MSW study, advocacy for issues of social justice in social work practice, and academic research and service opportunities as inspired and guided by the Mercy Core values and Critical Concerns. |
| Teacher Education | Students will demonstrate proficiency in planning, implementing, and assessing instruction. |

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| Undergraduate Business Programs | LO2: Overall understanding of business concepts including accounting, economics, finance, management, & marketing. |
| World Languages and Cultures | #3 Cultural competency and #4 Identify, analyze, and critique hierarchies |
| Writing Center | 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. |
| Writing Intensive | Based on the above plan and the designated outcomes(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on the results. Learning Outcomes(s) Assessed: LO2: Apply the conventions of academic writing and research successfully LO3: Analyze the needs and expectations of an audience and effectively address them in the student's own writing |

# Executive Summary

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| Academic Development and Support Center (ADSC) | Analysis of Tutoring Services Assessment In Fall 2018, the ADSC employed 12 student tutors and 12 supplemental instructors who were capable of tutoring a total of 123 courses in Fall 2018 (students were often able to tutor multiple courses). (students were often able to tutor multiple courses). 14 of the total 24 tutors were paid through the Work Study budget in Fall 2018. In Spring 2019, the ADSC employed 29 student tutors (10 of whom were also supplemental instructors) who were capable of tutoring a total of 191 courses in Spring 2019 (students were often able to tutor multiple courses). 20 of the total 29 tutors were paid through the Work Study budget in Spring 2019. Analysis: Peer tutoring and Supplemental Instruction has been more cost-effective since students now have to make an appointment each time they would like to receive tutoring. Tutors are being utilized each time they come in and are not sitting and waiting for students to walk-in. The appointment-only model has been effective in maximizing peer tutor time efficiency and managing overall budget costs. Supplemental Instructors can also serve in a traditional peer tutoring role in addition to assisting in their area of specialization within their assigned course. The Learning Connection (TLC) Fall, 2018 Term GPA o 89% of TLC students fell into the range of 2.5-4.0 (this is a decrease of 6% from Fall 2017 which may be due to grade interval changes and a higher enrollment of freshmen) o 74% of TLC students fell into the range of 3.0-4.0 (this is a decrease of 16% from Fall 2017 which again may be due to higher enrollment of freshmen and sophomores) Spring, 2019 Term GPA o 92% of TLC students fell into the range of 2.5-4.0 (this is an increase of 7% from Fall 2018, but a decrease of 8% from Spring of 2017 which may be due to the medical issues of 3 TLC students and the interval change) o 75% of TLC students fell into the range of 3.0-4.0 (this is a decrease of 6% from Fall 2018 which may be due to the 3 out of the 4 students with medical issues and poor TLC attendance were first year students and a decrease of 14% from Spring 2018 which may be due to the interval change.) Analysis: TLC students continually excel in their academic performance and have done so over the past several years. It appears this is a model that promotes success and personal growth. Students are achieving honors, employment, and attending graduate school post-graduation. Performance Assistance through Coaching and Tutoring (PACT) Program AY 2018-19 Fall Semester GPA Average: 2.32 Winter Session Average GPA: 1.9 Post Winter Session Average GPA: 2.32 Spring GPA Average: 2.19 Avg Cumulative GPA after Spring 2019 semester: 2.39 Analysis: o Average GPAs were similar as compared to AY 2017-18. Three students left GCU, resulting in a semester retention rate of 76.9% from Fall to Spring. The coaching model appears to work well with the PACT population, and we are therefore continuing to use a graduate assistant as a PACT Coach. There is consistent and accurate attendance tracking, communication with the director and other pertinent personnel, and early warning follow-up. The PACT Coach works in tandem with the Writing Center, Math Lounge, and peer tutoring to track attendance. o PACT Orientation was attended by approximately 54% of students as last year's cohort and was run by the PACT Coach. The remainder of students were met with individually to go over policies and procedures and Chart the Course opportunities. |

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| Applied Behavior Analysis (Graduate) | The ABA Graduate Program conducted it assessment for year 3 (LO4) by evaluating student work obtained from ABA510 (Fall 2018). The assessment report assignment from students were evaluated according to a rubric and showed that 100% of the student assignments met the criteria of acceptable. Students were able to earn a total of 20 points for the assignment. Scores ranged from 15-20 points: 4 students scored 20 points, 1 student scored 19 points, 6 students scored 18 points, and the remaining 5 students scored 15 or 16. The findings suggested that the summative assessment met expectations with achievement at the expected level. We will continue this practice in the future. However, a supplemental assignment that would require students observe a real assessment is being consider for the future. |
| Autism Spectrum Disorders | Autism Spectrum Disorders Program. Direct Evidence: A hundred percent of the students completed the Keystone assignment using course-based research, evaluated by rubric. All 4 students achieved a 3 or better on the rubric. A hundred percent of the students completed the final exam with item analysis related to the outcome. All 4 students achieved 90% or better on the final exam. In-Direct Evidence: Student progression through the program, aligned with program plan. All 4 students successfully completed all courses of the program, received their certificate in Autism Spectrum Disorders and completed their thesis. |
| Biology | The Biology Program conducted its assessment for year one by assessing lab skills in several formative and summative courses, as well as by asking students to score their confidence in application of many lab and career related skills. Overall we found that students met or exceeded our expectations for mastery of lab and career related skills in both their formative and summative experiences. Their perceived competencies in elementary lab skills were strong at the end of the formative class and generally held even when assessed at the end of the program. Their perceived competencies in more advanced lab skills generally showed strong improvement by their senior year. However a few skills that were emphasized in the first course in the sequence but not revisited elsewhere in the core showed a decline in student's perceived competencies between the end of that course and the summative assessment 3.5 years later. THe department will work to reinforce areas uncovered as weaknesses within additional courses between the formative and summative experiences. They will also discuss whether some of the skills currently being assessed within the self evaluation should be omitted from the assessment since they are not part of the core curriculum past the first semester. The department also assessed whether the students' studies within the major had provided them with a deepened appreciation for the ethical and social dimensions of science by comparing student responses to a series of questions asking them to relate their concern / responses to various ethical issues within biology. Overall students showed strong improvements in their understanding of and concern for these issues between the formative and summative experiences. In addition, seniors indicated that their studies within the major had a strong impact on their views of over half of the issues surveyed. Three areas of lower impact were identified in this area, two relating to the Sisters of Mercy's special concern for water and the third relating to nuclear proliferation. The faculty will discuss ways to integrate these issues more explicitly into courses in the core curriculum in future year. |

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| Chemistry and Biochemistry | The Chemistry and Biochemistry Program conducted assessment for year three of the objective "Laboratory Skills" by evaluating skills of students during a laboratory exercise in Quantitative Chemistry and Biochemistry II classes. Overall, data for 14 students collected in Fall 2016-2018 were assessed for the formative assessment, and data for 7 students collected in Spring 2017-2019 were assessed for the summative assessment. Our findings were that all students met the expectations for proficiency at both formative as well as summative levels. In addition, program conducted assessment of the objective "Problem Solving Skills" by evaluating ability of students solving problems in Organic Chemistry I course (14 students) and Topics in Chemistry capstone class (6 students). The assessment results from formative level assessment were unsatisfactory and majority of assessed students did not continue in the program and changed their major at a later point. The assessment results at a summative level were encouraging, suggesting that our graduating seniors are on their way to perform competitively in their future endeavors. |
| Criminal Justice | The CJ Program conducted it assessment for year three by evaluating student exit exams, from self report of learning in our introductory course, and from pass rates in the same introductory course over a two year period. Overall the exit exams of 20 (Y2 = 7; Y3 =13) students were assessed for summative assessment related to the outcome of knowledge across six key areas of the field of criminal justice, and the self- reports of course outcomes and course grades of all students who were enrolled across four semesters (F17, S18, F18 & S19) for formative assessment of this same outcome. Our findings were that the formative assessment met expectations with achievement at the expected level at the start of the 2017-18 academic year, while the summative assessment was below expectations for the two years that the exit exam was conducted. We found that the average score for the pilot was a 60.7% (n=7); then the average was 61.5% (n=13). We plan to implement this exit examination perhaps in a computer lab, and perhaps in the semester prior to graduation. Even though a significant proportion of students in the introductory class are not meeting objectives, they feel as if they are. The department will address this as a skill level issue in the next semester using input from other introductory courses. |
| Criminal Justice and Human Rights | The MA in Criminal Justice and Human rights was launched in Fall 2017. There is low enrollment in the program at present and most students are completing the program part time. As a result, during the 2018-19 academic year, they were not at the correct stage to take CJ511 or CJ590. (These courses provide the artifacts for assessment of formative and summative student learning.) CJ511 will be offered in Fall 2019, and this report recommends that LO2 be re-assessed during the upcoming academic year, even if data is only available for formative assessment. CJ511 and CJ590 remain the optimal courses to assess LO2, and we do not plan to revise the Program Assessment Plan in this respect. |
| Dance | Analyzing the results of all course assessments the faculty believed that formative assessment meets the expectation and that the program continues to graduate qualified dancers and young professionals that are ready to meet the challenge of their field. As a result of the assessment, the recommendation for improvement is to work closer advising students to take advantage of liberal art courses such as creative writing, photography, art, transmedia and other communication courses that help them document their creative work and can trace their technical progress. We also recommend to add performance opportunities and to create new courses that can help develop presentation and teaching skills. |

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| ESL/Bilingual Education graduate program | The ESL/Bilingual Education Programs conducted assessment for Year Three by evaluating student work obtained from the final thesis project for the Master's program using a rubric from the SOE Thesis manual. This keystone assignment from one student was evaluated for summative assessment related to the outcome of preparation for the profession. The results indicated that the summative assessment met expectations with achievement at the expected level. The thesis project used to assess student outcome will continue in the newly designed curriculum for the MEd degree seekers. |
| English Program | The English department conducted its assessment for year three by evaluating research papers in both formative assessment obtained in one section of EN300, our Gateways to Literary Study course, and in summative assessment in two sections of our Senior Seminar course, EN430. Our findings for formative assessment in EN300 is that 86% of our students met and exceeded our learning outcome for achieving at the developing and evident level or higher. For summative assessment of research papers, we also exceeded our learning outcome for 88% of students achieved 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, EN430, 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. |
| Exercise Science | The Exercise Science department conducted year three of the assessment cycle by evaluating our students' knowledge of the VO2max test. Students were given a short quiz on how to prepare, conduct, and interpret the VO2max test using our metabolic cart system. A sample of 28 first-year students scored 40.3 +/- 20.0% on the quiz, while 12 third and fourth year students scored 79.2 +/- 21.5 %. We were pleased with this growth in our student's knowledge. We intend to make the assessment more hands-on for the next assessment cycle. |
| Graphic Design and Multimedia | The Graphic Design and Multimedia Program conducted assessment for year three. Two introductory level studio courses, one intermediate course, and one advanced course were evaluated. Overall 27 students were assessed for formative assessment related to the outcome of projects for critical realization for the profession, and the application and professional presentations of 16 students for summative assessment. Our findings were that summative course assessment exceeded the stated expectations in the assessment plan, while formative course assessment met expectations with achievement at the expected level. Finally, students were able to explore critical thinking through systematic processes and methods & they achieved comprehensive investigation of a range of possible suggestions for final realization of important aspects and concepts, and completed documentation of the development process successfully. We will keep the formal design analysis and synthesis processes and methods. These approaches are very systematic from ideation to evaluation, in which the design processes are broken down into specific goals for each step. These also will satisfy the development of students' interest in "creating" to gratify their innate curiosities for those who did not meet expectations in the formative assessment. |

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| History | The History Program conducted assessment in year 3 using data an elective course. Faculty assessed an essay assignment in an elective for themes such as social justice and mercy values. In assessment rubric categories related to LO4, the 13 papers met some expectations with achievement at the expected level. The corresponding indirect evidence was the grades for the essay. The Spring 2019 grades satisfied the distribution we articulated in the assessment plan, and all students who turned in an essay did pass. Based on these results, we know that most students are meeting the requirements and can implement the Mercy core values into their critical thinking to some extent. To address this issue, we will implement and monitor this relatively new rubric. Faculty will review the rubrics we implemented this year and will then will rotate teaching Historian's Craft and Seminar. Description of Direct Evidence In year 3, we assessed Learning Outcome 4. In the "Social Justice" element of the rubric, 2 students performed at the outstanding level; 2 students fell between outstanding and proficient; 5 students were proficient; and 4 students were in the developing category. All students included this element of the rubric in their papers. In the "Person of Mercy" aspect of the rubric, 3 students performed at the outstanding level; 1 student fell between outstanding and proficient; 4 students were proficient; 3 students were in the developing category; and 2 students were in the beginning category. All students included this element of the rubric in their papers. This distribution satisfies some of the goals we articulated in our Assessment Plan for the required program courses. Because this is a small sample size, about a third of students are performing below the expected level of proficient or outstanding. Description of Indirect Evidence The corresponding indirect evidence we chose in our Assessment Plan was the grades for the papers. In Spring 2019 America since 1945, these paper grades were: A (2); A- (3); B+ (2); B (1); B- (3); C (1); C- (1); F (0). This satisfies our expected outcome for indirect evidence of 85% above a C grade. |
| Interdisciplinary Studies | The Interdisciplinary Studies program conducted its assessment of the effective communication outcome for year one by evaluating student work obtained from the introductory course, IN201 Exploring Interdisciplinary Studies, and from the capstone course, IN401 Seminar. The research presentations and papers from eleven (11) students in IN201 were used as the formative assessment and from nine (9) students in IN401 as the summative assessment of this outcome. The results indicate 100% of students in IN201 met or exceeded the formative assessment expectations for oral communications. Analysis of summative assessment data from IN401 was not complete at the time of this writing. Effective written communication formative and summative assessment data were collected from IN201 and IN401, respectively, and will be analyzed when the revised program assessment plan is in place. The department plans to will incorporate training and support for instructors to promote more effective use of the learning management system and Qualtrics to collect and assess data related to student achievement of program outcomes. |

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| Literacy/Reading Specialization | The Literacy/Reading Specialization Program conducted its year three assessment by evaluating student work obtained from EDC5203: Reading and Writing in the Content Areas and EDC6084: Reading Practicum. Overall, 27 students were assessed for formative assessment related to the LO3 outcome of designing and implementing data-driven literacy instruction, and the clinical supervisor evaluations of 19 students were assessed for the summative data of the same outcome. Our findings were that both the formative and summative assessments met expectations with achievement at the proficient or above proficient level on the associated rubrics. While most students received above proficient scores on both rubrics, there were some areas that can be improved upon, including strategies relating to study skills and selecting appropriate children's/young adult literature relating to literacy strategies. In the practicum, students need to improve on their leadership skills. We will address challenges faced by our students on both assignments by including new assignments and projects within our classes that directly acknowledge the challenges. As a department, we will also be revamping learning outcomes for the next assessment cycle due to the release of new International Literacy Association standards. |
| MA in Holistic Health Studies | Master of Arts in Holistic Health Studies program has conducted the formative and summative assessment of the Goal 3. Effective communication in writing and oral presentation skills. Formative assessment included the use of the rubric to assess HH500 course' final oral presentation session as well as the students' perceived attainment of the goal upon completing the course. Summative assessment included the use of the rubric to assess HH599 Final Project's final oral presentation and their perceived attainment of the goal. Both formative and summative assessment revealed that their attainment of the goal 3 was above satisfactory. Incorporating a single alum's constructive comment on one out of 6 students in HH599, the chair decided to implement a mandatory oral presentation rehearsal in Spring 2020 in order to further improve the entire presentation session. We plan to continue annual assessment following our assessment plan. |
| MBA | The Business Department conducted an assessment for year 3 by evaluating student work from 600 level MBA research papers, cases, and presentations. Two graduate MBA goals were assessed were: LO 3: Development and refinement of leadership skills as a business professional through collaboration and effective membership in teams and self-reflection. LO 4: Recognize important ethical principles and to apply the concepts in a business context. LO3 was evidenced through assigned cases studies, writing and/or scholarly presentations and LO4: Evidenced through assigned cases studies, writing and/or scholarly presentations. This goal was assessment through formative and summative assessment. The results for LO 3 were: For the fall 2018 semester there were 16 students in the class and the range on the grading were from 88 to 98 with an average score of 94. The result for LO 4 was assessed in the MBA course BU604: Professional Ethics. The results were: For the fall semester there were 9 students and the range on the grading were from 90 to 97 with an average score of 94. The SIR was also planned to be a method of assessment. However, due to a lack of student response, the SIR was not processed. The School of Business recognizes this concern and will work in the future to encourage student participation. |

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| Master of Arts in Theology | MA in Theology Program Assessment, June 2019 This year we assessed: Skill and ability to communicate theological knowledge concerning pastoral situations through case study and theological reflection on current praxis. Summative Assessment: For the students graduating in 2019 75% (3 out of 4) of students performed at an accomplished/evident level for the three criteria used to measure this goal, while for 25% (1 student) these skills were not evident. Formative Assessment: 66% of students (2 out of 3) performed at an evident level and 33% (1 out of 3) performed at an emerging level. The summative results are higher than the goal set out by our plan, that 70% would score as accomplished for this learning outcome. For the formative assessment, 66% scoring at evident seems appropriate for students near the beginning of their program. Aside from revising our assessment plan to make it more accurately reflect what our students take and when, we will not change anything about the courses or assignments based on this assessment. |
| Mathematics | The Mathematics and Computer Science department conducted its assessment for year 3, perform, understand, and apply the properties of mathematical operations through assignments, and testing in the program's core coursework by evaluating student work obtained from a test for formative assessment for MA115. At this time the summative assessment for MA401 is awaiting data from faculty. The test for MA115 for 8 students were assessed related to the outcome and student performance was adequate. The formative assessment is awaiting submission of data from faculty. Indirect assessment using student surveys showed that students are generally satisfied with their level of learning. |
| Psychology and Counseling | The learning objective assessed for 2018-19 was LO#3: Ethics - Identify and apply ethically responsible behaviors within the field of Psychology, consistent with the Mercy Core Values, as evidenced by program coursework. The formative and summative artifact is a 15-item, multiple choice pre- and posttest ethics quiz. An item analysis of the artifact is provided. Formative Direct Evidence: Formative Question Item Analysis Eighty percent accuracy was achieved on 11 of the 15 questions (73.33%). Formative Indirect Evidence: Thirty-one students across two sections of PS232 were administered the formative artifact. Of the 31 students 80.6% (n=25) achieved target criterion (80% correct/ B- or better). Summative Direct Evidence: Summative Question Item Analysis Eighty percent accuracy was achieved on 13 of the 15 questions (86.67%). Summative Indirect Evidence: Twenty students from one section of PS430 were administered the summative artifact. Of the 20 students 90% (n=18) achieved target criterion (80% correct/ B- or better). We believe that the data is valid as more than half of the students enrolled in PS232 and PS430 were assessed which also makes this data sufficient to address the program outcome. Although our students did well on the formative assessment overall performance improved on the summative assessment indicating growth in knowledge of ethical standards within the field of psychology. The assessment results for this outcome are satisfactory. They are satisfactory because at least 80% of all students assessed performed at at level of 80% (B- or better) on the formative and summative assessments. Additionally, 13 of the 15 questions (86.67%) on the summative assessment were answered correctly by 80% or more of the students. Instructors of PS232 and PS430 will be asked to reinforce the two areas on the artifact that did not achieve 80% accuracy (age of assent and IRRB procedures). This will be implemented in Fall 2019 and the department chair will implement this by speaking with the instructors. This will be stressed in the first department meeting of the year (September 2019) and repeated in September 2020. |

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| School Counselor Program | 2018-19 School Counselor Program Assessment This is the concluding year of the three-year program assessment plan that was initiated in the 2016-17 academic year. The focus of this assessment is on the remaining two of the sixteen essential school counseling course requirements of the 48-credit school counselor program and that are specific to Learning Outcome 3. Learning Outcome 3 involves Professional Leadership - advanced professional leadership within the area of school counselor services as evidenced through effective communication with a wide variety of school constituents, case study analysis, and reflection on practice. For the formative assessment component, data from EDC6305 was employed and for the summative component, data from EDC6306 was employed. The total number of individual student Taskstream rubrics that were scored for each course for the stated time period was 12. All students passed both courses. For both formative and summative assessment components, performance tallies were totaled for each rated course rubric dimension. Tallies represent performance ratings on a specific dimension of a course requirement. All ratings met the 80% satisfactory level (ratings of 3 or higher on a 5-point scale). For EDC6305, the dimensions assessed were: History and Assessment, Interventions, Privacy, Organization, and Mechanics and Grammar. For EDC6306, the dimensions assessed were: Background Summary, Program Interventions, Privacy, Organization, and Mechanics and Grammar. As noted above, all dimensions scored for both EDC6305 and EDC6306 met the 80% criteria. In addition to the direct evidence stated above, the aggregated SIR summary data (indirect evidence) from 5 responders for the available EDC6306 ratings reflect instruction performance at a very effective level for Course Organization and Planning, Communication, and Faculty/Student Interaction (all of these areas received the highest ratings possible). The overall mean performance for the Assignments, Exams, and Grading area was 4.94 (with a comparative mean of 4.17). The Course Outcomes overall mean was 4.44 (with a comparative mean of 3.75) and Student Effort and Involvement mean was 4.20 (with a comparative mean of 3.74). Overall program effectiveness for Learning Objective 3 was evidenced on the scored Taskstream rubric ratings data with indirect support from the SIR evaluative data. All program data is available for relevant faculty review. |

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Appendix 2 Assessment # 6 Charts of Candidates' (N=12) Data for Measurable Positive Impact on Student Learning The behavioral case study is aligned with the following Standards/Elements: Standard II: Data-Based Decision Making and Accountability Standard III: Consultation and Collaboration Standard IV: Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills Standard VII: Diversity in Development and Learning Standard VIII: Element 8.1 Research and Program Evaluation Element 8.2 Legal, Ethical, and Professional Practice Standard IX: Practica and Internship in School Psychology: Element 9.6 Integration of Skills The academic case study is aligned with the following Standards/Elements: Standard II: Data-Based Decision Making and Accountability Standard III: Consultation and Collaboration Standard IV: Element 4.1 Interventions and Instructional Support to Develop Academic Skills Standard VII: Diversity in Development and Learning Standard VIII: Element 8.1 Research and Program Evaluation Element 8.2 Legal, Ethical, and Professional Practice Standard IX: Practica and Internship in School Psychology: Element 9.6 Integration of Skills Candidates were required to consult with a classroom teacher about two different students, one with an academic concern, and the other with a behavioral one. The purpose of these case studies is to evaluate whether or not the candidates were able to apply their knowledge and skills in providing interventions that demonstrate positive and measurable impact on the children and teachers served. These case studies were completed by the extern candidates (N=12) during the 2016-17 academic year. The requirement for the completion of these case studies is documented in the Program Handbook (Attachment C, p. 36) and in the externship contract (Program Handbook, Attachment C, p. 85). The program faculty set the Expected Level of Performance (ELP) for demonstrating positive impact as a PND of 65%. Analysis and Discussion The 2016-17 extern candidates (N=12) who provided these case studies were required to use Goal Attainment Scaling (GAS), Percent of Non-Overlapping Data (PND), or Effect Size (ES). These externs all chose PND to document positive impact of their interventions on P-12 students. All externs met the ELP for both the behavioral and academic case studies. Their interventions yielded positive outcomes for all the students involved. The overall ratings for both the behavioral and academic case studies were not significantly different from each other (85.3% vs 81.8%), an indication that program externs were equally as successful with their interventions for both areas of concern. Similarly, the range of PND for the behavioral case study was 72.6% to 97.5%, not significantly different from the range for the academic case study of 66.7% to 100%. Program faculty collaborated after the original application for program approval did not demonstrate that its candidates were able to sufficiently document positive and measurable impact on children due to their interventions. Faculty has addressed this issue in coursework, and the expectations for externs in documenting case study outcomes have been stressed throughout the three-year program. Faculty also suggested another change in the program since the original application for program approval, adding a very specific externship requirement in the Program Handbook (Attachment C, p. 36) and in the extern contract (Program Handbook, Attachment C, p. 86) for externs to be active members of the Intervention and Referral Services (I&RS) committee in their assigned schools. I&RS is a Tier 2 intervention in which teachers, administrators, or parents are able to consult with the committee members (teachers, school psychologists, counselors, other staff as needed) about children who begin to pose a behavioral or academic challenge which requires an intervention. Externs have been able to find students for their academic and behavioral case studies through their active participation on the I&RS committees. Based upon these data, program faculty has considered I&RS committee participation to be a critical activity during externship.

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| Sister Mary Joseph Cunningham Library | As per the Program Assessment Plan 3, the library assessed students' information literacy skills in the following classes: EN111, GEN199, GEN400, through the aforementioned assessment protocols. Plan Goals include Learning Outcomes that can be mapped to USLG Knowledge of the Discipline, 5a, 2d; USLG Application of Theory to Practice (Experiential Learning, Critical Thinking, Decision-Making Skills), 2a, 4a, 5a; and USLG Ethics and Professional Standards, 3a, 3c. In most measurements, assessment showed expected results were met and exceeded. In two assessments, expected results were not met, but some of this can be linked to external factors beyond our control, such as participation of students and faculty, but overall the library is satisfied with the results of this assessment and of student learning. The library taught 62 total English classes during the assessment period, 75% were EN111 (indirect/summative), and students completed in-class searching assignments and evaluation of information sources during library instruction under the guidance of a librarian instructor (indirect/formative). For all GEN199 students who took the Searchpath module quizzes, expected result that 90% of all students would complete Searchpath (indirect/summative) was not met (Spring 2018 data not available; Spring 2019 60% completed module quizzes). Expected result that 70% would score at least 70% or greater on each module quiz (direct/summative) was met and exceeded for Spring 2018, with the exception of Quiz 2 (% of total quizzes taken scoring &gt;70%: Quiz 1: 79%, Quiz 2: 65%, Quiz 3: 80%, Quiz 4: 81%), and was met and exceeded for Spring 2019 with no exceptions (Quiz 1: 89%, Quiz 2: 84%, Quiz 3: 91%, Quiz 4: 88%). For GEN400 students, a sample size of 21 annotated bibliographies from final projects was extracted, with the cooperation of teaching faculty in 2 sections. These annotated bibliographies were evaluated through a rubric (direct/summative) designed by the Information Literacy and Assessment Librarian during the Spring 2019 semester. It was found that students scored an average of 86% on this assignment, which was 2% lower than the stated expected result of 88%, but the library considers this a satisfactory average score, given the small sample size of 12%. Going forward, the library will work toward additional faculty support and a 20% sample size of annotated bibliographies. Action items outlined in Full Data Report will be made toward future Academic Program Assessment Plan 3 according to the timeframes outlined in #15 and #22. |
| Social Work | The Social Work Department conducted assessment for year three by evaluating student performance in two policy courses- SW323 and SW440. In SW323 (Social Policy) the program met its goal. Most students (90%) embraced the assignment and were able to analyze policy as it reflected on their agency and were able to provide relevant data to support change in policy. In SW440 (Advanced Policy and Social Work Practice) the program met its goal. All rubric criteria was met at or above the mastered level by at least 80% of students. We find these outcomes satisfactory and believe findings suggest students have had an opportunity to master course content. The multiple learning activities provided to students around policy analysis allows students detailed exposure to policy development and consequential impact. The program will continue to utilize differentiation of assessment protocols to ensure students have a variety of opportunities for mastery. Rubrics will continue to be developed and used to ensure transparency and consistency in grading. |
| Teacher Education | N/A |

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| Undergraduate Business Programs | The Undergraduate Business Programs in the School of Business & Digital Media, which include B.S. in Accounting, Business Administration, Finance, Management, & Marketing; B.A. in Latino Business Studies - just completed Year 2 of its 3-year assessment cycle. The two learning objectives assessed in this report include (LO2) overall understanding of business concepts and (LO3) teamwork. Only summative assessments is able to be reported. The internship evaluation data implies that most students are successful at conveying their knowledgeability and essentially all students demonstrate their success in teamwork in the workplace. Student performance, as gleaned from internship supervisors, achieved mixed results. In the upcoming year, conversations will need to focus on how students can better represent their level of knowledge to their supervisors and coworkers at their internships. Student performance on the national exam (the MFT) is within one standard deviation of the national mean - while these scores are comparable to institutions similar to ours (similar University emphasis, size and business accrediting body), this performance level does not meet the established benchmark. In addition, student performance on each of the subsections is within one standard deviation of the national mean on many of the business content areas; areas that are below this threshold include Economics and Management. However, areas in which student performance did not meet the benchmark include Economics, Quantitative Business Analysis and International Issues. In the upcoming year, conversations will need to focus not only on the implications of the data on student achievement, but also a potential mismatch of performance and benchmark values, as the two metrics yield differing results. |
| World Languages and Cultures | For the summative level, we found that the 5 students met and exceeded expectations. Consequently, we may potentially introduce similar projects at the 200 levels to continue building on our success. The students expressed great interest in their cultural projects, especially those students that had traveled abroad to Spain for spring break. The freedom of choice as to how they were assessed also greatly motivated the students. Some students created videos, one created an audio podcast, and another one chose to write a paper. At the formative level, the students met the expectations in both the poetry slam and the final paper formats. For this level, both the oral and the written skills are highlighted so it is important to assess both. Students realize they are skilled in one area more than another, and this awareness also aids the student in their future preparation to improve on their weaknesses. We will definitely continue with these assessments as they are providing opportunities for students to show their learning and to understand their own learning as process. |

Writing 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. 85% of students showed improvement in their final drafts. In addition, 90% of those drafts met rubric expectations, an increase of 45%. The weakest scores were for Research Skills, 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 center will also work with the library and other faculty to host additional training for tutors. The director will also spend more time training peer tutors and will quiz them more frequently on style sheets and quotation integration. The Writing Center saw an 8% reduction in appointments but a 10% increase in the number of students who visited. To maintain the gains in usage, the Writing Center will do more to publicize tutoring and will offer in-class assistance during Summer 2019 EOF courses.

Writing Intensive Program Learning Outcome(s) Assessed: LO2: Apply the conventions of academic writing and research successfully LO3: Analyze the needs and expectations of an audience and effectively address them in the student's own writing Results of Writing Intensive Program assessment AY 2018-2019 For Outcome 2, Final Reflection assignments were chosen at random from papers voluntarily shared by instructors who chose to participate. Ten were used from GEN199 and ten from GEN400. These were reviewed using attached rubric by four readers. Each paper was reviewed by two different readers. The rubric assessed three categories encompassing conventions of academic writing. For Outcome 3, Annotated Bibliography assignments were chosen at random from papers voluntarily shared by instructors who chose to participate. Ten were used from GEN199 and ten from GEN400. These were reviewed using attached rubric by four readers. Each paper was reviewed by two different readers. In cases were two readers did not agree on the score a third reader was used ONLY if the readers disagreed on whether the paper met the expected standard for the outcome. For example, if a sample was being used for summative assignment where effective was the expected standard, and one reader scored the sample as evident and one as effective, a third reader was used. However, if one reader scored the sample effective and the other exemplary, a third reader was not used, because, although the readers did not agree on the score, they agreed the sample met the standard. For purposes or reporting data, Exemplary is scored at 4, Effective at 3, Evident at 2, and Developing at 1. No evidence of outcome achievement is reported as 0. Where both readers agree, the score each gave is reported. Where there is a third reader, the score given by the two agreeing readers is reported. Where scores are not the same but there is not third read (see explanation for why this would happen above) the average of the scores is reported. To improve inter-reader reliability, we had a norming session prior to evaluating the samples. Results: Overview of data: Outcome 2 – Expectations met for outcome in all rubric categories Formative (expectations 80% at evident or better), Percent meeting expectations: Category 1 – 90%, Category 2 – 100%, Category 3 – 100% Summative (expectations 80% at effective or better), Percent meeting expectations: Category 1 – 90%, Category 2 – 80%, Category 3 – 80% Outcome 2 – Mixed results, formative expectations met, summative expectations not met Formative (expectations 80% at evident or better), Percent meeting expectations: 100% Summative (expectations 80% at effective or better), Percent meeting expectations: 70% Analysis: The data showed students met expectations regarding outcome 2 (conventions of academic writing) but needed some work in outcome 3 (meeting the expectations of the audience) at least when completing annotated bibliographies, which was the assignment we reviewed. I consider the data valid. Instructors submitted samples for assessment on a volunteer basis. Still, we had several different sections to review. In assigning papers to readers, I chose randomly, except in that I made sure no reader assessed her own student's paper. I think the sample size of 10 formative and 10 summative samples for each outcome was sufficient, and I think having two readers for each sample, and third readers where there is significant disagreement, improves reliability.

Writing Intensive