GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

Academic Programs Annual Assessment Reports for AY 2022-2023

The following reports are the undergraduate programs from the:

School of Arts and Sciences
School of Business and Digital Media
School of Education
HMH/GCU School of Nursing and Wellness

Reports submitted as of 8/15/23

College : School of Arts & Sciences
Department : World Languages and Cultures
Program : Spanish
Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

SPAN LO3 - SPAN LO3 - "Demonstrate cultural competency in Latin American, Spanish, or Latino/a cultures."

Actions

What actions will be taken based on these results?

The course is considered successful and a stepping stone to the senior seminar.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

Spanish is content to report that the students were successful in meeting the course and program outcomes. This course is fundamental to building cultural competency and helps students gain cultural proficiency at the formative level. During the senior seminar they will gain the formative level.

College : School of Arts & Sciences
Department : MathematicsComputerSciencePhysics
Program : Mathematics
Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

MATH LO1 - MATH LO1 - "Students will perform, understand, and apply the properties of mathematical operations through assignments, and testing in the program's core coursework."

Actions

What actions will be taken based on these results?

Formative:
From formative assessment in MA115, 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 students were able to grasp concepts and methods involved, and correctly solve the assigned problems with minor errors. Below are some of the recommendations for improvement based on this assessment.

- (i) Spend some time at the beginning of and/or during the semester reviewing the basic concepts covered in pre-requisite courses in algebra (MA109) and trigonometry (MA110), and algebraic operations between functions.
- (ii) Look for possible ways to provide more training to students with technology such as graphing functions in TI Calculators.
- (iii) Identify and implement additional ways of integrating technology in teaching of the concepts.

From summative assessment of MA210, we see that most of the students demonstrated the understanding of the key concepts and methods in logic and methods of proofs. While most of the students seems to have achieved an overall understanding of the basic logical operations, a few of them struggled with the methods of proofs and counterexample. Below are some of the recommendations for improvement based on this assessment:

- (i) Spend more time in going through logical operations conjunction, disjunction, and negation.
- (ii) Spend more time with conditionals and their converse, inverse, and contrapositive.
- (iii) Identify and implement additional ways of helping students read and write proofs.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

This is Year one on the assessment cycle. Goal 1 was assessed. Goal 1 is: Students will perform, understand, and apply the properties of mathematical operations through assignments and testing in the program's core coursework.

For formative assessment the course MA116 Calculus II) was used. The data shows that the average performance of the class was above evident for most of the items assessed. Most of the students understood the key concepts of logic, methods of proofs and their applications. Almost all the of the students demonstrated an understanding of and ability to apply the basic logical operations such as conjunction, disjunction and conditional, which are the main aspects of learning outcome under consideration.

For summative assessment MA210 (Discrete) was used. The data shows that the average performance of the class was above evident for most of the items assessed. Most of the students understood the key concepts of logic, methods of proofs and their applications. Almost all the of the students demonstrated an understanding of and ability to apply the basic logical operations such as conjunction, disjunction and conditional, which are the main aspects of learning outcome under consideration.

College : School of Arts & Sciences

Department : CrimJust, Anthro, Socio and Human Rights

Program : Criminal Justice

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

CR JUS LO2 - CR JUS LO2. Presentation and Collaboration Skills - Students will demonstrate an ability to present work and to collaborate in course presentations evaluated by common rubric.

Actions

What actions will be taken based on these results?

No actions for the direct assessment for CJ213 will be taken. The use of SETs for indirect assessment will be discussed and other options will be explored. The department will also discuss a more valid assessment of "Presentation and Collaboration Skills" and also discuss whether there is another required course in the program at the 300-400 level that may assess this goal.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Criminal Justice program conducted its assessment for Year-2 of its 2021-24 Assessment Plan and assessed Learning Outcome #2. LO2 "Presentation and Collaboration Skills" Goal 2: Students will demonstrate an ability to present work and to collaborate in course presentations evaluated by common rubric" in CJ213 Criminal Law, and again in their Internship Course, CJ333 as the summative assessment. In CJ213, students identified a criminal law case and created a 10-minute presentation to share with the class which was be peer-reviewed by one other student. The benchmark was 80% achieve at or above the developing level in relevant rubric criteria. The results showed 83% (n=5), completed the assignment at the accomplished level, exceeding expectations. 7% (n=1) were evaluated at the milestone 3 level, a high tier of the developing level. 100% of students who completed the assignment did so at the developing level or higher. In CJ333, student reported on their internship in class and receive questions and feedback from other students. Students also submitted various assignments throughout the semester, including journals and a reflection assignment, which were also shared in class with other students. The assignments are graded as Complete/Incomplete. The benchmark was 85% of students achieve at or above the accomplished level in relevant rubric criteria. 5% achieve at the exceptional level for relevant criteria. Because no signature assignment with a rubric was used. It is unclear whether students met the benchmark, other than receiving an A in the course. Achievement will continue to be reviewed in CJ213, and the department will consider any relevant modifications to the courses or the assessment plan to ensure that student outcomes can be assessment in a consistent and valid manner.

College : School of Arts & Sciences

Department : Psychology & Counseling

Program : Psychology

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

PSYCH LO1 - PSYCH LO1 - Comprehension of the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of Psychology as evidence in in-class testing and the results of the Major Field Test in Psychology.

Actions

What actions will be taken based on these results?

We will revise our assessment plan. We already need to, as we discussed with Sister Janet, because our learning objectives include assessment plans. We will separate those from the objectives. We will also change the formative assessment from the Major Field Test to course exams, as used here.

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

Executive Summary for Undergraduate Psychology Program:
The Department of Psychology and Counseling assessed Learning Outcome 1 for our undergraduate psychology program: Comprehension of the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of Psychology as evidenced in in-class testing and the results of the Major Field Test in Psychology. [ISLG #5a]
The key findings were that students are demonstrating knowledge on course exams at expected levels in both introductory and advanced coursework.

College : School of Arts & Sciences

Department : Religious Studies

Program : Religious Studies

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

RELSTU LO1 - RELSTU LO1 - Students will develop critical thinking skills on issues in the field of Religious Studies.

Actions

What actions will be taken based on these results?

We will continue to assign activities that progressively build on critical thinking skills in the field of religious studies and that culminate in a major research paper in upper-level Religious Studies classes.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

We are in year one of our assessment program. We measured the following learning outcome: students will develop critical thinking skills on issues in the field of Religious Studies. We measured this learning outcome this year in RS290: Theological Anthropology (three students) and RS401: Seminar in Religious Studies (1 student). For direct assessment, we used the grade for the research paper in those classes. For indirect assessment, we used the final grade for those classes. Across both classes, all of the students exceeded expectations for this learning outcome with research paper grades of 88, 90, 95, and 99.5 and with final grades in these classes of two A-s and two As. We consider these results to be satisfactory. We will continue to assign activities that progressively build on critical thinking skills in the field of religious studies and that culminate in a major research paper in upper-level Religious Studies classes. These activities will be the responsibility of undergraduate Religious Studies faculty and will be ongoing.

College : School of Arts & Sciences

Department : MathematicsComputerSciencePhysics

Program : CIS (Computer Information Systems) Program

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

CIS LO1 - CIS LO1 - Students will apply knowledge of computer applications to problems embedded in core assignments throughout the core curriculum.

Actions

What actions will be taken based on these results?

Due to the absence of details on the assignments we can not identify specific actions.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Computer Information Systems program assessed its learning outcome CIS LO1 (Students will apply knowledge of computer applications to problems embedded in core assignments throughout the core curriculum.) for the academic year 2022-2023. The program met its benchmark goals for this outcome based on the available data.

College : School of Arts & Sciences

Department : English

Program : English

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

ENG LO1 - ENG LO1 - "Students will regularly submit critical literary analysis and/or creative essays in required English Program courses."

Actions

What actions will be taken based on these results?

The chair will report the assessment results to the department and initiate a discussion of how we might want to modify our assessment plan to ensure we are collecting data that is sufficient to measure our success and/or set more realistic expectations of students at the summative level.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The English program assessed its learning outcome #1 ("Students will regularly submit critical literary analysis and/or creative essays in required English program courses") for the 2022-23 academic year. Eight final research papers were randomly chosen from EN300 for formative assessment, and another eight were randomly chosen from EN430 for summative assessment. Two faculty members read each paper and scored it using a rubric assessing three categories: "Student's position (perspective, thesis/hypothesis)," "Evidence," and "Conclusions and related outcomes." Expectations were that 80% of papers would score at or above the "developing" level in all rubric categories at the formative stage and at or above the "evident" level at the summative stage. Key findings were that students at the formative stage scored at or above "developing" 100% of the time in all rubric categories. However, students at the summative stage scored at or above the "evident" level only 62.5% or 75% of the time (depending on how the data were framed) in the "Student's position (perspective, thesis/hypothesis)" category, 62.5% or 68.75% of the time in the "Evidence" category, and 75% of the time in the "Conclusions and related outcomes" category. Thus, the program expectations were exceeded for the formative stage but not met for the summative stage. The results for summative assessment likely reflected an unrealistic expectation that students would perform at a significantly higher level at the end of the program even as they were asked to do a much harder assignment. The relatively small sample size also increased the likelihood that random variations in the strength of a particular set of papers contributed to whether the department met its benchmarks for success. The chair will report the assessment results to the department and initiate a discussion of how it might modify its assessment plan to ensure it is collecting data sufficient to measure success and/or set more realistic expectations of students at the summative level.

College : School of Arts & Sciences

Department : English

Program : Writing Intensive

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate-University Wide

Assessment Report Information

WI LO1 - WI LO1 - Use information/low stakes writing as a gateway to critical thinking and learning.

Actions

What actions will be taken based on these results?

Faculty already receive reminders from Chairs, Deans, Assessment Office, etc. to encourage students to fill out course evaluations. I will add such reminders in my communication to WI faculty and encourage them to devote in-class time to filling out the surveys.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Writing Intensive (WI) Program assessed usage of low-stakes writing assignments in GEN199 and GEN400 courses and found that most students met or exceeded expectations. In GEN199, 82% of students scored at the "accomplished" or "mastery" levels, 86% in GEN400. 7% of students in GEN199 performed below the "developing" level, 9% in GEN400.

All student evaluations for GEN199 and GEN400 were above a 4.00 average, partially meeting expectations, but only 48% of students filled out the survey. Surveys were especially low for GEN400 (36.5%). This outcome did not meet expectations, so the Writing Program will join other campus stakeholders in encouraging faculty to administer SET evaluations in class and to send reminders to students.

College : School of Arts & Sciences

Department : History & Politics

Program : History

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

HIST LO1 - HIST LO1 - Through coursework in all history courses, students will use historical evidence to craft and sustain a persuasive historical argument.

Actions

What actions will be taken based on these results?

We will continue using the current skill development assignments used in HST-300. In addition, in F/23 I will add a short assignment in HST-300 (and select History electives) designed to develop the use of evidence to support an argument. (I have used this assignment in other courses and it has value.)

Assessment Report Information

HIST LO3 - HIST LO3 - Students will submit a capstone seminar paper that demonstrates the ability to research, write, and document a research paper/assignment based on primary and secondary sources.

HIST LO3 - HIST LO3 - Students will submit a capstone seminar paper that demonstrates the ability to research, write, and document a research paper/assignment based on primary and secondary sources.

Actions

What actions will be taken based on these results?

We will continue with our existing approach and assignments, although I will perhaps give a bit more emphasis to documenation. The new assignment that I will add to HST-300 (to bolster LO1) might also help with (documentation).

It's worth noting that the History Seminar roster included one Political Science major who had much less experience in History courses and in wriing History research papers according to Chicago Manuel of Style; and one History major who I know from previous classes does not take assignments seriously.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

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 LOI, the Program evaluated students' use of "Research" and "Evidence/Argument" (using evidence to develop an argument). To assess LO3, the Program used cruteria related to "Writing"; "Research"; & "Documentation." Overall the research papers of the of eight students in HST-300 (formative) and the eight students in HST-475 (summative) met and exceeded the levels set in the Assessment Plan for LO1 and LO3). The indirect data (grades) was consistent with the results obtained from the research papers.
Several students performed lower on Evidence/Argument and Documentation than in other criteria. The department will add a new assignment in Historian's Craft beginning in Fall 2023 (and in select History Electives) to bolster student performance in these areas.

College : School of Arts & Sciences

Department : History & Politics

Program : PoliticalScience

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

College : School of Arts & Sciences

Department : Interdisciplinary Studies

Program : Interdisciplinary Studies

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

IN LO1 - IN LO1 - The analysis of human experience from multiple disciplinary perspectives as evidenced by student portfolio

Actions

What actions will be taken based on these results?

I have only been director for one semester. I was missing some data and data collection was not in place in the way I thought. I need to touch base with my partner and work on an assessment collection system.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Interdisciplinary Studies program assessed it's learning outcome "analysis of human experience from multiple disciplinary perspectives as evidenced by student portfolio" for the Academic year 2022-23. Key findings were that students completed portfolios and demonstrated awareness of multiple disciplinary perspectives on the formative level, via achievement on a test keyed to these issues, and in turning in portfolios drawing on multiple perspecitves. Similarly, students demonstrated awareness of multiple disciplines via their research project (80% achievement level) and showcased this in a portfolio. The students met benchmarks for this outcome. Future action for continuous improvement will include revisiting the assessment methods to emphasize consistency in assignments and data collection. Also, one of the assessment tools used in this assessment must be changed going forward because it is keyed to a textbook we are no longer using

College : School of Arts & Sciences

Department : Dance

Program : Dance

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

DANLO3 - DANCE LO3 - Integrate Creativity in performance. During their course of study in Dance, students will engage in creative problem solving to integrate creativity and performance, both individually and in groups. This skill will be evaluated in class through mid-term and end of course assessment of their assigned choreographic project according to the program's rubrics for this criteria.

Actions

What actions will be taken based on these results?

Students will continue to work towards final performance projects and faculty will continue to challenge students to create high achieving performance projects. More formal data will be created through Blackboard to record both formative and summative data in more consistent process.

Assessment Report Information

DANLO1 - DANCE LO1 - Increase Kinesthetic Awareness. Upon completion of study within the Dance program, students will have an awareness of the body in movement in relation to the dance elements of time, space, and energy. This skill will be evaluated in class through midterm and end of course assessment of performance according to the program's rubrics for this criteria.

DANLO1 - DANCE LO1 - Increase Kinesthetic Awareness. Upon completion of study within the Dance program, students will have an awareness of the body in movement in relation to the dance elements of time, space, and energy. This skill will be evaluated in class through midterm and end of course assessment of performance according to the program's rubrics for this criteria.

Actions

What actions will be taken based on these results?

The department will continue to evaluate students with Formative Data (midterm) and Summative Data (final). Connecting assignments in AIFIS and creating more data to further demonstrate these results is needed. Students feedback sessions should be increased to improve results seen in Indirect data.

Assessment Report Information

DANLO2 - DANCE LO2 - Develop leadership skills in the world of dance, use embodied research, and creative thinking. Throughout the course of study within the Dance program, the students will be expected to demonstrate leadership skills, evoke embodied research, and display creative thinking in performance productions. This skill will be evaluated in class through assigned projects and end of course assessment of performance according to the program's rubrics for this criteria.

Actions

What actions will be taken based on these results?

An additional feedback session and/or mid-semester student evaluation tool is needed.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
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The Dance Department assessed it's learning outcomes for Learning Goals 1, 2, and 3 during the academic year 2022-2023. Key findings were that students needed additional opportunities to provide indirect assessment through additional feedback sessions or student surveys. The program met and exceeded its learning goal assessments. Future actions include incorporating more data derived from linking assignments in AIFIS, adding more student surveys, and faculty training in associated programs needed for data collection (Blackboard and AIFIS).

College : School of Arts & Sciences

Department : General Education

Program : General Education

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate-University Wide

Assessment Report Information

BGEO2A - Bridge Gen Ed Outcome 2A - 2a. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information

Actions

What actions will be taken based on these results?

We will conduct a comparative study across time (Fall 2019, 2020, 2021, 2022, 2023 versus Spring 2019, 2020, 2021, 2022, 2023) to see if this pattern was previously evident, as well as across units. Do students who use more of our resources [writing center, tutoring center, TRIO, etc.] between Fall and Spring semesters] demonstrate improvement in critical and creative thinking? It would also be interesting to compare trends with the Writing Program, particularly the Writing Intensive Program.

Assessment Report Information

BGEO2B - Bridge Gen Ed Outcome 2B - 2b. Written and oral communication

Actions

What actions will be taken based on these results?

No action planned.

Assessment Report Information

BGEO2C - Bridge Gen Ed Outcome 2C - 2c. Quantitative literacy

Actions

What actions will be taken based on these results?

We will conduct a comparative study across time (Fall 2019, 2020, 2021, 2022, 2023 versus Spring 2019, 2020, 2021, 2022, 2023) to see if this pattern was previously evident, as well as across units. Do students who use more of our resources [math lounge, tutoring center, TRIO, etc.] between Fall and Spring semesters] demonstrate improvement in quantitative literacy? What are the DWF reports for the courses listed and do the reflect differences between fall and spring?

Assessment Report Information

BGEO2D - Bridge Gen Ed Outcome 2D - 2d. Information literacy

Actions

What actions will be taken based on these results?

No action at this time.

Assessment Report Information

BGEO2E - Bridge Gen Ed Outcome 2E - 2e. Teamwork and problem solving

Actions

What actions will be taken based on these results?

No action at this time.

Executive Summary

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Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The BRIDGE General Education Program (216) assessed the learning outcomes in Goal 2 Intellectual and Practical Skills for the 2022 - 2023 school year. The learning outcomes which define the competencies aligned with this goal (2) include critical and creative thinking (2A), written and oral communication (2B), quantitative literacy (2C), information literacy (2D), and teamwork and problem solving (2E). Students who participate in the GEN pathways [GEN101], cornerstone [GEN199], and capstone [GEN400] courses as well as the survey of foundational knowledge classes provided artifacts for evaluation including direct assessment (signature assignments with rubrics aligned to outcomes) and indirect assessment (NSSE FY and SR scores). The BRIDGE program met its 80% performance goal in LO2B Written and Oral Communication [87% F, 92.1% S], LO2D information literacy [86% F, 85.7%S], and LO2E Teamwork and Problem Solving [90.8% F, 97.5% S]. The results for LO2A Critical and Creative Thinking [78.9% F, 92% S] and LO2C Quantitative Literacy [78.6% F, 82.5% S] reflect inconsistency between the fall and spring semesters. Whereas both competencies where not met in the fall, they were met in the spring. On closer examination of the specific courses that run in the fall vs the spring, we find more pre-requisite and introductory courses in the fall [EN111, GEN101, MA 103, 109] and more scaffolded programing in the spring [GEN199

after EN111 & GEN101 as well as BI 203 & 219 after BI111 & BI121). It would be valuable to investigate how both academic preparation (the pre-requisites) and student success programming (Writing Center, Writing Intensive, Math Lounge, Tutoring Services, TRIO programs) contribute to student learning. How might our degree maps and advising coupled with evidence-based assessment from current course offerings help departments and the BRIDGE program plan their courses for student retention and success? What might we glean from enrollment data that speaks to the readiness of students pre-college and how do our formative courses provide an equitable and inclusive path for our students? LO2D Information Literacy reveals a positive correlation between direct instruction and student success [86% F, 85.7% S] as all sections of EN111/221 and GEN101 [fall courses] are required to include information literacy classroom visits from library faculty. This competency is then reinforced through Search Path Modules (review) and Annotated Bibliography assignments (application) in GEN199 and GEN400 courses. How can we translate this scaffolded approach of introduce, review, reinforce, apply, and integrate with our courses that align with LO2A critical and creative thinking and LO2C quantitative literacy? The NSSE might reveal places for overlap in the development of the competencies for these two learning outcomes as the prompts for Reflection and Integration mapped to LO2A reveal similar strands as those Quantitative Reasoning mapped to LO2C (*see below for prompts). Both sets of prompts ask students how often they analyze, evaluate, or connect either other people's viewpoints (2A) or numerical representations of real world problems (2C). A hallmark of the BRIDGE has been to encourage reflection and integration at the level of University values, core competencies, and shared experiences. How can we teach meta-reflection and meta-cognition to challenge students' perception of their learning (indirect assessment) and improve performance (direct assessment)? How can we scaffold from memorization, summary, and report to analysis, synthesis, evaluation, and application -- the criteria of both critical and creative thinking (2A) and quantitative literacy (2C). The action plan for continuous improvement includes a comparative study of Academic Units and Student Success Units to identify correlations between resource use and student learning and retention, a deeper dive into NSSE FY and SR data for peer benchmarks to build a values-driven and evidence-based promotion of the BRIDGE program, and an inventory of degree maps to investigate course sequencing and student achievement and retention. The BRIDGE has just completed its 5-year Program Review and will continue to use assessment data to develop its action plan.

*NSSE prompts a. Combined ideas from different courses when completing assignments [RIintegrate]; b.Connected your learning to societal problems or issues [RIsocietal]; c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse]; d. Examined the strengths and weaknesses of your own views on a topic or issue [RIownview]; e.Tried to better understand someone else's views by imagining how an issue looks from their perspective [RIperspect]; f. Learned something that changed the way you understand an issue or concept [RInewview]; and g. Connected ideas from your courses to your prior experiences and knowledge [RIconnect] a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]; b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]; c. Evaluated what others have concluded from numerical information [QRevaluate].

College : School of Business & Digital Media

Department : Business Administration

Program : Business Administration Core

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

BUSADMINLO1 - BUSADM LO1 - Students will gain confidence in effective business communication skills through oral presentations, business report writing, and effective team building, as evaluated by standardized program rubrics.

Actions

What actions will be taken based on these results?

Will continue to encourage students to utilize the writing center.

Assessment Report Information

BUSADMLO2 - BUSADM LO2 - Student will gain an overall understanding of business concepts including: accounting, economics, finance, management, marketing, & using data and technology as a business tool.

Actions

What actions will be taken based on these results?

Regarding SUMMATIVE measures, the ETS MFT was given later in the semester and gave students more time to prepare for the test. Combined with the weekly reinforcements by the instructor that students should prepare for the exam through the extra study materials and the importance of the exam may have resulted in higher exam scores. Will continue to schedule the exam later in the semester to give students more time to prepare.

Will stress more of a commitment to the assessment plan. It is noted that some functional areas (economics, management, international) have not been assessed in recent years.

Assessment Report Information

BUSADMLO4 - BUSADM LO4 - Students will demonstrate the ability to articulate ethical business behavior.

Actions

What actions will be taken based on these results?

no action needed

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

For the Business Administration Core in AY2023, LOs 1, 2 and 4 were assessed.

• LO1 - Effective Business Communication Skills. Writing assignments in AC171 and BU211 were used and the benchmark was met at the formative level. May need to reconsider the appropriate place for summative assessment of this objective (which has not been reported in recent cycles).
• LO2 - Overall Understanding of Business Concepts. At the formative level, a combination of internal and external measures received mixed results. Overall, the benchmark is met. Externally, improvements are noted in each area. Internally, need to more consistently collect results across the functional areas. An area of concern is accounting (internal and external results unfavorable).
• LO4 - Ethical Business Behavior. A course project in BU211 was used to assess LO4. The benchmark was met.

A update to the business administration core learning objectives was approved in AY2023; accordingly, the revision will be processed in September 2023.

College : School of Business & Digital Media

Department : School of Business & Digital Media

Program : Marketing

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

MKTLO2 - MKTLO2. Consumer Behaviors - Describe the major types of consumer buying behavior and the stages and psychological influences in the buyer decision making process.

Actions

What actions will be taken based on these results?

no action needed

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

For the Marketing major, LO2 (consumer buying behavior) was assessed in AY2023. Through the final exam in BU341, it was observed that 93% of students met the benchmark - which exceeds expectations. No further action needed on this item.

College : School of Business & Digital Media

Department : Business Administration

Program : Finance

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

FI LO2 - FILO2 - Demonstrate the ability to analyze, interpret, and present financial and economic data.

Actions

What actions will be taken based on these results?

no action needed

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

For Finance, LO3 (analyze/interpret financial and economic data) was assessed in AY2023. The summative benchmark was exceeded. As this is a newer plan, will proceed with the activities listed in the assessment plan - although some discrepancies between the catalog LOs and the current assessment plan are noted. A revision will need to be filed in AY2024.

College : School of Business & Digital Media

Department : Business Administration

Program : Sport Management

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

SMLO1 - SM LO1 - Appropriately apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization as evidenced by case studies, exams, assigned research and presentations in required SM coursework and assessed by program rubrics.

Actions

What actions will be taken based on these results?

no action needed

Assessment Report Information

SMLO4 - SM LO4 - Identify and analyze the current issues and problems facing sport evidenced though exams and assignments in SM coursework and assessed by program rubrics.

Actions

What actions will be taken based on these results?

no action needed

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

In Year 1 of the Sport Management assessment plan, LO1 (directing a sport organization) and LO4 (current issues and problems) were assessed. In each case, the student performance benchmarks were exceeded. This is an excellent sign for the first official year of the program! Will continue to carry out the activities outlined in

College : School of Business & Digital Media

Department : School of Business & Digital Media

Program : Accounting

Form Status : Uncompleted

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

Only incorrect information was collected during AY2023 (i.e. assessment results that do not correspond to students in the accounting major). No report submitted.

College : School of Business & Digital Media

Department : School of Business & Digital Media

Program : Management

Form Status : Uncompleted

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

No data collected during AY2023 - program deactivated.

College : School of Business & Digital Media

Department : Communication&GraphDesignmultiMedia

Program : GraphicDesign&Multimedia

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

GRPDES LO1 - GRPDES LO1 - "Demonstrate a global view of design theory and history."

Actions

What actions will be taken based on these results?

no action needed

Assessment Report Information

GRPDES LO4 - GRPDES LO4 - Students will demonstrate understanding of the requirements of professional practice and the necessary skills to join the graphic and multimedia design communities.

Actions

What actions will be taken based on these results?

no action needed

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

For Graphic Design & Multimedia program, LO1 (design theory and applications) and LO4 (professional practice) were assessed. In each case, the benchmarks were exceeded and were evidenced through class projects. In the upcoming review periods, both formative and summative assessment results should be collected from each LO under study for that year.

College : School of Business & Digital Media

Department : Communication&GraphDesignmultiMedia

Program : Digital Communication

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

DIGCOM LO1 - DIGCOM LO1 - Develop strong verbal and non-verbal communication skills.

Actions

What actions will be taken based on these results?

no action needed.

Assessment Report Information

DIGCOM LO5 - DIGCOM LO5 - Gain specialized knowledge and skills in one or more of the following areas: Journalism and Strategic Communication and Visual Communication and Media Studies.

Actions

What actions will be taken based on these results?

no action needed

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

For Digital Communication, LO1 (strong communication skills) and LO5 (specialized knowledge) were assessed in AY2023. In each case, both formative and summative benchmarks were met or exceeded. Continuous improvement activities ongoing.

College : School of Education

Department : Education

Program : TE Elementary K-6 (Initial)

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Teacher Education K-6 program addressed learning outcomes at the institutional level, the external professional standards level, as well as external accreditor standards. The Academic Unit Assessment Report for AY 22-23 did not include any specific outcomes that would be addressed this review year. This will need to be amended by the newly appointed program directors.
The data shows that goals were not met, however, the goal thresholds were set very high expecting 85% of students to Exceed Expectations, and in some cases, the threshold levels were set to an old percentage, which skewed the data negatively. If the data is assessed using the current thresholds of 0-69% = Below Expectations, 70-84% = Meets Expectations, and 85-100% Exceeds Expectations, the majority of students fall at or above Meets Expectations.
The current thresholds are acceptable, while the current goal of having 85% of students Exceed Expectations needs to be reconsidered. This consideration will be taken by program directors and adjusted as such for the next academic year.

College : School of Education

Department : Education

Program : TE Early Childhood P-3 (Initial)

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Teacher Education P-3 program addressed learning outcomes at the institutional level, the external professional standards level, as well as external accreditor standards. The Academic Unit Assessment Report for AY 22-23 did not include any specific outcomes that would be addressed this review year. This will need to be amended by the newly appointed program directors.

The data shows that goals were not met, however, the goal thresholds were set very high expecting 85% of students to Exceed Expectations, and in some cases, the threshold levels were set to an old percentage, which skewed the data negatively. If the data is assessed using the current thresholds of 0-69% = Below Expectations, 70-84% = Meets Expectations, and 85-100% Exceeds Expectations, the majority of students fall at or above Meets Expectations.

The current thresholds are acceptable, while the current goal of having 85% of students Exceed Expectations needs to be reconsidered. This consideration will be taken by program directors and adjusted as such for the next academic year.

College : HMH School of Nursing & Wellness

Department : Nursing

Program : Nursing

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

NURSIN LO3 - NURSIN LO3 - Integrate scientific evidence, practice guidelines, professional standards, and patient preference into the planning, delivery and evaluation of patient care

Actions

What actions will be taken based on these results?

despite exceeding the results - SON continues to focus on maintaining these scores and driving them higher

Assessment Report Information

NURSIN LO4 - NURSIN LO4 - "Use information and other emerging technologies in a fiscally responsible manner to provide and evaluate patient care across the continuum."

Actions

What actions will be taken based on these results?

continue to focus on return rate of survey responses and discuss value add for students in the laboratory setting.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The SON focused on LO3 and LO4 for this past years assessment. The SON continues to meet benchmarks set in all areas except 1 noted in the assessment plan.

The other area that indicates below the benchmark in this report is LO4.   The SON has identified NU471 Capstone which for AC 22/23 is at 100%. This has been on the Program assessments documents since 2017.

This past year has had a great deal of focus on the change to the NCLEX question format shifting away from multiple choice and moving to drop down, fill in the blank, case studies , and drag and drop. This change began with our graduating class in May 2023 and a handful from the ABSN February class. The SON continues to focus on improving the response rate for students in the clinical and didactic settings.

We did not meet the formative benchmark for LO4 - n=3 with an average response rate of 3.0 out of 5. Benchmark is 4.0
As noted above - the SON will continue to focus on survey response rates.

College : HMH School of Nursing & Wellness

Department : Social Work/Gerontology

Program : Social Work

Form Status : Uncompleted

Identification Data

Level of Program

Undergraduate Major

Assessment Report Information

SOCWRK LO3 - SOCWRK LO3 - "Students will use evidence-based social work practice with individuals, families, groups, organizations, and communities in local and global settings, and will receive appropriate feedback regarding their skill development as practitioners and as leaders in service delivery."

Actions

What actions will be taken based on these results?

The department will discuss strategies to better motivate students to engage in more independent learning activities like research initiatives, intervention efficacy analysis and research papers.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The BSW Program conducted its assessment for year three by evaluating student work obtained from a 300 level and a 400 level practice course. These courses are relevant to the programs LO# 3 that students use evidence-based social work practice to develop practical skills necessary to be effective social work practitioners. Overall the learning assignments for students in SW313 Social Work Practice I and SW414 Social Work practice II were used for formative assessment related to the outcome of preparation for the profession. Student research initiatives and presentations were used for summative assessment of this same outcome. Our findings were that the formative and summative assessments met expectations with achievement at the expected level. We found that students gravitate more toward the active learning experiences like role play and group facilitation. Greater attention might need to be paid to motivating students to remain engaged in more independent learning activities like research activities and intervention efficacy analysis. These skills are significant to the social work profession's commitment to life long learning.

The following pages are reports
from the graduate level programs from:

The School of Arts and Sciences
The School of Business and Digital Media
The School of Education

Reports submitted as of 8/15/23

College : School of Arts & Sciences

Department : Psychology & Counseling

Program : Advanced Standing Psy.D. Program in School Psychology

Form Status : Uncompleted

Identification Data

Level of Program

Other (Specify below)

Assessment Report Information

PSYDLO1 - PSYD LO1 Data Based Decision Making - Data-Based Decision-Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Actions

What actions will be taken based on these results?

Dissertation defense should not be used as evidence in this assessment plan.
However, the skills associated with knowledge and understanding of research methods could be utilized. They receive this knowledge in multiple courses.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Advanced Standing Psy.D. report assessed LO1 for the 2022-2023 academic year. LO1 is related to NASP Domain 1: Data-based decision making. Specifically, the NASP domain states: "School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.". Key findings indicated that all students were able to meet the benchmark of understanding and knowledge of utilizing advanced assessment to make determinations of strengths/weaknesses of children which lead to effective interventions for children. This was demonstrated through case studies and research

paper. All students met the benchmark with 80% or better. The program also used dissertation completion as a benchmark for this learning outcome. All students are in progress in their dissertation. From the 2023 graduating cohort, 50% of the students successfully defended their dissertation by May of 2023.

College : School of Arts & Sciences
Department : Psychology & Counseling
Program : School Psychology
Form Status : Uncompleted

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

SCHPSYLO1 - SCHPSY LO1 2022 - Domain 1: Data-Based Decision-Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Actions

What actions will be taken based on these results?

Assessment will remain the same

Assessment Report Information

SCHPSYLO2 - SCHPSY LO2 2022 - Domain 2: Consultation and Collaboration: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as 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.

Actions

What actions will be taken based on these results?

N/a

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The MA/CAGS Program in School Psychology assessed LO1: Data-based Decision-Making and LO2: Consultation and Collaboration for the academic year 2022-2023. Key findings were that all students met or exceeded benchmarks in all direct and indirect assessments. The direct assessments included key assignments graded by rubric that is used throughout the school psychology program (0-3). A rating of 2=proficiency and that is the benchmark for success. Over 90% of students met the benchmarks in all key assignments. Summative assessments included field-based supervisor ratings of interns in items related to data-based decision-making and consultation and collaboration. All supervisor ratings were at the 2 (proficiency) level or above in their final evaluations.

College : School of Arts & Sciences

Department : Psychology & Counseling

Program : Applied Behavior Analysis (ABA)

Form Status : Uncompleted

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

ABA LO1 - ABA 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.

Actions

What actions will be taken based on these results?

The MA in ABA program is in a state of transition. The curriculum has been changed and it is hoped that the program will pursue accreditation by the Association for Behavior Analysis International (ABAI). We are waiting for approval for ABAI to begin the accreditation process. In addition, a new full time faculty member will begin in Fall 2023. This faculty member will teach ABA501 as well as ABA550 and ABA551. Each of these courses provides artifacts for LO1. This faculty member will develop new assignments to assess LO1. This faculty will have all of their courses evaluated.

Assessment Report Information

ABA LO2 - ABA 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.

Actions

What actions will be taken based on these results?

The MA in ABA program is in a state of transition. The curriculum has been changed and it is hoped that the program will pursue accreditation by the Association for Behavior Analysis International (ABAI). We are waiting for approval for ABAI to begin the accreditation process. In addition, a new full time faculty member will begin in Fall 2023. This faculty member will teach ABA504. Each of these courses provides artifacts for LO2. This faculty member will develop new assignments to assess LO2. This faculty will have all of their courses evaluated.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The MA in ABA program assessed its learning outcomes one (LO1) and two (LO2) for the academic year 2022-2033. LO1 assessed personal integration of the Behavior Analysis Certification Board Professional and Ethics Compliance Code for Behavior Analysts as evidenced by program coursework. LO2 assessed knowledge of the theoretical and conceptual underpinnings of behavior analysis as a science and as a discipline as evidenced by program coursework. Key findings were that students met the goals for these outcomes. Future action for continuous improvement will include stabilization of the MA in ABA program with regard to faculty and student enrollment.

College : School of Arts & Sciences

Department : Religious Studies

Program : M.A in Theology

Form Status : Uncompleted

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

GTS LO1 - GTS LO1 - "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."

GTS.LO1 - GTS.LO1 - "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."

Actions

What actions will be taken based on these results?

We will continue to teach skills in theological method in the courses that engage deeply with the Catholic theological tradition. We will continue to assign various research assignments in these classes which culminate in a major research paper. We will continue to evaluate that paper using a common rubric.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

We are in year one of the assessment cycle for the graduate theology program. This year, we assessed Learning Outcome !: Knowledge of the principle methods used in theological study and an in-depth study of Catholic theological tradition within the areas of biblical, theological, and pastoral studies. This year we used the following courses to assess this outcome: TH500: Introduction to Theological Study, TH537: Special Topics: Historical Theology, and TH539: Theological Anthropology. For direct assessment, we used the grade for the major research paper in these classes, and for indirect assessment, we used the final grade for the class. Our benchmark of satisfactory achievement as as follows: below 70: did not meet expectations, 70-85: met expectations, above 85: exceeded expectations. Of the five students assessed, for the direct assessment, one student paper met expectations, and four student papers exceeded expectations. For indirect assessment, one student achieved a B in the course, one an A-, and three an A. We determined through both direct and indirect assessment that this learning outcome has been satisfactorily achieved. We will continue to teach skills in theological method in the courses that engage deeply with the Catholic theological tradition. We will continue to assign various research assignments in these classes which culminate in a major research paper. We will continue to evaluate that paper using a common rubric.

College : School of Business & Digital Media

Department : Business Administration

Program : MBA Business Admin.

Form Status : Uncompleted

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

MBALO1 - MBA LO1 - Students will demonstrate effective managerial and executive skills through oral presentations, written communication, and appropriate use of technology to enhance communication.

Actions

What actions will be taken based on these results?

Since only oral communication skills were assessed, more effort will be put on also getting results of assessed written communication skills.

Assessment Report Information

MBALO2 - MBA LO2 - Students will gain an in depth understanding of business concepts and how they function together through oral presentations, written communication, and appropriate use of technology to enhance communication.

Actions

What actions will be taken based on these results?

will continue to monitor as LO2 is assessed each year

Assessment Report Information

MBALO4 - MBA LO4 - Students will recognize important ethical principles and confidently apply the concepts in a business context through various assignments and course projects.

Actions

What actions will be taken based on these results?

Will discuss with instructor

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

In year 4 of the MBA program assessment plan, learning outcomes 1, 2, and 4 were assessed.

• LO1: Business Communication Skills. A presentation in BU609 was used to assess this objective. The benchmark is for at least 90% of students to score above 80% on each activity. The benchmark was exceeded.
• LO2: In-depth Understanding of Business Concepts. Exams and assignments in AC602, BU609, and BU628 were used to assess this objective. The benchmark is for at least 90% of students to score above 80% on the activity. The results were mixed (only unfavorable in AC602), but overall, the benchmark was met. This is consistent with prior results.
• LO4: Ethical Principles. Written assignments and projects in BU604 and BU691 were used to assess this objective. The benchmark is for at least 90% of students to score above 80% on each activity. The results were mixed (only favorable in BU604), but overall, the benchmark was not met. This is inconsistent with prior results.
It is observed that only oral communication skills have been assessed for LO1 in recent cycles - more efforts needed to also assess written communication skills. In each case of benchmarks not being met, it may be a signal that area monitoring is necessary, the assessment plan is due for revision, a review of curriculum and course learning objectives is/are needed, etc. Follow up is planned accordingly.

Another action item is to revise the assessment plan for AY2024 - it is currently one year out of date (for review).

College : School of Business & Digital Media

Department : Communication&GraphDesignmultiMedia

Program : MS: Communication and Digital Marketing

Form Status : Uncompleted

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

MCLO1 - MC LO1. Profession Best Practice and Theories - Using the professions best practices and theories to choose a marketing and branding strategy that appeals to current and/or new target markets

Actions

What actions will be taken based on these results?

no action needed

Assessment Report Information

MCLO3 - MC LO3. Data analysis marketing plans - Assess marketing plans using appropriate tools for data analysis including, not limited to, big data, and media specific platform

Actions

What actions will be taken based on these results?

no action needed

Assessment Report Information

MCLO4 - MC LO4. Leadership Skills - Development and refinement of leadership skills as a communication professional through digital collaboration, effective participation in remote teams, and self-reflection.

Actions

What actions will be taken based on these results?

continued refinement of assignments and projects within the course

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

During year 3 of the assessment plan for the MS CDM program, three learning objectives were evaluated:

- LO1 (best practices) - student performance met the benchmark - most students received the external certification.
- LO3 (tools for data analysis) - student performance exceeded the benchmark - all students received the external certification.
- LO4 (leadership skills) - student performance did not meet the benchmark. In this particular case, the course size was small. There is no concern in this area. However, this assignment will be reviewed for its appropriateness for use in assessing this outcome.

Overall, student performance in the program meets expectations of academic progress. This program is up for a review and potential revision of the plan. As such, assignments and projects will be reevaluated for use in assessing outcomes.

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

MCLO1 - MC LO1. Profession Best Practice and Theories - Using the professions best practices and theories to choose a marketing and branding strategy that appeals to current and/or new target markets

Actions

What actions will be taken based on these results?

No actions will be taken.

Assessment Report Information

MCLO2 - MC LO2.Creative Media for Digital Environments - Access, analyze, evaluate, and produce strategic and creative media content for digital environments

Actions

What actions will be taken based on these results?

No actions will be taken.

Assessment Report Information

MCLO3 - MC LO3. Data analysis marketing plans - Assess marketing plans using appropriate tools for data analysis including, not limited to, big data, and media specific platform

Actions

What actions will be taken based on these results?

Assessment Report Information

MCLO4 - MC LO4. Leadership Skills - Development and refinement of leadership skills as a communication professional through digital collaboration, effective participation in remote teams, and self-reflection.

Actions

What actions will be taken based on these results?

Assessment Report Information

MCLO5 - MC LO5. Ethical Decision Making - Defend communication and media practices and decisions according to the standards of the profession, legal parameters, and ethical decision making including mercy core values

Actions

What actions will be taken based on these results?

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

College : School of Education

Department : Education

Program : Administration & Leadership-Masters

Form Status : Uncompleted

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

ADMLDR LO2 - ADMLDR LO2 - Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Actions

What actions will be taken based on these results?

WE will continue using the same activity and protocols and expect similar results

Assessment Report Information

ADMLDR LO3 - ADMLDR LO3 - Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Actions

What actions will be taken based on these results?

Maintain similar curriculum and pedagogy. Update resources

Assessment Report Information

ADMLDR LO4 - ADMLDR LO4 - Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Actions

What actions will be taken based on these results?

Semester by semester analysis of the Keystone assignment for this standard

Assessment Report Information

ADMLDR LO5 - ADMLDR LO5 - Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Actions

What actions will be taken based on these results?

We will look at coursework related to standard 5 (EDc 6102 and EDC 5014) Are there places/modules that need to be added/changed?

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The Administration and Leadership Program of the School of Education assessed its learning outcomes #2,#3,#4, #5 for the academic year 2022-2023A. Key findings were that students met/exceeded expectations on assignments for assignments related to learning standards 2,3,5, and did not meet expectations for the activity related to learning objective 4. Future action for continuous improvement will include semester by-semester analysis of activity results for learning standard #4 (for three years), updating of resources and modules for EDC 5010, EDC 5013, and EDC 6103 by the director and the professors responsible for those courses by the end of AY 2023-2024.

College : School of Education

Department : Education

Program : ESL Education-Masters

Form Status : Uncompleted

Identification Data

Level of Program

Graduate-Master's

Assessment Report Information

EDESL LO1 - EDESL LO1 - Apply the principles and best practices of learner development, learning differences, and learning environment to educational praxis.

Actions

What actions will be taken based on these results?

I will specifically focus on the indirect evidence and current data for courses that are integral to the program.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

ESL Education M.Ed.: This program assessed Learning Outcome 1 for the academic year 2022-2023. Key findings include 100% of students in EDC5023 and EDC6095 meeting or exceeding expectations in the assessments linked to this LO. Eighty-three percent of students in EDC5038 met or exceeded expectations. (This course is no longer part of this program.) Future action for continuous improvement include data keeping on indirect evidence and ensuring that the courses linked to the learning outcomes are relevant and current.

College : School of Education

Department : Education

Program : Reading/Literacy Specialization

Form Status : Uncompleted

Level of Program

Graduate-Master's

Assessment Report Information

GRS LO1 - GRS LO1 - "Knowledge and acquisition of the theories and concepts of literacy acquisition and development as evidenced through course exams, assigned projects, and discussions."

Actions

What actions will be taken based on these results?

I will change the coding in the system to reflect "meets or exceeds" when collecting data.

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.
Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

Literacy/Reading Specialization M.Ed.:
This program assess Learning Outcome 1 for the academic year 2022-2023. Key findings were that students achieved this goal overwhelmingly in the three courses that were examined in both summative and formative assessments. Further actions include adjusting the criteria for meeting the goal.

College : School of Education

Department : Education

Program : School Counseling

Form Status : Uncompleted

Identification Data

Level of Program

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural.

Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The School Counseling program assessed its learning outcomes for the 2021-22 academic year:

*In-depth knowledge of the area of school counseling applicable to the school-age child, their families and caregivers, school faculty and administration, and school and community support services, as evidenced by research-based course assignments evaluated by rubric scoring.

*Development as a skilled practitioner as a school counselor through 300 hours of school counseling monitored internship experiences, where the student reflects on these experiences and received individual coaching and external evaluation of his/her performance.

*Development as a skilled practitioner as a school counselor through 300 hours of school counseling monitored internship experiences, where the student reflects on these experiences and received individual coaching and external evaluation of his/her performance.

The program met its achievement/benchmark goals for these outcomes. Future action for continuous improvement will include focusing on the non-counseling core course content that meets the needs of counseling students and identify/evaluation of course assignments that are reflective of the learning objectives.