

Georgian Court University

Academic Programs - Annual Assessment Report

Academic Year 2020-2021

Office of Institutional Assessment and Accreditation

Program Information: Name, Level, School, Year of the Assessment Plan

Administration and Leadership	Graduate-Master's	School of Education	Year 1
Applied Behavior Analysis	Graduate-Master's	School of Arts and Sciences	Year 2
Art & Visual Studies	Undergraduate Major	School of Arts and Sciences	Year 3
Autism	Graduate-Master's	School of Education	Other (please specify)
Bridge General Education	Other, please specify	University-wide program (Gen Ed, Library Services, etc.)	Year 2
Business Administration	Undergraduate Major	School of Business and Digital Media	Year 2
Chemistry and Biochemistry	Undergraduate Major	School of Arts and Sciences	Year 1
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	Year 3
Digital Communication	Undergraduate Major	School of Business and Digital Media	Year 2
English	Undergraduate Major	School of Arts and Sciences	Year 2
Exercise Science, Wellness, and Sports	Undergraduate Major	School of Arts and Sciences	Year 2
Graduate Theology	Graduate-Master's	School of Arts and Sciences	Year 2
Graphic Design & Multimedia	Undergraduate Major	School of Business and Digital Media	Year 2
History	Undergraduate Major	School of Arts and Sciences	Year 2
Interdisciplinary Studies	Undergraduate Major	School of Arts and Sciences	Year 3
MA in Integrative Health	Graduate-Master's	School of Arts and Sciences	Year 2
MBA	Graduate-Master's	School of Business and Digital Media	Year 2
MS in Communication and Digital Marketing	Graduate-Master's	School of Business and Digital Media	Year 1
Mathematics	Undergraduate Major	School of Arts and Sciences	Year 3
Religious Studies	Undergraduate Major	School of Arts and Sciences	Year 2
SOE Initial Teacher Programs - undergraduate	Other, please specify	School of Education	Year 2

School Psychology	Graduate-Master's	School of Arts and Sciences	Year 2
Sister Mary Joseph Cunningham Library	Other, please specify	University-wide program (Gen Ed, Library Services, etc.)	Year 1
Social Work	Undergraduate Major	School of Arts and Sciences	Year 1
Spanish	Undergraduate Major	School of Arts and Sciences	Year 2
Writing Intensive (WI) Program	Undergraduate- University Wide	University-wide program (Gen Ed, Library Services, etc.)	Year 3

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

Administration and Leadership	LO1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student
Applied Behavior Analysis	LO1 (Ethics & Professional Standards): Personal integration of the Behavior Analysts Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts as evidenced by program coursework. LO3 (Measurement & Experimental Design): Development of skills related to the evaluation of behavior change as evidenced by program coursework.
Art & Visual Studies	LO3: Students will create visual artwork that shows progressive skill in the processes and principles of art and design.
Autism	Learning Outcome(s) Assessed: LO1: In-depth study of the pervasive developmental disorders of autism, evaluated through research assignments and in class testing.
Bridge General Education	The assessment plan for this second year of the three-year cycle of assessment of Bridge General Education program included assessment of Goal 1 and Goal 3. GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World GOAL 3: Personal and Social Responsibility a. Ethical reasoning b. Global awareness and respect for diverse cultural perspectives c. Knowledge of the university's mission and Mercy charism d. Civic knowledge—local/global
Business Administration	LO1 - Effective oral and written business communication skills
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.
Criminal Justice	LO3: Students will identify and apply ethical decision-making as it applies across criminal justice theory, research, practice, and/or policy. Students will evidence competency in socially responsible and equitable behavior in case study responses evaluated by common rubric.

Criminal Justice and Human Rights	<p>Learning Outcome(s) Assessed: Program: LO2: Communication and Research Skills: GSLG 2): Scholarly Inquiry: Engage in academic research, which includes scholarly inquiry for evidence-based practice and knowledge integration. GSLG 3) Communication: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences 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. Rate of Achievement: Direct Evidence: Formative • 50% achieved at or above the accomplished level in rubric criteria; 90% achieved at or above the developing level. Indirect Evidence: Formative • At least 75% of students completing evaluations, with an average of 3.8 or higher on a 5-point scale • At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied. • 85% of students progressing/passing. Summative Assessment For the Summative Assessment, the CJ590 Capstone Paper was used to measure: GSLG 2): Scholarly Inquiry: Engage in academic research, which includes scholarly inquiry for evidence-based practice and knowledge integration. GSLG 3) Communication: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences. Program 2): LO2: Communication and research skills 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. Rate of Achievement Indirect Evidence: Summative • At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied Summative Assessment For the Summative Assessment, the CJ590 Capstone Paper was used to measure: GSLG 2): Scholarly Inquiry: Engage in academic research, which includes scholarly inquiry for evidence-based practice and knowledge integration. GSLG 3) Communication: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences Program 2): LO2: Communication and research skills 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. Rate of Achievement Indirect Evidence: Summative • At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied Indirect Evidence: Summative: n/a Direct Evidence: Summative • 80% achieved at or above the accomplished level in rubric criteria related to LO2</p>
Dance	<p>Program: DANCE Goal 1 Mastery in performance LO1: Accomplished techniques in various modalities of dance and mastery in personal performance forms.</p>
Digital Communication	<p>LO2: Conduct academic research to further develop critical/creative thinking skills.</p>
English	<p>LO 2: Effective Oral Communication Skills on select topics related to British, American, multi-ethnic, and world literature</p>

Exercise

Science, Wellnes s, and Sports LO1: Students will recall and apply the major concepts of exercise science, especially in the areas of functional anatomy, physiological responses to exercise, and the principles of nutrition, through standardized testing and in class exams.

Graduat e Theolog y

LO#2: Competency in exegesis: reading and interpreting primary theological texts through course assignments, directed research, and theological reflection.

Graphic Design & Multimedia

LO 4: Students will demonstrate understanding of the requirements of professional practice and the necessary skills to join the graphic and multimedia design communities.

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.

Interdisci plinary Studies

LO4: Application of the skills of the interdisciplinary studies major to a profession through completion of career modules and directed internship opportunities.

MA in Integrati ve Health

LO 2. Learners will provide evidence of application and integration of the principles of Holistic Health through extensive journaling as they progress through the program. These journals provide the learner the opportunity to reflect on current and future practice of the arts of holistic health, and the learner's reflection is evaluated periodically within the program.

MBA

LO 2: In-depth understanding of business concepts in accounting, economics, finance, management, & marketing and application to management, global business, and corporate strategy

MS in Commu nication and Digital Marketin g

Learning Outcome 1: Using the professions best practices and theories to choose a marketing and branding strategy that appeals to current and/or new target markets

Mathem atics

Outcome Assessed (LO3): Students will communicate effectively orally and in writing and develop skills for productive teamwork through assignments/projects, presentation and testing in the program's core coursework.

Religiou s Studies

LO 2: Students will attain broad knowledge of Christian theology and tradition.

SOE Initial Teacher Programs - undergraduate	LO2. Application and Integration) Demonstrate competency in the discipline knowledge, applications of content, and assessment of learning within educational praxis.
School Psychology	Learning Outcome 2: Consultation and Collaboration-School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. 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 consult, collaborate, and communicate effectively with others.
Sister Mary Joseph Cunningham Library	LO1 – Students will further their knowledge of the research process (refine topic, execute search, obtain relevant materials) by using reference services.
Social Work	LO1: Students will integrate the history, purpose, and philosophy of social work in the study of the profession and its practice through course exams, student led class discussions, and assigned research.
Spanish	LO 2: Create Written Discourse at an advanced low level on the ACTFL scale
Writing Intensive (WI) Program	LO4: Revise and strengthen a piece of writing based on responses to early drafts.

Learning Outcome: 2nd Learning Outcome, Program Name

Program Name	State the Learning Outcome assessed. Be sure to use the same wording as in your Assessment Plan. (Outcome # 2 if needed)
MA in Integrative Health	5. Learners will demonstrate their deepening awareness, empathy and compassion for self and others through the in depth study of holistic spirituality and counseling technique courses evidenced through extensive journaling.
Business Administration	LO2. Overall understanding of business concepts including accounting, economics, finance, management, & marketing.
MBA	LO 3: Development and refinement of leadership skills as a business professional through collaboration and effective membership in teams and self-reflection

History	Goal 3. Research and write research assignments LO3: Students will submit research assignments that demonstrate the ability to research, write, and document a research assignment based on primary and secondary sources with the following components: research question, argument, conclusion, endnotes, and bibliography, all in Chicago Manual of Style.
Administration and Leadership	Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
Dance	Goal 2: Creativity in the art form LO2: Develop skills to support leadership in the world of dance evoking the wisdom of the body's imagination and creative thinking.
School Psychology	Interventions and Mental Health Services to Develop Social and Life Skills-School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.
Digital Communication	LO4: Understand the ethical, theoretical, and practical implications in the creation, distribution and/or consumption of media.

Executive Summary of Academic Program Assessment AY 2020-21

School of Education	Administration and Leadership	<p>The Administration and Leadership Program conducted its assessment for year one by evaluating student work in the EDC 6090/6091 Internship experience. Overall, 44 students were assessed in a summative manner related to PSEL. Standard 1 and 25 were assessed in a formative manner in EDC 6101 through a philosophy statement. Our findings were that the formative assessment met expectations with achievement at the expected level, while the summative assessment was above expectations with respect to the PSEL standard. These results mirror what we have seen in recent results of the Praxis exam. We will continue this practice in the near future. If future students do not meet expectations, there will be required remedial work that will need to be completed.</p>
School of Applied Arts and Sciences	Applied Behavior Analysis	<p>The Graduate Applied Behavior Analysis Program conducted its assessment by assessing LO1 and LO2 for its Year 2 assessment cycle. The assessment results were satisfactory and showed that student in ABA502 and ABA502 met LO1 and LO2 respectively. While these results were valid in terms of the methodology outline in the assessment plan being followed, no action plan will be developed because of the unusual circumstances due to COVID-19. The assessment plan will continue as written.</p>
School of Art & Sciences	Art & Visual Studies	<p>Art & Visual Studies Program conducted its assessment and will continue to Assess and collect evidence of students creative progress in studio art projects. Students will be required to participate in critiques and submit projects when complete for grading/assessment</p>
School of Education	Autism	<p>The Autism Spectrum Disorders program's assessment was conducted by evaluating both indirect and direct evidence obtained from EDC 5301, EDC 5302, EDC 5303, EDC 5304 and EDC 5305. Summative and formative assessment of student work was conducted including Keystone assignments and exams. A hundred percent of the students completed the mid-term exam with item analysis related to the outcome. All 5 students achieved 90% or better on the midterm. A hundred percent of the students completed the final exam with item analysis related to the outcome. All 5 students achieved 90% or better on the final exam. A hundred percent of the students completed the Keystone assignment using course-based research, evaluated by rubric. All 5 students achieved a proficient or better on the rubric. Findings were that the formative assessment and summative assessment met expectations with achievement at the expected level.</p>

University-wide program (Gen Ed, Library Services, etc.)	Bridge General Education	<p>he Bridge General Education Program conducted its assessment for year two by evaluating student work obtained from various courses within the General Education program. The assessment plan for this second year of the three-year cycle of assessment of Bridge General Education program included assessment of Goal 1 and Goal 3. GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World GOAL 3: Personal and Social Responsibility a. Ethical reasoning b. Global awareness and respect for diverse cultural perspectives c. Knowledge of the university's mission and Mercy charism d. Civic knowledge–local/global Expected Learning outcomes goal: 80% of Students will meet expectations Data tables submitted illustrate the summary and the raw assessment data. Full-time and adjunct faculty instructors taught the assessed courses. All the instructors were (1) informed of the need for assessment in the course, (2) provided the rubrics to be used, (3) the document form to use and the Blackboard Rubric file that may be inserted into the Gradebook and (4) reminded at the end of the course to submit the data. The assessment guideline to determine the expectations were modified slightly in the Spring semester to improve the data. Conclusions: (1) The expectations for learning outcomes were met for both goals 1 and 3. The faculty reflection on their assessment included the hardship experienced by students in adopting to the online /virtual instruction. (2) The student participation in the assessment was generally low. This being a very challenging year in higher education with majority of the courses changed to online/hybrid –virtual format for instruction, the effort to change assignments to suit the change was enormous. Similarly, the demand on student adjustment to the changed format was also enormous. The poor participation from instructors/courses may be due to this demand on instructor time demands. The participation in Spring semester was much better than in the Fall semester. In the Spring semester, Dr. Cynthia Ninivaggi (Director of Women's Studies/WS311), worked with S. Janet Thiel (Assistant Vice President for University Assessment), developed a way to integrate assessment into AEFIS. This did result in 95% instructor participation in assessment. Going forward, this method will be used to increase the participation in the assessment process.</p>
School of Business and Digital Media	Business Administra- tion	<p>The Business Administration Program conducted its assessment in Year 2 of the Business Administration assessment plan, learning goals 1 and 2 were assessed. LO1: Effective oral and written business communication skills. Only summative assessment results are included, results are from two courses are included (one for each of oral and written communication). In both courses, the performance benchmark was achieved. This goal is assessed each year, so follow up will occur in 2021-2022. LO2: Overall understanding of business concepts including accounting, economics, finance, management, & marketing. Formative assessment results are available from two courses, and summative assessment results from one course is included. In all instances, the performance benchmark was achieved. This goal is assessed each year, so follow up will occur in 2021-2022. In addition, the major field test results are not yet available and serve as a summative measure of the same points included above. When that data is retrieved, a more thorough review and comparison will be performed.</p>

School of
Arts and
Sciences

Chemistry and
Biochemistry

The Department of Chemistry and Biology assessment was conducted through assessment for the objective "Knowledge of Foundations of the Chemical Sciences" by using a previous prepared exam that would be comparable to the nationally normed American Chemical Society assessment tool. Overall, data for 251 students collected in 2015 - 2021 were assessed for formative assessment, 25 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 in prior years, has been consistent with the stated evaluation metric over this same time period. Based on the results, our graduating seniors in prior years for which appropriate summative assessments are available, performed competitively at national level. Most majors from years 2015-2021 who did not meet expectations in the formative assessment changed their academic major while attempting their sophomore level coursework.

School of
Arts and
Sciences

Criminal
Justice

The Criminal Justice program conducted its assessment for year three to assess learning outcome 3, "Ethics and professional standards, self-awareness and respect for diverse opinions, customs, and thoughts." LO3 assesses whether students can identify and apply ethical decision-making as it applies across theory, research, practice, and/or policy. Students should evidence competency in socially responsible and equitable behavior in case study responses evaluated by a common rubric. Students are initially exposed to the notion of professional ethics in AN112 Cultural Anthropology, the course relied on in this report to review formative assessment, and summative assessment is considered through the CJ435 CJ Ethics course. Learning in AN112 Cultural Anthropology was evaluated in the Ethics Assignment, which introduces students to the definition of "profession" as a self-credentialing and self-monitoring body. The assignment exposes students to the idea of a professional ethics code. Learning in CJ435 Ethical Issues in Criminal Justice was evaluated in Credo III. This is a writing assignment that asks students to consider the history and context of a specific policy and then to make an informed statement about the ethical soundness of that policy. In AN112, 66% of students achieved the benchmark at developing or above (the benchmark for satisfactory achievement was 80%). In CJ435, 61% of the students reached the accomplished (competent) level (the goal was 85%). However, more students, 23%, achieved at the exemplary level, surpassing the goal of 15%. These courses are normally offered face-to-face, and the obstacles faced by students in and outside the classroom during this academic year may account for differences in achievement versus expectations. Achievement will continue to be reviewed in these courses, and modifications are planned to the rubric used (to encompass all relevant disciplines covered in courses) and to assignments in a related formative course, CJ167.

Criminal
School of Justice
Arts and
Sciences Human
Rights

Executive Summary: The Masters in Criminal Justice and Human Rights Program conducted an assessment for Year 2 Program: LO2: Communication and research skills 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. GSLG 2): Scholarly Inquiry: Engage in academic research, which includes scholarly inquiry for evidence-based practice and knowledge integration. GSLG 3) Communication: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences (2) Effective communication and presentation skills, appropriate to the master's level; (3) Accomplishment in research methodology appropriate to issues and problems presented; CJ511 Research Design was the course selected as a formative assessment of Communication and research skills. Students were required to apply the research skills obtained in CJ510 Research Methods, and review the research on their topic, construct and Annotated Bibliography and complete a Literature review, organize the research in their Annotated Bibliography. Students were also required to 1) identify a problem, 2) develop a research question and hypothesis or argument, and 3) develop a research project to address the problem, address their research question that would support their hypothesis or argument. This was to be prepared in written form. 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 (i.e., author) reviewed a final paper (i.e., artifact) from one student, the grading rubric, and the completed grading rubric report as direct evidence of: GSLG 2): Scholarly Inquiry: Engage in academic research, which includes scholarly inquiry for evidence-based practice and knowledge integration. GSLG 3) Communication: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences Program: LO2: Communication and research skills 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. Although not valid for an assessment of the program, the student who completed CJ511 was unable to meet the standards towards the benchmarks established at this time. The student who completed CJ590 was able to meet the standards towards the benchmarks established at this time

School of Arts and Sciences	Dance	<p>The Dance Program conducted its assessment and found that students in Choreography I, II, and Choreography Projects and Dance Pedagogy worked close to their mentors creating meaningful and beautiful projects. These courses supported our student's creativity, awareness, and knowledge in all production aspects of the art form. The summative assessment meets and exceeds our expectations. Although this year projects have not been selected for the Gala at ADCA, the feedback received from panelists has been excellent and encouraging. Two seniors have been accepted to major master programs, one at Rutgers MFA and the other at Maryland University, these are extraordinary opportunities that attest to how prepared our students are and how GCU creative courses, such as choreography advance our students to take the next step in their dance careers. Continuing the support of students by creating innovative ways to create during the next years to come and even when the Arts continue to be threatened by the different world crises that we are constantly facing.</p>
School of Business and Digital Media	Digital Communication	<p>The Digital Communications Program conducted two types of assessments utilizing the Digital Communication core course CM305 Media Law and Ethics, one for the midterm project and the other for the final. The midterm consisted of a thorough written ethical analysis of a contemporary first amendment issue. A total of 80% of students passed the benchmark with at least a 73%. For the final, students were required to conduct a critical breakdown of a landmark Supreme Court case that not only evaluated the pros/cons of the precedent set by the case, but argued the complexities if such a case were overturned by the current SCOTUS. A total of 100% of students passed the benchmark with at least a 73%.</p>
School of Arts and Sciences	English	<p>The English Program conducted assessment of its Learning Outcome 2, oral communications skill. The presentations of 25 students in EN300 (Gateways to Literary Studies) were evaluated for formative assessment and 32 students in EN429 (seminar) were evaluated for summative assessment. Both groups of students met expectations. This result is notable because students had to adapt to conditions of the pandemic. We intend to continue to use this assignment. The faculty members who performed the assessment are thorough in their communications with and support for students, which is a goal for all faculty.</p>
School of Arts and Sciences	Exercise Science, Wellness, and Sports	<p>The Exercise Science Program conducted an assessment by evaluating learning outcome number 1: students will recall and apply the major concepts of exercise science. A short multiple choice test based on the American College of Sports Medicine Certified Exercise Physiologist exam was given to 13 students in either ES100 or ES111 (the formative group) and 26 students in either ES350 or ES470 (the summative group.) The formative group was found to meet expectations. The summative group exceeded one goal, with 85% of students answering at least 5 out of 9 questions correctly, but fell short of a second goal of 25% of students answering all of the questions correctly. Using this data, we will revise the goals for the summative group for future assessment cycles so that the goal more closely reflects a meaningful post-graduation outcome: a high percentage of graduating students capable of surpassing a score of 70% on this test, which would be a passing score on a certification exam.</p>

School of Arts and Sciences	Graduate Theology	<p>The Graduate Theology Program conducted its assessment by evaluating Year two in the current three-year cycle of assessment, we evaluated LO#2: Competency in exegesis: reading and interpreting primary theological texts through course assignments, directed research, and theological reflection. For the formative assessment, assessment of the rubric was used to evaluate the final papers in TH500: Introduction to Theological Study for direct evidence. For indirect evidence, we used the final grade in TH500. For summative assessment, we evaluated the student portfolio according to the rubric categories relevant to this learning objective for direct evidence. Our formative assessment, using both direct and indirect measures, met expectations. This is also true for our summative assessment, although there was only one student to evaluate for summative assessment. The goal is to continue to teach the foundational skills of interpretation of primary texts through reading and discussion assignments and directed research and continue to evaluate this skill using expository and exegetical paper assignments.</p>
School of Business and Digital Media	Graphic Design & Multimedia	<p>The Graphic Design and Multimedia Program conducted assessment for year two. Two advanced level studio courses, one advanced course, and one senior seminar course were evaluated. Overall 16 students were assessed for formative assessment related to the outcome of projects for critical realization for the profession, and the application and professional practices and the development of the skills in both programs and creativity. Summative course assessment met the stated expectations in the assessment plan; formative course assessment also met expectations with achievement at the expected level. Finally, students were able to demonstrate understanding of the requirements of professional practice and the necessary skills to join the graphic and multimedia design communities. Critical thinking through systematic processes and methods and 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. The development of students' capability to help them to connect what they learned from the class and how it can be applied into the real business or design practically, Systematically and creatively is one of the important aspects of LO addressed in this assessment to be continued and to be updated.</p>
School of Arts and Sciences	History	<p>The History Program conducted its assessment for year two by evaluating student research papers from Historian's Craft (HST-300) and History Seminar (HST-475). Overall the research papers of the of 16 students from HST-300 exceeded the levels set in the Assessment Plan for the formative level for Learning Outcomes 1 and 3. Students who did not meet expectations in formative assessment evidenced a documented history of struggling academically prior to entering the course. Overall the research papers of the 14 students from HST-475 exceeded the levels set in the Assessment Plan for the summative level for Learning Outcomes 1 and 3. The indirect assessment (grades) for the formative (HST-300) and summative (HST-475) courses mirrored the results obtained from the Research Papers.</p>

School of Interdisciplinary Arts and Sciences Studies	<p>The Interdisciplinary Studies Program conducted its assessment of the Professional Preparation learning outcome for year three by evaluating student work obtained from two courses: (1) the introductory course, IDS201 Exploring Interdisciplinary Studies, for formative assessment data and (2) the capstone course, IDS401 Seminar, for summative assessment data. Overall, work collected from 10 students in IDS201 and 9 students in IDS401 met departmental expectations for the Professional Preparation learning outcome. This work included materials students uploaded to the Career Component of their electronic portfolios for each course that aligned well with lessons led by GCU's Career Center staff and with follow-up activities related to student-selected careers and professional interests. Plans are underway to work with the Career Center to create an IDS internship course and to incorporate more authentic and interactive activities in the Professional Preparation and Career Component elements of these two courses.</p>
School of MA in Arts and Integrative Sciences e Health	<p>The Department of Integrative Health and Exercise Science conducted its annual assessment for year 2 of the Master of Arts in Integrative Health program by evaluating the learners' journal entries in HH515 Integrative Stress Management and HH525's Discussion Forum entries. 100% of the learners in HH515 were able to demonstrate their ability to apply theory to practice in their journaling. HH525's discussion forums yielded 100% of its learners to demonstrate their understanding of compassion and empathy as well as their ability to use such skills in their written communication with one another. While these direct evidence show that both outcome 2 and 5 were attained. However, their indirect evidence "learners' perceived attainment of such outcomes" were not obtained at this time. Therefore, we would like to implement online survey among all learners in the next academic year to compile this indirect measurement for both formative and summative assessment. For the summative assessment will be through HH599 Final Project in Holistic Health.</p>
School of Business and Digital Media MBA	<p>The MBA Program conducted assessment in Year 2, learning goals 2 and 3 were assessed. LO2: In-depth understanding of business concepts in accounting, economics, finance, management, & marketing and application to management, global business, and corporate strategy. Formative assessment results from three MBA courses were included. In two of the three courses, the performance benchmark was achieved. In the one course where it was not achieved, only three students were enrolled. This goal is assessed each year, follow up will occur in 2021-2022. In addition, summative results will be available in late summer. LO3: Development and refinement of leadership skills as a business professional through collaboration and effective membership in teams and self-reflection. Summative assessment results from one MBA course was included.</p>
School of Business and Digital Media MS in Communication and Digital Marketing	<p>MS in Communication and Digital Marketing Program conducted its assessment of year 1 of the assessment cycle. According to the previously established assessment plan, year 1 assesses the following learning outcome: Outcome 1: Using the professions best practices and theories to choose a marketing and branding strategy that appeals to current and/or new target markets. This LO was evidenced through final project, content creation, the Mimic Social Media Simulation, the Hootsuite Certification, and a final exam. Assessment of LO 1 took place in 3 courses: MC600: Integrated Marketing Communication, MC605: Brand Strategy in the Digital Age, and MC603: Digital Marketing. Formative and Summative Assessment were both utilized and direct and indirect evidence was considered. All learning objectives were achieved.</p>

The Mathematics Program conducted its assessment by evaluating Learning Outcome 3: Students will communicate effectively orally and in writing and develop skills for productive teamwork through assignments/projects, presentation and testing in the program's core coursework. MA321 was used for formative assessment of student achievement. Looking at the data above, most students were performing at or above developing expectation in this assessment. There were a very few students that did not show an evidence of knowledge in some of the criteria of assessment. One student performed below developing in the applying a given hint to prove a statement. Almost all the students demonstrated effective communication in writing by displaying their ability to write up proofs in a precise and logical fashion using appropriate mathematical notations. This is one of the aspects of the learning outcome under consideration. MA401 was used to evaluate summative assessment of student achievement. The above data shows that the average performance of the class was above exemplary for most of the items assessed. While most of the students understood the key concepts of mathematical analysis, they particularly had difficulty in answering the problems that required an extensive use of mathematical notations and manipulations of definitions. When asked to provide counterexamples, while most students were able to find the counterexamples, but they had difficulty verifying them. Most of the students demonstrated to ability to produce solutions and communicate them using proper writing skills, which is one of the main aspects of learning outcome under consideration. From formative assessment of MA321, 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. Most of the the students were able to grasp concepts and methods involved, and produce proofs to statements involving a step or two. However, for the proofs involving multiple steps, students had some difficulty. Below are some of the recommendations for improvement based on this assessment. (i) Spend some time at the beginning of the semester reviewing the fundamental methods of proof and logic. (ii) Promote collaboration among students by increasing in-class group activity, such as requiring students to work in groups for certain assignments and projects. This is more appropriate when class enrollment is larger. From summative assessment of MA401, we see that all of the students demonstrated the understanding of the key concepts and methods in mathematical analysis. Students were able to connect the theories in MA401 to the methods learned in the Calculus sequence. One of the areas of difficulty was proof writing. Students had difficulty connecting definitions and theorems to prove statements. This was partly caused by inability to fully comprehend and use mathematical notations and logic appropriately. Below are some of the recommendations for improvement based on this assessment: (i) Spend some time at the beginning of the semester reviewing the fundamental methods of proof and logic. (ii) Spend more time in sections dealing with convergence of algebra of sequences. (iii) Identify methods to engage students more in classroom discussions. Implementation of above recommendations: Both MA321 and MA401 will be offered again in Fall 2021. We expect to implement above recommendations during that time.

School of Arts and Sciences	Religious Studies	<p>The Religious Studies Program conducted its assessment for year two of the current three-year assessment cycle for the following learning outcome: Students will attain broad knowledge of Christian theology and tradition. We conducted the formative assessment of this learning outcome by evaluating the final paper of RS220: Christian Tradition using an assessment rubric for direct evidence and using the student's final grade in this class as indirect evidence. The plan considers a satisfactory outcome to be students' scoring 80% or better on this measure. Of the three students evaluated in this cycle, 100% of them met this criterion on the assessment rubric and each of the students earned a B+ or better in RS220. The summative assessment of the learning outcome was conducted by evaluating the final paper of RS401: Seminar in Religious Studies using an assessment rubric for direct evidence and using the student's final grade in this class as indirect evidence. The plan considers a satisfactory outcome to be students scoring 85% or better on this measure. There was only one student to evaluate in this cycle, and that student met this measure and scored an A- in this class. The plan to continue as a department to help students to attain a broad knowledge of Christian theology and tradition through the assignment of primary and secondary reading material, relevant discussions, and other kinds of learning activities related to reading those materials for knowledge of Christian theology and tradition, and the assignment of papers designed to allow students to demonstrate the attainment of this skill. The plan is to continue to collect student papers as data for measuring this skill in years one and two of each assessment cycle and to review and revise when necessary the assessment rubrics used.</p>
School of Education	SOE Initial Teacher Programs - undergraduate	<p>The School of Education completed a CAEP self-study and follow-up report during AY 2020-2021. The self-study considered both initial teaching programs at the graduate and undergraduate level as well as advanced programs at the graduate level. The program met all CAEP standards. Action plans based on CAEP accreditation are underway within the various programs as outlined in the report.</p>
School of Arts and Sciences	School Psychology	<p>The school psychology program conducted its assessment for Year 2 by evaluating student work that measured skill development in counseling, consultation and academic and behavioral intervention development. Formative assessment measured introductory skill development by evaluating skills in counseling and consultation. Summative assessment again measured these skills during internship, which is the culminating experience for school psychology graduate students. Our findings were that both the formative assessment and summative assessment met expectations for skill development in these areas, as evaluated by rubrics.</p>

University-wide
program
(Gen Ed,
Library
Services,
etc.)

Sister
Mary
Joseph
Cunningham
Library

The Sister Mary Joseph Cunningham Library assessed the Student Learning Assessment Learning (SLA) Outcome 1 (LO1) – that students will further their knowledge of the research process (refine topic, execute search, obtain relevant materials) by using reference services. This was examined through reference and consultation services data collected by librarians to ascertain the following elements of information literacy learning: students will refine topics, students will formulate and apply search strategies, and students will obtain relevant materials. These aspects of Learning Outcome 1 were examined through the following assessment protocol: Reference Transaction Data (direct/summative), Reference Consultation Data (direct/summative), Consultation Survey Data (direct/summative, formative), and correlate to all 5 Association of College & Research Libraries (ACRL) frames for information literacy in higher education, Searching as Exploration, Research as Inquiry, Scholarship as Conversation, Authority is Constructed, Information has Value. Due to a number of factors, including the re-writing of the library's Student Learning Assessment, only the most recent academic year of data will be reported. Total instances of recorded reference transactions, n=436. Reference transactions are exchanges between a reference librarian and a patron, and include the following: in-person (n=12), email (n=116), chat/online (n=287), and phone (n=21) transactions, that are less than 30 minutes in duration. Of the total instances (n=436) of recorded Reference Transaction Data collected, the following breakdowns were noted: 36% (n=156) of total recorded transactions answered YES, patron was able to refine topic/execute successful search/obtain relevant information, 3% answered NO (n=13), 30% answered IN PROGRESS (n=132), 19% answered N/A (n=83), and 12% (n=52) did not log a response (direct/summative). A small sample of Consultation Data (direct/summative) were collected for one academic year, 2020-2021. Total instances of recorded reference transactions, n=10. Consultations are longer reference transactions between librarian and patron, that are greater than 30 minutes in duration, and often closer to 60 minutes. This particular service is underutilized, representing approximately 2% of all reference and consultation service, as compared to the other venues (email, chat/online, phone, in-person). A satisfactory achievement of Learning Outcome 1 for the library's student learning assessment was set to 90% of students having left the reference transaction or consultation being able to refine topic, execute successful search, and obtain relevant information. While neither reference transaction nor consultation achieved this mark, consultations demonstrated a closer achievement to the learning outcome goal. Of the total instances (n=436) of recorded Reference Data collected, 36% (n=156) of librarians answered YES, patron was able to refine topic/execute successful search/obtain relevant information and 30% answered IN PROGRESS (n=132), bringing the reference transaction student learning achievement to 66%. Of the total instances (n=10) of Consultation Data, with n=8 recorded Consultation Survey Data, 86% of students either probably left or definitely left with information literacy understanding in all five ACRL frames. In sum, with respect to strategic considerations for service resources for the Sister Mary Joseph Cunningham Library, the overarching effectiveness of consultations should be considered, communicated, and encouraged – if not formally expanded – for student information literacy learning. Given its rate of effectiveness at 86%, compared to the effectiveness of other venues of reference and research assistance, and given current usage of reference consultations, at approximately 2%, there is room to explore and grow this point-of-service for the furthering of student information literacy learning.

School of Arts and Sciences	Social Work	<p>The Social Work Program conducted assessment for year one by evaluating student performance in the writing intensive Research Methods course (SW310). The program did not meet its goal for student proficiency in the formative assessment. The department will discuss these outcomes to determine contributing factors to student performance. However student feedback in class and on the SIRs indicate course modality may be a factor. Several students indicated a desire for this course to be taught in person due to the challenging nature of the course content. The program met its goal for the summative assessment with 80% of students meeting proficiency on the final paper. This outcome suggests there was substantial student growth throughout the semester. The Department will also discuss other courses that may be more appropriate to utilize in the formative assessment of this LO- for example SW101- which did not exist when the initial program assessment was developed.</p>
School of Arts and Sciences	Spanish	<p>The Spanish Program conducted its assessment for year two on writing at the ACTFL level of advanced low. The final paper allowed for the students to exhibit their successful achievement of this goal for 4 out of 6 students. Overall, there was a mix of levels in this course due to the pandemic and low enrollment, so while all the students were successful at the formative level, not all were successful at the summative level. Writing assignments were emphasized throughout and will continue to be utilized for practice and proficiency. Peer editing also was utilized and will continue to be to further support gains in writing proficiency. All the students were adaptable to the remote offerings and did well.</p>
University-wide program (Gen Ed, Library Services, etc.)	Writing Intensive (WI) Program	<p>The Writing Intensive Program conducted its assessment for all available GEN199 and GEN400 rubric data which were imported into AEFIS for analysis. The Assessment found the Writing Intensive, 82% of GEN199 students submitted a rough draft, just shy of the expected 90% mark. 90% submitted final drafts. In contrast, 94% of GEN400 students submitted a rough draft and 100% submitted a final draft. 77% of GEN199 students achieved "accomplished" or "mastery" status and 96% of GEN400 students achieved "accomplished" or "mastery" status. The data shows a direct measure of the strength of our General Education Program. Although the current assessment plan did not require measuring LO2, the Assessment was done as a pilot and as a means to collect data for final drafts. Findings were 82% of students in non-GEN WI courses achieved "accomplished" or "mastery" status for their final drafts.</p>