

Georgian Court University

Academic Programs - Annual Assessment Report

Academic Year 2019-2020

Office of Institutional Assessment and Accreditation

Georgian Court University requests annual assessment reports from all academic programs. This report is due the end of June. Each report is reviewed by the Office of Assessment and the Academic Program Review and Assessment Committee (PRAC). What follows is an executive summary of the reports submitted for the academic year 2019-2020. Programs are listed in alphabetical order, regardless of school affiliation. It excludes the Bridge General Education Program which is a separate report.

Applied Behavior Analysis	Graduate-Master's	School of Arts and Sciences	Year 1
Art & Visual Studies	Undergraduate Major	School of Arts and Sciences	N/A
BSN Nursing	Undergraduate Major	Other (please specify)	Year 1
Biology	Undergraduate Major	School of Arts and Sciences	Year 1
Bridge General Education	Undergraduate- University Wide	University-wide program (Gen Ed, Library Services, etc.)	Year 1
Chemistry and Biochemistry	Undergraduate Major	School of Arts and Sciences	Year 1
Clinical Mental Health Counseling	Graduate-Master's	School of Arts and Sciences	Year 1
Computer Information Systems	Undergraduate Major	School of Arts and Sciences	Other (please specify)
Criminal Justice	Undergraduate Major	School of Arts and Sciences	Year 1
Criminal Justice and Human Rights	Graduate-Master's	School of Arts and Sciences	Year 1
Dance	Undergraduate Major	School of Arts and Sciences	Year 2
Digital Communication	Undergraduate Major	School of Business and Digital Media	Year 1
English	Undergraduate Major	School of Arts and Sciences	Year 1
Exercise Science, Wellness, and Sports	Undergraduate Major	School of Arts and Sciences	Year 1
Graphic Design & Multimedia	Undergraduate Major	School of Business and Digital Media	Year 1
History	Undergraduate Major	School of Arts and Sciences	Year 1
Interdisciplinary Studies	Undergraduate Major	School of Arts and Sciences	Year 2
MBA	Graduate-Master's	School of Business and Digital Media	Year 1
Master of Arts in Integrative Health	Graduate-Master's	School of Arts and Sciences	Year 1
Mathematics	Undergraduate Major	School of Arts and Sciences	Year 1
Psychology & Counseling	Undergraduate Major	School of Arts and Sciences	Other (please specify)
Religious Studies	Undergraduate Major	School of Arts and Sciences	Year 1
School Psychology MA/CAGS Program	Graduate-Master's	School of Arts and Sciences	Year 1
School of Education - Advanced	Other, please specify	School of Education	Year 1

Applied Behavior Analysis	Graduate-Master's	School of Arts and Sciences	Year 1
Art & Visual Studies	Undergraduate Major	School of Arts and Sciences	N/A
BSN Nursing	Undergraduate Major	Other (please specify)	Year 1
Biology	Undergraduate Major	School of Arts and Sciences	Year 1
Bridge General Education	Undergraduate- University Wide	University-wide program (Gen Ed, Library Services, etc.)	Year 1
Chemistry and Biochemistry	Undergraduate Major	School of Arts and Sciences	Year 1
Clinical Mental Health Counseling	Graduate-Master's	School of Arts and Sciences	Year 1
Computer Information Systems	Undergraduate Major	School of Arts and Sciences	Other (please specify)
Criminal Justice	Undergraduate Major	School of Arts and Sciences	Year 1
Criminal Justice and Human Rights	Graduate-Master's	School of Arts and Sciences	Year 1
Dance	Undergraduate Major	School of Arts and Sciences	Year 2
Digital Communication	Undergraduate Major	School of Business and Digital Media	Year 1
English	Undergraduate Major	School of Arts and Sciences	Year 1
Exercise Science, Wellness, and Sports	Undergraduate Major	School of Arts and Sciences	Year 1
Graphic Design & Multimedia	Undergraduate Major	School of Business and Digital Media	Year 1
History	Undergraduate Major	School of Arts and Sciences	Year 1
Interdisciplinary Studies	Undergraduate Major	School of Arts and Sciences	Year 2
MBA	Graduate-Master's	School of Business and Digital Media	Year 1
Master of Arts in Integrative Health	Graduate-Master's	School of Arts and Sciences	Year 1
Mathematics	Undergraduate Major	School of Arts and Sciences	Year 1
Psychology & Counseling	Undergraduate Major	School of Arts and Sciences	Other (please specify)
Religious Studies	Undergraduate Major	School of Arts and Sciences	Year 1
School Psychology MA/CAGS Program	Graduate-Master's	School of Arts and Sciences	Year 1
School of Education - Advanced Professional Programs	Other, please specify	School of Education	Year 1
School of Education: Initial Teacher Programs	Other, please specify	School of Education	Year 1
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 1
Spanish	Undergraduate Major	School of Arts and Sciences	Year 1
Theology	Graduate-Master's	School of Arts and Sciences	Year 1
Undergraduate Business Programs	Undergraduate Major	School of Business and Digital Media	Year 1
Writing Intensive	Undergraduate- University Wide	School of Arts and Sciences	Year 1

Georgian Court University
 Academic Programs Assessment Reports
 Executive Summary
 AY 2019-2020

Learning Outcomes: Name of Program, Learning Outcome for the Report

Applied Behavior Analysis	LO2 (Theoretical & Conceptual Issues): Knowledge of the theoretical and conceptual underpinnings of behavior analysis as a science and as a discipline, as evidenced by program coursework.
Art & Visual Studies	N/A
BSN Nursing	All learning outcomes were assessed NULO1 – NULO10
Biology	The student will understand and apply key concepts and theories in the areas of Biology (molecular / cell biology and / or environmental and organismal biology) as evidenced through in class testing and course assignments.
Bridge General Education	Course USLG/Bridge Goal 2 - Intellectual and Practical skills: 2a. Critical and Creative Thinking 2b1. Written Communication 2b2. Oral Communication 2d. Information Literacy 2e. Teamwork
Chemistry and Biochemistry	LO1: Knowledge of Foundations of the Chemical Sciences. Students will demonstrate knowledge and application of fundamental concepts and the theories of chemistry in five key areas of chemistry, including physical, organic, inorganic, analytical, and biochemistry chemistry through course exams, American Chemical Society standardized subject exams, and Major Field Test in Chemistry. The graduates will be expected to demonstrate foundational knowledge at a nationally competitive level.
Clinical Mental Health Counseling	Knowledge and theories of the counseling profession, including its history, professional practices, and application to current societal needs, as evidenced with course testing, Counselor Preparation Comprehensive Examination (CPCE) and departmental comprehensive case study. (CACREP Standards 2016 2F: 1, 3)
Computer Information Systems	n/a
Criminal Justice	LO2: Students will demonstrate an ability to present work and to collaborate in course presentations evaluated by common rubric.
Criminal Justice and Human Rights	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 written assignment 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.

Dance	Learning Outcomes: Upon successful completion of the program of studies for the Dance Major, the student will earn a degree in Bachelor of Arts in Dance and will have given evidence of: Goal 1 Mastery in performance LO1: Accomplished techniques in various modalities of dance and mastery in personal performance forms. Goal 2: Creativity in the art form LO2: Develop skills to support leadership in the world of dance evoking the wisdom of the body imagination and creative thinking.
Digital Communication	Develop strong verbal and non-verbal communication skills.
English	Students will regularly submit critical literary analysis and/or creative essays in required English program courses.
Exercise Science, Wellness, and Sports	LO3: Students will communicate effectively in both written and oral formats, alone and in teams, and demonstrate academic research skills as applied to exercise science through assigned writing and research-based assignments and in class presentations.
Graphic Design & Multimedia	Students will demonstrate a global view of design theory and practice.
History	Goal 1. Use historical knowledge and evidence to craft and sustain an historical argument. LO1: Throughout coursework in all History courses, students will use historical evidence to craft and sustain a persuasive historical argument.
Interdisciplinary Studies	LO1: The analysis of human experience from multiple disciplinary perspectives as evidenced by student portfolio.
MBA	Learning Objective 1: Effective oral, written, and technological business communication skills for managerial and executive settings.
Master of Arts in Integrative Health	Learners will demonstrate advanced knowledge of the Holistic/Integrative Health discipline through research-based class assignments and capstone paper based on a cumulative final project (LO1).
Mathematics	Students will perform, understand, and apply the properties of mathematical operations through assignments and testing in the program's core coursework.
Psychology & Counseling	Demonstrate scientific reasoning ability and apply behavioral science research methodology as evidenced by program coursework. [ISLG #2a]
Religious Studies	Students will develop critical thinking skills on issues in the field of Religious Studies

School Psychology MA/CAGS Program Data-Based Decision Making and Accountability-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

School of Education -

Advanced Professional Programs The advanced professional programs of Autism, ESL/BiLingual, and Reading Specialist used various learning outcomes in their assessment plans. This report combines these individual programs into one cohesive report. Learning outcomes are identified in the data reports.

Professional Programs

School of Education: Initial Teacher Programs

Most of the initial teacher preparation programs selected Learning Outcome 1: Knowledge of the Learner and Learning and Learning Outcome 4: Professional Practice for assessment in year 1. These programs include Early Childhood/Early Elementary, Elementary, and Secondary Education.

Sister Mary Joseph Cunnigham Library

Learning Outcomes from 2016 stated as follows: Learning Outcome 1: Students will refine their topics. Learning Outcome 2: Students will formulate and apply search strategies. Learning Outcome 3: Students will obtain appropriate materials. Because existing data did not distinguish these outcomes, and in some situations was non-existent, and because all points of data reported on all three learning outcomes (see Table 1), data analysis will address all results under Learning Outcome 1, with a, b, and c, as follows: Learning Outcome 1: Students will further their knowledge of the research process. a) Students will refine their topics. b) Students will formulate and apply search strategies. c) Students will obtain appropriate materials.

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.

Spanish

For the Fall 2019 and Spring 2020, we completed a formative assessment of Learning Outcome 1: Perform Literary Analysis in the target language with appropriate bibliography and MLA citations.

Theology

Knowledge of the principal methods used in theological study, and an in-depth study of the Catholic Theological Tradition within the areas of biblical, theological, and pastoral studies

Undergraduate

Business Programs Effective oral and written business communication skills

Writing Intensive

LO1: Use informal/low stakes writing as a gateway to critical thinking and learning.

Executive Summary by Program

The Applied Behavior Analysis continued its assessment procedures and evaluated Learning Objective 2 this cycle (Year 1). Data were obtained from ABA503 Experimental Analysis of Behavior. Overall the data showed that students achieved the outcome with satisfactory results. The program will continue with the same learning objective and assessment method. The overall assessment plan is functioning, but may need some revision as course work content changes with changes imposed by the accrediting organization (Association for Behavior Analysis International; ABAI). Furthermore, a datum that was select (Pass Rates on the credentialing exam) may not be appropriate for assessing program quality. While the course work is important for students' success on the credentialing exam, the students' practicum experience is equally important. The program has no control over the quality of students practicum experiences and they vary widely in terms of quality. The field has recognized this and continues to move toward quality improvement in this area.

Art &
Visual
Studies

N/A

BSN
Nursing

For the AY 2019-2020 the GCU/HMH School of Nursing (SON) assessed all ten of its learning outcomes. Assessment included student clinical evaluations, student opinion surveys, ATI Pulse NCLEX predictor assessment, ATI RN Fundamentals Proctored Assessment, capstone project results, community assessment plans. All student learning outcomes were at or above the goal for Formative Direct goal assessment and Summative Direct goal assessment. Student learning outcomes were unable to be assessed for Formative and Summative Indirect goals related to student evaluation survey distribution or collection. Students are achieving the Learning Objectives identified. This is confirmed through submittal of formative and summative direct assessment results aligned with the individual learning outcomes. Results are satisfactory and direct assessment through clinical evaluations remain very strong and consistent. An action plan is required for student opinion surveys for formative and summative indirect evaluation of Learning Outcomes. Action Plan based on Assessment Results: We continue to struggle with student surveys – it is no longer a response issue rather an evaluation issue. All courses had previously been moved over to the BlackBoard. Post implementation, it was identified that there was no way to obtain and aggregate report for results by cohort. The SON has now been moved over to AEFIS for reporting of student evaluations. Implementation began in Summer 2020 and will roll out to all sections Fall 2020. In addition, to adding AEFIS, the SON moved from Kaplan testing to ATI testing for a more comprehensive view of potential student success. ATI will offer a better picture of the student at each phase of the nursing program and allow us to target areas of weakness to better the student for NCLEX success. This was implemented this past year. The SON will also use ATI RN Fundamental Tests results for Formative Assessment LO2 and LO 3 to help offer a greater perspective for assessment of student learning goals.

Biology The Biology Department conducted its assessment for year one by evaluating student learning outcomes in formative (Bi120, BI121) and summative (Bi204 and upper level content electives) using student performance on questions on the final exam designed to assess student mastery of specific concepts and subject areas in each of those courses. Overall the targets were met for specific learning goals in almost every area of the courses assessed. A few "hard to grasp" content areas remain and faculty are working to give more time and emphasis to these areas in future iterations of their courses. The results for student achievements on the biology major field test, however, were not satisfactory. Our students fell short of the goal in all target areas. More than half the students graduating in the past 2 years have been BA rather than BS. This represents a significant shift relative to the past wherein most students chose the BS pathway through the major. Students selecting the BA option tend to be academically weaker than the BS majors. In addition the reduced depth and breadth of the BA curriculum within biology almost certainly leaves the students less well prepared for a broad ranging comprehensive test like the MFAT. The department will discuss creating different targets for the BA versus BS students in terms of the expected outcomes on this assessment tool or seeking other ways to assess student learning using external norms that might be a better fit for our department's program and student demographics.

Bridge General Education The Bridge General Education Program conducted its assessment for year one by evaluating student work obtained from all sections of GEN101 (formative assessment of goal 2e), GEN199 (formative assessment of Goals 2a,2b and 2d) and GEN400 (summative assessment of Goal 2a,2b,2d and 2e) courses during Fall2019 and Spring 2020. Our findings were that (1) for the formative assessment for GEN101, the data was not reliable and the curriculum and the rubrics should be reviewed and revised, (2) for the formative assessment for GEN199, the data was very reliable (100% response) and all the LO goals were met and (3) for the summative assessment for GEN400, the data was very reliable and all the LO goals were met – the rubric for evaluating teamwork and problem solving will be reviewed based on questions from faculty. The practices that were developed during this academic year of identifying specific assignments to evaluate each goal seems to be working well. So also, the Excel template developed for use by faculty may have helped in the high return rate of the assessment data. We will continue this practice in the future.

Chemistry and Biochemistry The Department continued our assessment for the objective "Knowledge of Foundations of the Chemical Sciences" by preparing a "comparable" exam delivered to this year's general chemistry students as a substitute of nationally standardized American Chemical Society assessment tool. Overall, data for 224 students collected in 2015 - 2020 were assessed for formative assessment, 21 of these students were declared chemistry or biochemistry majors at the time they took the test. Our findings were that the formative assessment, while not at the desired level, has improved significantly as noted above. The summative assessment has been consistent with the stated evaluation metric over this same time period. Based on the results, our graduating seniors performed competitively at national level. Most majors from years 2015-2019 who did not meet expectations in the formative assessment changed their academic major while attempting their sophomore level coursework.

The Clinical Mental Health Counseling Program conducted its assessment for year one of its assessment plan by evaluating student work obtained from CMH5300, CMH5301, and the CPCE national exam. In CMH5300 data was collected from 16 students who took the counseling theories exam. Data from 22 students who took the CPCE and data from 11 students who gave presentations in CMH5301 were also used. For the formative assessment of objective #1, this data shows that students are acquiring the requisite knowledge of the theories of the counseling profession. For the summative assessment, the data shows that there is still room for improvement. Overall, 87% of the students performed at a rate of 70% or higher on the counseling theories exam, the stated program goal is 100% of students will perform at a rate of 70% or higher. We also did not achieve our stated goal of 84% or higher of program participants scoring above one standard deviation below the mean on the CPCE. Our program objective is 84% of students and we achieved a rate of 72.7% of students. A total of 82% (9/11) of students achieved a rating of "meets standard" or higher on all areas within the rubric based on their initial presentation for objective #2. The two students who did not "meet standard" on all areas of the rubric were given feedback and the opportunity to make corrections. Upon resubmission both students achieved a rating of "meets standard" or higher in all areas, bringing the total percentage of students who "meet standard" to 100%. Data for the summative assessment is not available at this time. Data for the summative assessment is usually collected in a summer course. Due to COVID-19 related issues, the assignment that would have been used for the summative assessment has been delayed and is not complete at this time. To avoid not having the necessary data by the established deadline the program will update the assessment plan so that data will be collected in the Spring semester (CMH5802) rather than the summer semester (CMH5804). This will facilitate more efficient data collection, even if there are unforeseen delays. The program director will submit an edited program assessment plan.

Clinical
Mental
Health
Counseling

Computer
Information
Systems

N/A

Criminal Justice

The Criminal Justice program conducted its assessment for Year 1 by evaluating (1) student presentations assigned in CJ213 Criminal Law and Practice and (2) supervisor evaluations of communication and collaboration as part of CJ333 Internship in Criminal Justice. Overall presentations of 22 students were assessed for formative assessment related to the outcome of demonstrating the ability to present work in course presentations evaluated by a common rubric, and the work of four students for summative assessment were assessed. The latter were interrupted by the changes to educational and work environments as a result of the COVID-19 pandemic; adjustments were made to assignments but ultimately the data for Spring 2020 cannot be used for summative assessment of the learning outcome for this academic year. Our findings for formative assessment were that students met expectations with achievement exceeding the benchmark set in the Assessment Plan. The relevant assignment was modified to the online platform, but otherwise student work was evaluated as anticipated in the Assessment Plan. We view the achievement of the outcome in this learning environment to be significant considering that online presentation skills are important, and the pandemic has inspired even more of a shift toward remote work environments and virtual professional engagement. Students' abilities to exchange information and make effective arguments through virtual platforms are key skills, and current circumstances are prompting our department to consider putting virtual presentation skills on a firmer footing. The CJ333 instructor and internship coordinator has initiated a proposed "virtual internship" process, as a back-up plan for further interruptions in the coming academic year due to COVID19 and also an innovative way for select internships to be run in the future, as more agencies and organizations integrate remote work practices. The remote learning and virtual work skills topics will be discussed at department meetings in this academic year and integrated into coursework as deemed relevant.

Criminal Justice and Human Rights

Executive Summary: The Masters in Criminal Justice and Human Rights Program conducted an assessment for Year 1 (GSLG 1, Program Goal 1- Knowledge of the Field). CJ503 Criminal Justice & Society was the course selected as a formative assessment of student knowledge. Students were required to write a final paper to demonstrate their knowledge of a specific topic related to the criminal justice system as well as demonstrate knowledge and provide evidence and ethics as they bear upon crime policy and practice. Because the MA in CJHS has low enrollment, this report is preliminary and the data from this report will be added to data in future semesters. The report author reviewed final papers (i.e. artifacts) from three students, the grading rubric, and the completed grading rubric report as direct evidence of Knowledge of the Field. Two rubric criteria related to Knowledge for three students were assessed as the formative assessment. The Mean Average on the final papers was 82%. Of the two criteria assessed for knowledge, only one student (33.3%) for each criterion met the Accomplished or Above level. The report author's findings were that the formative assessment did not meet expectations with achievement at the expected level (75% at Achieved or higher). Because only three students completed the final paper, 75% would not be possible, as it would require 3/3 or 100% to meet this benchmark ($2/3 = 67\%$). These results will be added and analyzed with data from future semesters from a larger sample size for improved validity. The report author also reviewed the final grades as direct evidence of knowledge. 3/4 (75%) students received a passing grade, however, 1 student received a C+, which is below the satisfactory level for graduate students. The indirect assessment of student surveys were from Campus Labs, which only had one question related to learning/knowledge. 4/4 students completed the survey and the mean for Rate the quality of your learning experience with this course was 3.25/5. This fell short of our Benchmark of 3.8, likely due to the small sample. These surveys will be reviewed in future semesters. Because no students completed CJ590 Capstone this academic year, the summative assessment for Knowledge was not assessed. The report author will continue to collect artifacts, collect data, and analyze data from future semesters and add them to the assessment report the next time the GSLG 1 is assessed in 2022-2023.

We found that students in Choreography I, II, and Choreography Projects worked close to their mentors. These courses connect and support our student's creativity, awareness, and production in the art form. The summative assessment meets and exceeds our expectations during this term because two of our student's projects were selected to be presented in very prestigious conferences and venues. These are highly competitive venues and programs, having two students out of eight or nine taking these courses selected is a very successful program outcome. Our student's work competed with all major dance programs in the MidAtlantic region. One project which was the culmination of Choreography Project was chosen first to represent GCU in the American Association, after a very sophisticated adjudication process the project was selected to be performed at Midatlantic Gala and adjudicated again to the very selective ACDA Nationals, this is the first time that student work created in the department is represented in ACDA Nationals . The same project was awarded at the New Jersey Woman and Gender Conference at Dean University. Another senior project was selected to be presented at the iconic Black Mountain Museum & Arts Center in Asheville, North Carolina. These are extraordinary opportunities for our students, we closely prepare our students in our choreography courses and we closely mentor them along their journey to create. We will continue supporting students creating innovative ways to connect during the next years to come and while threatened by a world pandemic that is provoking unprecedented paralysis and financial devastation for the arts.

The Digital Communication program conducted the assessment for Year 1 by evaluating student work in 100-level and 300-level courses for LO1, and in 100-level courses for LO5. The findings indicate that the formative assessments met expectations across both learning objectives. Results for summative assessment were only available for LO1 - performance was slightly below expectations. It is noted that this is the first year of assessing a program that has undergone both strategic and curricular changes in recent years. Additional widespread modifications at the program-level have ceased, continued enhancements relating to objective alignment at the course level will continue into the upcoming academic year.

The English Program conducted its assessment for Year 1 by evaluating a random sample of eight research papers from EN300, our Gateways course (formative) and a random sample of eight research papers from EN430, our second senior seminar. We used a department approved rubric with three criteria related to stating a position, backing it up with evidence, and drawing conclusion to determine if student's met LO1, "Students will regularly submit critical literary analysis and/or creative essays in required English program courses." Each paper is submitted anonymously and evaluated by two different readers who are members of the English Department, but who are not the student's instructor. We found that all student achieved at the target level (80% at developing or higher) for the formative evaluation in all three areas of the rubric. In fact, 100% achieved developing or better. Summative evaluation was more mixed. For five (62.5 %) of EN430 papers, readers agreed all three rubric criteria met the evident level, and for the criteria related to stating a position, both readers agreed this criteria met the evident level in 75% of papers. This is below our expectation of 80% scoring at evident or higher for our summative assignment, but this is complicated by disagreement between readers. In all papers, at least one reader believed the student scored at evident in all three criteria areas. When viewed as 16 scores, rather than as 8 artifacts, 87.5% of scores for "taking a position" were evident or higher, and 81% percent of scores in the other three areas were evident or higher. This is not how we intend to score though, so we would conclude we did not meet the threshold according to our methodology. It does indicate a need to revisit our expectations and norming, which we will do coming up this year. The pandemic and our inability to meet in person and norm was undoubtedly a factor.

Exercise Science, Wellness, and Sports	<p>The Exercise Science Program assessed written communication skills and the ability to apply professional standards this year. With regards to professionalism, 100% of exercise science student interns received ratings of "strongly agree" or "agree" on items such as "respect for the organization, staff, policies, and norms", "sees tasks through from start to finish", and "does quality work". With regards to writing, 85% of students in a 400-level research course were capable of clear written communication and applying the conventions of an academic research manuscript. The department plans to revise the assessment plan for this goal in the 2020-21 academic year to make this assessment closer to the type of writing that they will likely have to do as health and exercise professionals, and to ensure consistency in evaluation.</p>
Graphic Design & Multimedia	<p>The Graphic Design & Multimedia program conducted the assessment for Year 1 by evaluating student work in 100- and 400-level courses for LO1, and in 100-, 200-, and 400-level courses for LO5. The findings indicate that both formative and summative assessments met expectations across both learning objectives.</p>
History	<p>The History Program conducted its direct assessment for year one with a signature assignment (a research paper) using a common grading and assessment rubric. The Program evaluated student research papers from Historian's Craft (HST-300) and History Seminar (HST-475) to assess LO1 and LO3. To assess LO1, the Program evaluated students' use of "Evidence/Argument" (the use of evidence to make an argument). To assess LO3, the Program assessed outcomes related to "Introduction"; "Research"; "Documentation"; "Conclusion"; & "Bibliography"). Overall the research papers of the of 13 students from HST-300 exceeded the levels set in the Assessment Plan as the Formative level (for LO1 and LO3. Although students scored below the target set at the Summative level, their performance on the signature assignment represented a significant improvement over their previous work and their best-ever work at GCU (see Assessment Report for details). The indirect assessment (grades) was consistent with the results obtained from the research papers.</p>
Interdisciplinary Studies	<p>The academic year 2019-2020 was identified as Year Two for the Interdisciplinary Studies Program Assessment Plan. In keeping with the current plan, data were collected for all four program Learning Outcomes and analyzed to determine student achievement of LO1: The analysis of human experience from multiple disciplinary perspectives as evidenced by student portfolio and LO2: Application of research methods and tools from at least one discipline within a capstone project. Portfolio and student performance data were successfully collected for formative program assessments in IN201 (Fall 2019) and for summative program assessments in IN401 (Spring 2020), as identified in the plan. Despite the interruption of a hybrid instruction format due to the COVID-19 national health emergency and the resulting move to fully distance learning formats, both learning objectives were achieved, as indicated in data analysis of formative and summative assessments. The IDS Program Assessment Plan will undergo review early in the Fall 2020 semester semester and a revised plan that better aligns with changes in the program is scheduled to be submitted by September 30, 2020.</p>
MBA	<p>The Masters of Business Administration Program conducted an assessment for the 2020 academic year by evaluating student work obtained from BU691: Strategic Management. This is the capstone course for graduate students. The learning objective being assessed was: Learning Objective 1: Effective oral, written, and technological business communication skills for managerial and executive settings. This was year 1 of the assessment cycle. Three formative assessments occurred during a pre-class writing assignment and 2 case studies. Students showed significant improvement as the assessments continued. The class average went for a 65% to a 91%. Summative assessment occurred through a comprehensive business analysis paper on a SBU (strategic business unit) on an assigned company. All 5 teams exceeded the expectations on both the paper and presentation. The assessment plan stated that indirect assessment would be derived from the SIR II. However, GCU did not utilize the SIR II this academic year and this must be changed in subsequent advising cycles.</p>

The Master of Arts in Integrative Health program conducted its assessment for year one by evaluating final research paper in HH501 and capstone final project in HH599. Final research paper of 9 students in HH501 were assessed for formative assessment related to outcome of advanced knowledge, and final project of 6 students for summative assessment of this same outcome. Our findings were that the formative assessment met expectations with achievement at the expected level, while the summative assessment did not meet the expected level. We found that it was a single student who did not attain this learning outcome despite the faculty offering individual guidance and attention. We will continue monitoring for such student in future. For ethics outcome, direct evidence of completing ethics training was attained in HH530 as a formative assessment and final project in HH599. While formative direct evidence shows 100% attainment, Sp20 final project showed 77% attainment due to a single student who did not complete her ethics training. The chair interviewed this student and suggested her to revise her final project even after the due date. This student did not complete her training even after the instructor went above and beyond outside the class period to support and encourage. We must be aware of such student in near future by closely monitoring such trend from the introductory course all the way to the final project.

For both learning objectives students did above what was expected. Recommendations for improvement - Actions to be taken in the future From formative assessment, we see that most of the students in the class have at or above developing skills in all of the aspects of the assignment assessed. While simple arithmetic and algebra continues to be a major difficulty to a number of students, they seem to be performing well in grasping new concepts and methods. Students find more rigorous tests for convergence such as integral test harder compared to less rigorous tests such as n-th term divergence test. Below are some of the recommendations for improvement based on this assessment. (i) Restructure lectures and lecture notes to spend more time on rigorous material such as the integral tests compared to some other tests for convergence. (ii) A thorough review of basic integration rules before discussing applications of integration such as integral tests for series. (iii) Increase in-class group activity as sometimes students understand a concept better when it is explained by a peer with same level of knowledge. This is more appropriate when class enrollment is somewhat larger. From summative assessment, we see that all of the students demonstrated the understanding of the basic concepts and methods of statistics and probability. However, lack of pre-requisite knowledge, such as techniques of differentiation and integration, seems to have made applying appropriate formula effectively still a challenge to some students. But sometimes, students get confused about how to apply appropriate formulas. Below are some of the recommendations for improvement based on this assessment: (i) A thorough review of basic differentiation and integration rules before beginning the topics on continuous random variables. (ii) As students seemed more comfortable with the discrete random variables compared to the continuous ones, the course schedule can be modified to cover more material on the topics of continuous random variables.

The Psychology Department conducted an assessment of Learning Objective #2 using data from a item analysis from a 10-question quiz administered in PS232 and PS430. Seven of 12 students in PS232 scored 80% or higher on the formative assessment (10 question quiz). Twelve of 14 students in PS430 scored 80% or higher on the summative assessment (10 question quiz). Data suggests that student achievement improved from PS232 to PS430. The sample size was relatively small (PS232 n=12, PS430 n=14), so these findings should be interpreted with caution. Three questions (#2, #7, #10) did not result in 80% proficiency and those questions will be re-examined for the next assessment cycle.

Religious Studies

The Religious Studies program measured the development of skills in critical thinking in the field of Religious Studies in this first year of the current assessment cycle. We used an rubric to measure this at the formative level in RS220: Christian Tradition and at the summative level in RS401: Seminar in Religious Thought. For both assessments, the number of majors, minors, and certificate students was very small - 3 in RS220 and 3 in RS401. Our results showed that 100% of students met the expectation that of achieving 80% or better on the instrument used to measure the demonstration of critical thinking skills for the formative assessment in RS220 and for the summative assessment in RS401. The final grades for this class, Bs and As, provide indirect evidence of achieving these goals at both formative and summative levels. We will continue to measure this particular learning outcome in RS220 (Formative) and RS401 (Summative).

School Psychology MA/CAGS Program

The MA/CAGS School Psychology Program conducted its assessment for year one by evaluating student work obtained from SPS6103 (Data-based decision-making II: Cognitive Assessment and Intervention) for its formative assessment and SPS6202: Externship II for its summative assessment. The assessment is related to LO 1-- Data-Based Decision Making and Accountability--School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs. For the formative assessment, the last psychological report in SPS6103 was evaluated by rubric to determinate could demonstrate successful administration, interpretation and integrated psycho-educational report as evaluated by rubric. The stated criteria for program success was 80% of individual rubric items at a score of 2 or higher (0-3 scale). This was achieved given that all students met this goal by the last submitted psychological report of the semester. For the summative assessment during Externship II, the stated criteria for program success was 90% of individual rubric items at a score of 2 or higher (0-3 scale). All students met this criteria during their externship.

School of Education - Advanced Professional Programs

The advanced professional education programs of the School of Education consist of certification preparation for Autism, ESL/Bilingual, and Reading Specialist as noted within this report. Student assessment artifacts attesting to the knowledge of the learner and learning at the indicated level include keystone assignments from designated courses within the program. These keystone assignments are evaluated by approved rubrics and form the basis for the certification attestation. All students met expectations in all areas, earning a mean score of 2 out of 3 or 3 out of 5, however some areas assessed did not meet the expectation of scores at or above 80% (2.4/3 or 4/5). These areas were noted in the report. The department meets annually to discuss Taskstream artifacts and results. The department also tracks overall certification and program completion performance by its students. In addition, the department of education must attest to meeting NJ State Standards and CAEP accreditation standards on a regular basis.

The initial teacher education programs of the School of Education consist of certification preparation for early childhood/early elementary, elementary, and secondary education as noted within this report. Student assessment artifacts attesting to the knowledge of the learner and learning at the indicated level include School of Education: Initial Teacher Programs s

keystone assignments from designated courses within the program. These keystone assignments are evaluated by approved rubrics and form the basis for the EdTPA portfolio for certification attestation. In addition, clinical supervisors evaluate student teaching performance and lesson plan submittals as part of the assessment of professional practice. All students met expectations in all areas, earning a mean score of 2 out of 3 or 3 out of 5, however some areas assessed did not meet the expectation of scores at or above 80% (2.4/3 or 4/5). These areas were noted in the report. The department meets annually to discuss Taskstream artifacts and results. The department also tracks overall EdTPA performance by its students. In addition, the department of education must attest to meeting NJ State Standards and CAEP accreditation standards on a regular basis.

Sister Mary Joseph Cunningham Library

The Sister Mary Joseph Cunningham Library conducted its assessment on student learning at the end of AY2019 on the learning outcome, Students will further their knowledge of the research process, with the following parts: a) students will refine their topics, b) students will formulate and apply search strategies, c) students will obtain appropriate materials. The library used three assessment protocol: Reference Transaction Data, logged instances of research help with librarians, @30 minutes per transaction, over a 3-year period (direct/summative); Consultation Data, logged instances of in-depth research help with librarians, often appoints @30 minutes per consultation, over a 1-year period (direct/summative); Consultation Survey Data, results from a 9-question survey filled out by librarians per each consultation, providing anecdotal information on learning outcome, and addressing all 5 ACRL Frames for Information Literacy in Higher Education (direct/formative, summative). Overall, it was found that the rate of student information literacy learning through consultations was 94%, compared to other venues of reference and research assistance (email, in-person, phone), with a rate of 50%. Consultations almost met the library's expected result of 100% of students achieving the learning outcome. Given the library's expected result, given the usage of consultations as a library service at approximately 7%, and given the overall effectiveness of consultations, there is room to explore and grow this point-of-service for the furthering of student information literacy learning. The library will consider expanding and promoting this program offering, if the staffing of professional librarians is sufficient to support it.

Social Work

The Social Work Department conducted assessment for year one by evaluating student performance in two courses- SW203 and SW310. SW203 serves as a foundation course for Social Work students. Primary learning objectives for the course include advocacy for issues of social justice in social work practice and embracing diversity. Student data suggest 88% of students achieved Mastery for understanding, respecting, and embracing diversity. 93% of students achieved either advanced or mastery competency in understanding the significance of human rights and social justice. 81% of students achieved advanced or mastery competence in understanding the importance of advocacy in social work practice. SW310 is the program's signature course in preparing students for MSW level work and academic research. Students engage in a mock research project throughout the semester. Learning tasks include IRRB ethics training, literature review, survey development and PPT presentation of research. The final research paper is the final integration of all semester coursework. Therefore, student achievement on the research paper is a valid assessment of student learning. 57% of students achieved a B or better on the research paper. Less than 10% of students achieved a D+ or lower. The expectation for both the formative and summative assessment was that all rubric criteria will be met at or above the satisfactory level by at least 80% of students. Those criteria not meeting this standard will be analyzed further. This goal was met, and students performed as expected. The social work faculty will review the assessment results during our first department meeting in fall 2020. As a group, we will discuss student outcomes and develop new strategies for facilitating student growth. The Chair of the department will be responsible for disseminating the information. All SW faculty will be responsible for integrating student learning objectives into the curriculum. The SW staff assistant will be responsible for documenting meeting minutes and action plans.

Spanish

The Spanish Program conducted assessment for year one by evaluating student work obtained from our survey of literature courses. Assignments as well as literary analysis papers were used to assess the students skill levels. Our findings were that the formative assessment met expectations, while the summative assessment were above our expectations in both literary analysis and MLA citation. In particular, in the 400 level, students learned a great deal through the process of peer editing which mimics how literary critics produce an article that is publishable. We will continue this practice in the future. The students who had trouble meeting the requirements in the formative course were Spanish Minors. The students in the summative course were Spanish Majors.

Theology

The graduate theology program conducted both formative and summative assessment of the following learning goal for year 1 of this current assessment cycle: Knowledge of the principal methods used in theological study, and an in-depth study of the Catholic Theological Tradition within the areas of biblical, theological, and pastoral studies. For our formative assessment, we exceeded the goal that 80% of students would score at the developing or higher level on the final paper rubric for Th500: Introduction to Theological Study. The student grades for this course also confirmed this outcome, as a form of indirect evidence. For the summative assessment of this goal, we did not meet the goal that 75% of students would score at the accomplished or higher on all criteria related to this learning goal on the graduate theology portfolio assessment rubric. 100% of the students scored at the accomplished level on 4 out of 6 of these criteria and at the developing level on 2 out of 6 of them. In both cases, we are dealing with very small numbers - 3 students for the formative assessment and 2 for the summative assessment. Nevertheless, we do take this outcome as an indication that we should build on the success of TH500 by putting more time and attention into work on critical methods in theology and research skills in the field in the courses subsequent to TH500.

The undergraduate business programs conducted the assessment for Year 1 by evaluating student work in Undergraduate 100- and 200-level courses for the written communication portion of LO1, and in a 200-level course for the oral communication component. It is noted that only findings on formative assessments are reported. The Business findings indicate that assessments met expectations across both oral and written communication skills. For Program written communication, faculty will consider encouraging students to work with the writing center to improve papers. Regarding LO4, student work in a 200-level course was assessed. The findings also indicate that expectations at the formative level were met.

Writing Intensive The Writing Intensive Program conducted its assessment for year one by surveying faculty members teaching GEN199 and GEN400. 86% of GEN199 students met or exceeded the "evident" level of the common rubric; 85% of GEN400 students met or exceeded the "effective" level of the same rubric. All faculty respondents assign informal/low-stakes writing, but several faculty members do not use the common rubric, which suggests that it may be time to revise the rubric, particularly for GEN400 courses. The Writing Intensive Program, in consultation with the General Education Director and faculty, will address this during Fall 2020.