Georgian Court University
Annual Assessment Reports
Academic Programs
AY 2023-2024

Prepared by: Office of Institutional Assessment and Accreditation

Academic Program Assessment Reports 2023-2024

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Psychology & Counseling

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

Identification Data

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

Level of Program

  Doctoral

School or Department

  School of Arts and Sciences

Assessment Report Information

PSYDLO2 - PSYD LO2 School-Wide Practices to Promote Learning - School-Wide Practices to Promote Learning: School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.demonstrate consultation with larger systems in advocating for empirically-supported prevention and intervention policies and practices that result in measurable and positive change for children and families.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

  Met all expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Advanced Standing Psy.D. program assessed NASP domain 5 for the 2023-2024 year. The domain states:

School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Key findings are that all students in the program exceeded or met benchmark goals for these outcomes. For direct evidence, assignment grades for all elements of the systems-level change project implemented in schools was utilized. All students met the benchmark of at least 85% on each of the assignments related to this semester-long project. Indirect evidence included supervisor evaluations in the pre-doctoral internship. The scale used is 0-3 and students are required to receive a 2=proficient or 3=exemplary for all areas. All students met this goal.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Psychology & Counseling

Program: School Psychology

Identification Data

Program Name

School Psychology MA/CAGS in School Psychology

Level of Program

Graduate-Master's

School or Department

School of Arts and Sciences

Assessment Report Information

SCHPSYLO3 - SCHPSY LO3 2022 - Domain 3: Academic Interventions and Instructional Supports: School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The School Psychology MA/CAGS Program assessed NASP Domain 3: Academic Interventions and Instructional Supports: School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children for the 2023-2024 school year. Key findings were that students exceeded

assessment during SPS5102 indicated that all students exceeded expectations. Summative assessment taken through supervisor evaluations in their internship year demonstrated that 100% of students achieved the benchmark of 2=proficient or 3=exemplary on the evaluations (0-3 point scale).

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Religious Studies

Program: M.A in Theology

Identification Data

Program Name

MA in Theology

Level of Program

Graduate-Master's

School or Department

School of Arts and Sciences

Assessment Report Information

GTS LO2 - GTS LO2 - "Competency in exegesis: reading and interpreting primary theological texts through course assignments, directed research, and theological reflection."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

This year, we assessed Learning Outcome 2 which measures student competence in reading and interpreting primary texts in Theology. We assessed outcomes for 6 students using data from the past year. For direct assessment, we used a rubric for the final paper in the class chosen for each student, we assessed whether the student did not meet, met, or exceeded competency in interpreting primary theological texts. We found that all students either met or exceeded this expectation: Two students exceeded the expectation and 4 students met the expectation. The indirect assessment supports the results of the direct assessment. The students who exceeded expectations earned As in the classes. The students who met expectations earned either A- or B+ in the final grade for the classes in which the learning goal was assessed. One third of students exceeded the expectations, and two-thirds met the expectations. Therefore 100% of students whose work was assessed met or exceeded expectations for this learning outcome. We will continue to emphasize skills in textual interpretation in our graduate program in theology on an ongoing basis.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Psychology & Counseling

Program: Applied Behavior Analysis (ABA)

Identification Data

Program Name

Applied Behavior Analysis

Level of Program

Graduate-Master's

School or Department

School of Arts and Sciences

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.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The assessment results indicate a that students have a good understanding of theoretical and conceptual knowledge in Applied Behavior Analysis. This understanding can be strengthened enhancing our coursework and teaching methods. Doing so will be considered as the program continues to develop.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Psychology & Counseling

Program: Clinical Mental Health Counseling

Identification Data

Program Name

CLINICAL MENTAL HEALTH

Level of Program

Graduate-Master's

School or Department

School of Arts and Sciences

Assessment Report Information

ClinMH LO3 - ClinMH LO3 - "Self-Identity as a counseling professional and ethical professional behavior as well as advocacy on behalf of clients and the profession as evidenced by the departmental ethics qualifying exam and the CPCE exam. (CACREP Standards 2016 2F:1; Mercy Core Values and

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

ClinMH LO4 - ClinMH LO4 - "Effective communication skills that include empathy, right judgement, and clarity of thought and expression as evidenced in triadic supervision and successful field placement experiences. (CACREP Standards 2016 3: A-M)"

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Clinical Mental Health program assessed its learning outcome(s) (LO3: Self-Identity as a counseling professional and ethical professional behavior as well as advocacy on behalf of clients and the profession as evidenced by the departmental ethics qualifying exam and the CPCE exam. CACREP Standards 2016, 2F:1; Mercey Core Values and Critical Concerns and LO4: Effective communication skills that include empathy, right judgement, and clarity of thought and expression as evidenced in triadic supervision and successful field placement experiences. CACREP Standards 2016 3: A-M) for the

academic year 2023-2024. Key findings were that students performed above the projected standards for both the formative and summative evaluations. The program exceeded its benchmark goals for these outcomes. Overall, the results indicate that CMHC students are performing at a level consistent with both GCU and national standards. Future action for continuous improvement will include more faculty evaluations.

Academic Program Assessment Reports AY 2023-2024

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: History & Politics

Program: History

Identification Data

Program Name

History

Level of Program

Undergraduate Major

School or Department

School of Arts and Sciences

Assessment Report Information

HIST LO2 - HIST LO2 - Through coursework in all history courses, students will communicate effectively in both oral presentations and written

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The History Program conducted its direct assessment for Year Two with two signature assignments (research paper and oral presentation) using two common assessment and grading rubrics. To assess HST: LO2 (written and oral communication), the Program evaluated student research papers and oral presentations from Historian's Craft (HST300; Fall 2023) and from History Seminar (HST-475; Spring 2024). To access written communication, the Program used the "Writing" criterion on the rubric.

Overall, 100% of students in Historian's Craft (formative) and History Seminar (summative) met the level set for both components of HST: LO2 (written and oral communication). Moreover, about two-thirds of the students in Historian's Craft and History Seminar exceeded the level for Written Communication. And about half the students in Historian's Crart and two-thirds in History Seminar exceeded the standard for Oral Communication.

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Overall, 100% of students in Historian's Craft (formative) and History Seminar (summative) met the level set for both components of HST: LO2 (written and oral communication). Moreover, about two-thirds of the students in Historian's Craft and History Seminar exceeded the level for Written Communication. And about half the students in Historian's Crart and two-thirds in History Seminar exceeded the standard for Oral Communication.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: CrimJust, Anthro, Socio and Human Rights

Program: Criminal Justice

Identification Data

Program Name

Criminal Justice

Level of Program

Undergraduate Major

School or Department

School of Arts and Sciences

Assessment Report Information

CR JUS LO3 - CR JUS LO3. Criminal Justice Ethics and Equity - Students will identify and apply ethical decision-making as it applies across theory, research, practice, and/or policy in program courses. Students will evidence competency in socially responsible and equitable behavior in case study responses evaluated by common rubric.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Did not meet expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

For this academic year 2023-2024, LO3 was assessed, "Students will identify and apply ethical decision making as it applies across theory, research, practice, and/or policy in program courses. Students will evidence competency in socially responsible and equitable behavior in case study responses evaluated by common rubric."

The formative assessment was conducted in AN112 Cultural Anthropology, where students identified and applied ethical decision making in research and practice in a scenario where anthologist were used by the military during war time. According to the Direct Evidence, students met expectations in one of two benchmarks, as 32% were able to complete this task at the Accomplished Level, but only 71% at the developing level with a score of 80% and above. According to the indirect evidence it appears the benchmark has been met if responses are generalizable to all 68 students, as 26% is considered an acceptable response rate for an online survey. However, with 74% of students unaccounted for, it is difficult to make any definitive conclusions.

The summative assessment was conducted in CJ435 Ethical Issues in Criminal Justice, where students identified and applied ethical standards on the policy in three areas: recognition, application, and evaluation. Unfortunately, students did not meet the satisfactory achievement in all three areas. Students appeared to perform best with ethical issue recognition (but only 67% at Developing and above) and application – 88% at Developing and above, with evaluation at 0% at developing and above. These outcomes are atypical and may reflect more about the unique nature of this semester (e.g., condensed to 7-week, small class size, hybrid instead of 2x per week) than anything else. No indirect evidence was available for CJ435.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Psychology & Counseling

Program: Psychology

Identification Data

Program Name

Psychology and Counseling

Level of Program

Undergraduate Major

School or Department

School of Arts and Sciences

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 evidenced by in-class testing.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)	
Met all expectations/benchmarks	

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The psychology and counseling program assessed its learning outcome: (LO) 1 Comprehension of the fundamental knowledge and major concepts, theoretical perspectives, and empirical findings in the field of Psychology as evidenced by in-class testing for academic year 23-24. Key findings were that students met achievement goals for this learning outcome. Faculty will continue to implement teaching and assessment strategies as currently implemented to maintain these outcomes. Additionally, student ratings indicated general satisfaction with instructors, materials, and teaching methods further supporting the continuation of current teaching methods.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Biology

Program: Biology, Clinical Laboratory Sciences and Medical Imaging

Identification Data

Program Name

Biology, Clinical Laboratory Sciences, and Medical Imaging

Level of Program

Undergraduate Major

School or Department

School of Arts and Sciences

Assessment Report Information

BIO LO3 - BIO LO3 - Students will effectively read and critically evaluate scientific literature as evidenced by rubric driven analysis of signature assignments in BI201 (Biological Literature) and BI444 (Senior Seminar).

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met most expectations/benchmarks

Met most expectations/benchmarks

Assessment Report Information

BIO LO4 - BIO LO4 - Students will learn to communicate biological information effectively as evidenced by 4a: rubric driven analysis of oral presentations in BI120 (Biological Diversity) and BI444 (Senior Seminar), and 4b: rubric driven analysis of formal written reports prepared in BI201 (Biological Literature) and upper-level biology elective courses.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met most expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Biology and Medical Imaging Sciences program assessed learning outcomes 3 and 4 for the 2023-24 academic year. For learning outcome 3 (reading and evaluating scientific literature), 75% of students met or exceeded expectations for formative assessment which is lower than the 80% benchmark that we hoped to achieve. The benchmark for learning outcome 3 was surpassed for summative assessment at 83%. For learning outcome 4 (communication of biological information), we evaluated both oral and written communication skills. For formative assessment of oral communication, only 71% of students met or exceeded expectations which is lower than our benchmark of 80%. This assessment includes students from other programs who are enrolled in BI121 so we plan to use BI120 for future assessment since only students within our program enroll in BI120. This will provide a more clear assessment of students from our program. For formative assessment of written communication, 84% of students met or exceeded expectations which exceeds our benchmark of 80%. For summative assessment of written and oral communication, 83% of students met or exceeded expectations. The sample size (only 6 students) was small for our summative assessment of learning outcome 4, so we will review this data carefully as we enlarge the sample size.
The sample size (only 6 students for the 2023-24 academic year) was small for summative assessment of both learning outcome 3 and 4 so additional accumulated data will be important for understanding the true success for this goal.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: English

Program: English

Identification Data

Program Name

English

Level of Program

Undergraduate Major

School or Department
School of Arts and Sciences

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

Based upon the results from the 2022-2023 annual assessment, members of the department decided that it was time to revisit the English program learning outcomes and decided to revise them as the following:

- LO1 [CLEAR WRITING]: Students will write a creative and/or critical work with a clear sense of purpose.
- LO2 [LITERARY INTERPRETATION]: Students will clearly support their arguments with relevant details from primary texts and employ reading strategies that offer clear, substantial explanations and interpretations of those details.
- LO3 [INFORMATION LITERACY]: Students will effectively incorporate secondary scholarly sources to support and/or develop key ideas and correctly cite those sources in current MLA format.
- LO4 [ORAL COMMUNICATION]: Students will hone their oral communication skills by clearly delivering presentations that are focused, well-organized, and informative.
- LO5 [CULTURAL AWARENESS]: Students will expand their cultural awareness by formulating effective arguments that analyze the socio-historical circumstances of marginalized, disenfranchised people.

In reworking these outcomes, it was decided to assess the program's 1st learning outcome (Clear Writing) for the 2023-24 academic year. The department then developed a new assessment rubric to assess a "Student's Purpose" in writing using the following scoring: "Exceeds Expectation," "Meets Expectation," or "Does Not Meet Expectation." It also set an expectation that 80% of EN300 papers would score at or above the "Meets Expectations" at the formative stage and that 80% of EN430 papers would score at or above the "Meets Expectations" at the summative stage.

To prepare for the end of the year assessment, most department members (6 of 7) participated in a norming session on 4/23/24 that included essays from the 2022-2023 academic year—two papers from EN300 and two papers from EN430. This session enabled reviewers to test the revised rubric and discuss any scoring discrepancies prior to reading papers for the 2023-2024 report.

After the conclusion of the Spring 2024 semester, the department decided to review nine research essays from EN300 for formative assessment and nine essays from EN430 for summative assessment. These essays were randomly selected from 3 sections of EN430 (16 papers) and 3 sections of EN300 (19 papers). Two faculty members were assigned to read each paper and score it using the revised rubric. After these reviews were completed, a 3rd review was needed for four essays.

Key findings were that 89% of the EN300 papers scored at or above "meets expectation" for the formative stage. Also, 100% of the EN430 papers scored at or above the "meets expectation" for the summative stage. It should be noted that 7 of 9 EN300 essays and 7 of 9 EN430 essays met or exceeded expectations in their scoring following the standard two reviewer process. However, a third reader was required for two essays from EN300 and two essays from EN430 because reviewers split on whether the essays met / did not meet expectations as specified on the rubric. After a third reader's review, it was determined that 8 of 9 EN300 essays met the expectation and 9 of 9 EN430 essays met the expectation. Some notable observations about this review indicates that only one EN300 essay received the "exceeds expectation" scoring. It was the only paper reviewed from the EN300 and EN430 submissions that received this score from both reviewers. However, there were six EN430 essays that received at least one reviewer score for "exceeds expectation," which reflects the strength of this sample selection.

Thus, the English program's expectations were met for the formative stage and summative stage. While these results are encouraging, it should be noted that this is the first time the department used the streamlined rubric so it will be important to discuss reviewer feedback about it. There is also some concern that random variations in the strength of a set of papers contributes to whether the department meets its benchmarks for success.

The chair shared the assessment results with department members during the summer. The department will discuss these results during the first meeting of the new academic year and determine if members would like to modify the assessment rubric to ensure it is collecting data sufficient to measure success. The department will also discuss our expectations of students for written assignments at the formative and summative levels.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Interdisciplinary Studies

Program: Interdisciplinary Studies

Identification Data

Program Name

Interdisciplinary Studies

Level of Program

Undergraduate Major

School or Department

School of Arts and Sciences

Assessment Report Information

IN LO3 - IN LO3 - Writing and speaking proficiently in informal (classroom) and formal (presentations) settings.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

IDS assessed its learning outcome related to "writing and speaking proficiently in informal and formal settings" for the academic year 2023-24. Key findings were that students generally performed well in both areas, though the presentations were less consistent in assignments across sections. The program met its achievement/benchmark goals for this outcome. Future action for continuous improvement will include revisiting the assessment plan and creating more consistency across sections.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: Religious Studies

Program: Religious Studies

Identification Data

Program Name
Religious Studies Major
Level of Program
Undergraduate Major
School or Department
School of Arts and Sciences

Assessment Report Information

RELSTU LO2 - RELSTU LO2 - Students will attain broad knowledge of Christian theology and tradition.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

Our Religious Studies major is very small. We currently have only one Religious Studies major. For this assessment we used data from the past two years, so we assessed data for two students, one who graduated in Spring of 2023, and one who is still matriculated in our program. For the direct assessment of the final student paper in these classes we found that both students exceeded expectations. For direct assessment, we used a rubric for a paper in a course covering Christian theology and tradition at the upper level. For indirect assessment, we used the final grade in these classes. The data tell us that students in our program do attain a broad knowledge of Christian theology and tradition. Validity is a question, because we are only assessing two students. For the number of students that we assessed, we believe the data is sufficient. We will continue to focus on content and assignments that build board knowledge of Christian theology and tradition in our major classes. his will be ongoing and will be analyzed and reported on a three-year cycle.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: World Languages and Cultures

Program: Spanish

Identification Data

Program Name
Spanish

Level of Program
Undergraduate Major

School or Department
School of Arts and Sciences

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

Assessment was completed for the Spring 2024 semester. Results show that students did meet expectations for LO 3. SPAN LO3 "Demonstrate cultural competency in Latin American, Spanish, or Latino/a cultures." From the class of ten students, 9 met or exceeded expectations, with a success level of 90%. This major has very few students enrolled at the current time, and only one major course per semester is offered.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: English

Program: Writing Intensive

Identification Data

Program Name
Writing Intensive

Level of Program
Undergraduate-University Wide

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

Assessment Report Information

WI LO2 - WI LO2 - Apply the conventions of academic writing and research successfully.

Analysis of data
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met most expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The writing program assessed LO2 among all available WI courses and found that most students met or exceeded expectations. However, too many students fell below the "developing" category in 100-200 level courses, which is the formative aspect of the assessment. 12% of students in all assessed WI courses fell below, but 20% in GEN199 courses fell below.

As expected, students performed better in 300-400 level courses, especially in GEN400.

While SET scores averaged 4.3, which far exceeds the 3-point threshold on a 5-point LIKERT scale, only 36% of students responded to the survey.

College / Administrative Division: School of Arts & Sciences

Department / Administrative Unit: General Education

Program: General Education

Identification Data

Program Name

General Education

Level of Program

Undergraduate-University Wide

School or Department

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

Assessment Report Information

BGEG1 - Bridge Gen Ed Goal 1 - Goal 1: Foundational Knowledge of Human Cultures and the Physical and Natural World

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met most expectations/benchmarks

Assessment Report Information

BGEG4 - Bridge Gen Ed Goal 4 - Goal 4: Integrative Learning

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

BGEO1A - Bridge Gen Ed Outcome 1A - 1.a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences and social sciences.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met most expectations/benchmarks

Assessment Report Information

BGEO4A - Bridge Gen Ed Outcome 4A - 4a. Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The BRIDGE General Education Program assessed both (BGE1) Foundational Knowledge of Human Cultures and the Physical and Natural World as well as (BGE4) Integrative Learning for the 2023-2024 academic year. Key findings were that students are 1.) Learning the foundational knowledge and skills through their breadth of study courses (BGE1) AND they are also drawing connections between and among those learning experiences (GBE4) and 2.) Logging 3,080 total hours of service learning across 16 sections of GEN400, 3 SL 100 courses, and 2 non SL100 courses engaging mercy charism through contemplation in action. The program met its achievement goals for these outcomes. Future action for continuous improvement will include

integrating assessment data into the General Education Program revision process to make evidence-based decisions about the foundational knowledge and skills in which our student population needs introduction, reinforcement, and emphasis. The information can be used to develop criteria for breadth of knowledge courses, build schedules and section rotations to meet student demand, and distribute resources. Additionally, we will continue to map, emphasize, and value integrative learning by developing a course proposal process for the General Education Curriculum Committee that requires all sections submit to being assessed on LO4A. At the heart of general education is the ability for students to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom. By practicing and reflecting on integrative learning, students can answer the question: what is my liberal arts education (thus, my general education program) for and how can I articulate, transfer, and apply these skills?

Academic Program Assessment Reports AY 2023-2024

College / Administrative Division : School of Business & Digital Media

Department / Administrative Unit: Business Administration

Program : Business Administration Core

Identification Data

Program Name

School of Business- Business Core

Level of Program

Undergraduate Major

School or Department
School of Business and Digital Media

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

For the 2023-2024 academic year the School of Business assessed its learning outcomes:

• 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.
• Student will gain an overall understanding of business concepts including: accounting, economics, finance, management, marketing, & using data and technology as a business tool.
• Students will demonstrate the ability to articulate ethical business behavior.
• Written and Oral Communication
• Ethical Reasoning
• Integrative Learning
• Mastery of a Defined Body of Knowledge at a Baccalaureate Level

Key findings were that students exceeded the goal for "Students will demonstrate the ability to articulate ethical business behavior" and "Ethical Reasoning."

The program did not meet its benchmark goals for the rest of the outcomes. It appears that the issue was that for some classes no reporting of the goal occurred which therefore brought down the average. Future action for continuous improvement will include getting better reporting of the goals by the professor(s). I will encourage all professors to align their assignments with the respective goals during Department meetings and discussions with other

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: Business Administration

Program: MBA Business Admin.

Identification Data

Program Name
MBA

Level of Program
Graduate-Master's

School or Department
School of Business and Digital Media

Assessment Report Information

MBALO1 - MBA LO1 - Effective oral, written, and technological business communication skills for managerial and executive settings.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

MBALO2 - MBA LO2 - In-depth understanding of business concepts in accounting, economics, finance, management, & marketing and application to management, global business, and corporate strategy.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

MBALO3 - MBA LO3 - Proficient participation in collaborative activities & teamwork.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The MBA program assessed learning outcomes 1, 2, and 3 which cover business communication skills, in-depth understanding of business concepts, and collaborative activities and teamwork for the academic year 2023-2024. In reviewing a total of 78 assessment activities, including case studies, exams, group and other projects, key findings indicate that student performance met or exceeded expectations in all areas. Future action for continuous improvement will include monitoring each outcome each year as recommended by the business accrediting body.

College / Administrative Division: School of Business & Digital Media
Department / Administrative Unit: Business Administration
Program: Sport Management

Identification Data

Program Name

Sport Management

Level of Program

Undergraduate Major

School or Department

School of Business and Digital Media

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.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

SMLO2 - SM LO2 - Understand, apply, and analyze legal concepts and principles in sports as evidenced by assignments and exams in SM coursework and assessed by program rubrics.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

SMLO3 - SM LO3 - Appropriately construct and utilize marketing concepts and principles in marketing sport through assignments and exams in SM coursework and assessed by program rubrics.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

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.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

SMLO5 - SM LO5 - Appropriately function as an ethical practitioner in the sport industry evidenced through exams and assignments in SM coursework and assessed by program rubrics.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Sport Management program assessed each learning outcome (outcomes 1-5, which cover directing a sport organization, legal concepts, sport marketing, current issues, and ethics) for the academic year 2023-2024. In reviewing a total of 103 assessment activities, including exams and projects, key findings indicate that student performance exceeded expectations in all areas. Future action for continuous improvement will include monitoring each outcome each year as recommended by the business accrediting body.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: School of Business & Digital Media

Program: Marketing

Identification Data

Program Name	
Marketing	
Level of Program	
Undergraduate Major	
School or Department	
School of Business and Digital Media	

Assessment Report Information

MKTLO3 - MKTLO3. Marketing Technologies - Identify the roles of traditional as well as modern technology-driven advertising, sales promotion, public relations, and direct marketing in integrated marketing communications.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

MKTLO4 - MKTLO4. Marketing Research - Collect, analyze, and report survey data for marketing research.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Marketing program assessed learning outcomes 3 and 4 which cover technology-driven marketing and marketing research for the academic year 2023-2024. In reviewing a total of 27 assessment activities, including exams and group projects, key findings indicate that student performance met or exceeded expectations in all areas. In addition, 15 different undergraduate students obtained a total of 29 certifications, each receiving at least one of the following Google and Hubspot Certifications: Content Marketing, Email Marketing, Google Ads Search Certification, Google Analytics Individual Qualification, and Search Engine Optimization. Ten students received more than one; two students received four. Future action for continuous improvement will include monitoring each outcome each year as recommended by the business accrediting body.

College / Administrative Division: School of Business & Digital Media
Department / Administrative Unit: Business Administration
Program: Business Administration Core

Identification Data

Program Name

Business Administration

Level of Program

Undergraduate Major

School or Department

School of Business and Digital Media

Assessment Report Information

BUSADMINLO1 - BUSADM LO1 - Gain confidence in effective business communication skills through oral presentations, business report writing, and effective team building.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

BUSADMLO2 - BUSADM LO2 - Overall understanding of business concepts including accounting, economics, finance, management, marketing, and using data and technology as a business tool.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met most expectations/benchmarks

Assessment Report Information

BUSADMLO3 - BUSADM LO3 - Proficient participation in collaborative activities & teamwork.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

BUSADMLO4 - BUSADM LO4 - Ability to articulate ethical business behavior.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

BUSADMLO5 - BUSADM LO5 - Career goals through internship and reflection.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Business Administration core assessed learning outcomes 1, 2, 3, 4, and 5 which cover business communication, overall business concepts, collaborative activities, ethical business behavior, and career goals for the academic year 2023-2024. In reviewing a total of 638 assessment activities, including homework assignments, final exams, oral/written/technology projects, and standardized examinations, key findings indicate that student performance met expectations in all areas except in LO2: overall business concepts, specifically in accounting (formative) and business strategy (summative). These results are consistent with findings in previous years. Future action for continuous improvement will include continuing to incorporate small group learning and problem solving in the early accounting courses, better alignment of objectives and activities in the capstone course, and continuing to monitor using the current assessment plan. In our most recent business accreditation visit, the need to assess internal outcomes more regularly was identified, so each outcome will be assess each year moving forward.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: Business Administration

Program: Finance

Identification Data

Program Name	
Finance	
Level of Program	
Undergraduate Major	
School or Department	
School of Business and Digital Media	
Assessment Report Information	
FI LO2 - FILO2 - Analyze various financial statements and risk-return relationships using different techniques and tools.	
Analysis of data	
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)	
Exceeded expectations/benchmarks	
Assessment Report Information	
FI LO3 - FILO3 - Demonstrate the ability to analyze, interpret, and present financial and economic data.	
Analysis of data	
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)	
Exceeded expectations/benchmarks	
Assessment Report Information	
FI LO4 - FILO4 - Understand and analyze the global interactions of financial markets and instruments.	
Analysis of data	
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)	
Exceeded expectations/benchmarks	
Assessment Report Information	
FILO1 - FIL01 - Understand utility maximizing choices, trade-offs, and opportunity costs involved in such choices.	
Analysis of data	

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met all expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Finance program assessed learning outcomes 1, 2, 3, and 4 which cover understanding utility, analyzing financial statements, financial and economic data, and global financial markets for the academic year 2023-2024. In reviewing a total of 200 assessment activities, mostly homework assignments, key findings indicate that student performance met and/or exceeded expectations in all areas. During the most recent academic year, the curriculum of the finance program was streamlined after benchmarking peer and competitor programs, including the introduction of an Intro to Finance course as the kickoff for the major. Future action for continuous improvement will include expanding assessment reporting so that results come from a wider array of courses, continuing to monitor using the current assessment plan, and incorporating the practice of monitoring each outcome every year.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: School of Business & Digital Media

Program: Accounting

Identification Data

Program Name

Accounting

Level of Program

Undergraduate Major

School or Department

School of Business and Digital Media

Assessment Report Information

ACLO1 - ACLO 1. Prepare financial statements. - Demonstrate the ability to record, classify, and summarize monetary business transactions. Prepare financial statements in accordance with generally accepted accounting principles.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Did not meet expectations/benchmarks

Assessment Report Information

ACLO3 - ACLO3. Financial audit - Demonstrate the ability to classify audit reports. Apply the principles and techniques to perform an audit of financial

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Did not meet expectations/benchmarks

Assessment Report Information

ACLO4. - ACLO4.Taxation - Determine and plan current and future tax liabilities for individual and business entities.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Accounting program assessed learning outcomes 1, 3, and 4 which cover financial statements, audit reports, and tax liabilities for the academic year 2023-2024. In reviewing a total of 77 assessment activities, including homework assignments, exams, and projects, key findings indicate that student performance did not meet expectations in the areas of financial statements (formative) and audit reports (formative); student performance did meet expectations in the area of tax liabilities (summative). Future actions for continuous improvement will include additional class and homework attention to focus on student preparation. Future action for continuous improvement will include continuing to incorporate small group learning and problem solving in the early accounting courses and continuing to monitor using the current assessment plan. In our most recent business accreditation visit, the need to assess internal outcomes more regularly was identified, so each outcome will be assess each year moving forward.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: Communication&GraphDesign

Program: Digital Communication

Identification Data

Program Name
Digital Communication
Level of Program
Undergraduate Major
School or Department
School of Business and Digital Media
Assessment Report Information
DIGCOM LO2 - DIGCOM LO2 - Conduct academic research to further develop critical/creative thinking skills.
Analysis of data
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks
Assessment Report Information
DIGCOM LO3 - DIGCOM LO3 - Identify, analyze, evaluate, and/or produce media content.
Analysis of data
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks
Assessment Report Information
DIGCOM LO4 - DIGCOM LO4 - Understand the ethical, theoretical, and practical implications in the creating, distribution and/or consumption of media.
Analysis of data
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks
Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.
The Digital Communication program assessed learning outcome(s) 2, 3, and 4 which cover academic research, media content, and ethics in media consumption for the academic year 2023-2024. In reviewing a total of 29 assessment activities, including written assignments and other projects, key findings indicate that student performance meet or exceeded expectations in all areas. Future action for continuous improvement will include continuing to monitor using the current assessment plan and incorporating the practice of monitoring each outcome every year.

College / Administrative Division: School of Business & Digital Media

Department / Administrative Unit: Communication&GraphDesign

Program: MS: Communication and Digital Marketing

Identification Data

Program Name

Communication & Digital Marketing

Level of Program

Graduate-Master's

School or Department

School of Business and Digital Media

Assessment Report Information

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

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

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

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

MCLO3 - MC LO3. Data analysis marketing plans   - Assess marketing plans using appropriate tools for data analysis.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

MCLO5 - MC LO5. Ethical Decision Making - Produce strategic communication and media content according to the standards of the profession, legal parameters, and ethical decision making including Mercy Core Values.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Did not meet expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Communication & Digital Marketing program assessed learning outcome(s) 1, 2, 3, and 5 which cover marketing and branding strategies, strategic and creative media, assessment of marketing plans, and content production, for the academic year 2023-2024. In reviewing a total of 48 assessment activities, including homework assignments, writing assignments, creative projects, etc., key findings indicate that student performance met expectations in the all areas except in LO5: content production. This objective is assessed in multiple courses, and the results are mixed; further action will include continued monitoring across each checkpoint annually. In addition, 19 students obtained at least one of the following Google and Hootsuite Certifications through the program's courses: Google Analytics Beginner Certification and Hootsuite Platform Certification - which speaks to student accomplishment in these areas. Additional future action for continuous improvement will include evaluating each learning objective each year using the current assessment plan.

Academic Program Assessment Reports   AY 2023-2024

College / Administrative Division: School of Education

Department / Administrative Unit: Education

Program: Reading/Literacy Specialization

Identification Data

Program Name

Reading/Literacy Specialization

Level of Program

Graduate-Master's

School or Department

School of Education

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

Literacy leadership in its various forms is the goal of this program and it is evidenced by all standards and goals that are assessed. The candidates in this program met all benchmark goals through their Keystones and other assignments in each course.
Future actions will include revision of this program to meet the upcoming state requirements for 2025. These include updated internship hours and specific assessments targeted to ensure understanding/mastery of structured literacy concepts.

College / Administrative Division : School of Education

Department / Administrative Unit: Education

Program : ESL Education-Masters

Identification Data

Program Name

ESL Education Masters

Level of Program
Graduate-Master's

School or Department
School of Education

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

Data from the Keystones and other assessments for all courses throughout the master's degree were reviewed. Candidates in this program exceeded benchmark goals for knowledge of pedagogy and theory associated with second language acquisition, as well as ethical leadership practices.

College / Administrative Division: School of Education

Department / Administrative Unit: Education

Program: Administration & Leadership-Masters

Identification Data

Program Name
Administration and Leadership

Level of Program
Graduate-Master's

School or Department
School of Education

Assessment Report Information

ADMLDR LO1 - ADMLR LO1 - Mission, Vision and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Analysis of data
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

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.

Analysis of data
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

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.

Analysis of data
Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Executive Summary
Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.
The Administration and Leadership Program of the School of Education assessed its learning outcomes (Learning Outcomes #1, #2, #3) for the academic year (2023-2024). Key findings were that all students (100%) met or exceeded expectations on the direct assessments and the the indirect assessments (student evaluation of courses) were all at or above university averages. The program exceeded its achievement/benchmark goals for these outcomes. Future action for continuous improvement will include updating of materials for relevant courses by the professors and the director of the program.

College / Administrative Division: School of Education
Department / Administrative Unit: Education
Program: School Counseling

Identification Data

Program Name

School Counseling

Level of Program

Graduate-Master's

School or Department

School of Education

Assessment Report Information

SC LO1 - SC LO1 - Individual Counseling. Effective school counselors conduct individual counseling to students in the area of academic and personal-social development, utilizing a variety of assessment information.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

SC LO2 - SC LO2 - Group Counseling. Effective school counselors conduct group counseling to a select group of students in the area social skills

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.
The School Counseling program assessed its learning outcomes 1 & 2 for the 2023-24 academic year. Key findings were that students exceeded its achievement/benchmark goals for these outcomes. Future action for continuous improvement will include assessment of learning objectives 3 & 4 for the 2024-25 academic year while contining to review assessment data for learning objectives 1 & 2.

College / Administrative Division : School of Education

Department / Administrative Unit: Education

Program : TeacherEducation:K-12Subject TSWD (Graduate)

Form Status : Uncompleted

Identification Data

Program Name

K-12 Subject Specific (Graduate)

Level of Program

Graduate-Master's

School or Department

School of Education

Assessment Report Information

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

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Assessment Report Information

TE LO2 - TE LO2 - Demonstrate competency in the discipline knowledge, applications of content, and assessment of learning within educational praxis.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met all expectations/benchmarks

Assessment Report Information

TE LO3 - TE LO3 - Plan learning experiences effectively using appropriate instructional strategies both in methods-based coursework and in supervised praxis.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met all expectations/benchmarks

Assessment Report Information

TE LO4 - TE LO4 - Develop and demonstrate capacities in professionalism, ethical practice, leadership, and collaboration though structured an supervised experiences and learning opportunities.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met all expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The Graduate Student K-12 Subject Specific Education Program has assessed its learning outcomes, applying best practices, assessing learning, planning and using appropriate instructional practices and practicing professionalism, leadership and collaboration through structured and supervised experiences for the academic year 2023-24. The key findings were that the student met and exceeded its achievement/benchmark goals. Future actions for continuous improvement will include a review of all assignments and keystone projects, the expansion of mini lessons to better prepare students for their clinical experiences and review of professional dispositions.

Academic Program Assessment Reports   AY 2023-2024

College / Administrative Division: School of Education

Department / Administrative Unit: Education

Program: TE Subject Specific K-12 (Initial)

Identification Data

Program Name

TE Subject Specific K-12

Level of Program

Undergraduate Major

School or Department

School of Education

Assessment Report Information

TE LO1 - TE Subject Specific K-12 Initial LO1 Mercy Values Integration and Professional Disposition - Each of the initial teacher preparation course of studies that prepares the student to be a competent educator. The integration of the Mercy Core Values inspires our students to become educators that act compassionately, with respect and integrity, viewing education as service to the common good, and accepts personal responsibility for their own professional learning and advocates for a just and appropriate learning environment for all students under their care. To this end, the student will periodically self-evaluate and receive external evaluation on professional dispositions.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Assessment Report Information

TE LO2 - TE Subject Specific K-12 Initial LO2 Acquire and apply content knowledge - Students will apply knowledge of learning and the learner at the appropriate level of instruction. This will include competency in the principles of learner development, learning differences, creation of safe and supportive learning environments, and effective practices to work with diverse students and their families. This will be evidenced by key assignments in assigned

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Assessment Report Information

TE LO3 - TE Subject Specific K-12 Initial LO3 Focus on the learner and learning environment - Students will apply knowledge of content at the appropriate progression levels of the student. Student will demonstrate competency is knowledge of central concepts of content areas, will apply content in developing inclusive and equitable learning experience. This will be evidenced by completion of State Praxis requirements and within assigned courses and key assignments.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Assessment Report Information

TE LO4 - TE Subject Specific K-12 Initial LO4 Use of effective instructional practices - Students will apply knowledge of the InTASC and NJPTS standards related to instructional practice at the appropriate progression level of learning. Student will demonstrate competencies of learning assessment, lesson planning, and utilization of a variety of instructional strategies to meet the needs of a variety of students within an inclusive and equitable learning environment. Student will also demonstrate competency in the use of technology to enhance the learning experience. This will be evidenced by completion of assigned coursework and key assignments that include lesson planning and simulation.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Assessment Report Information

TE LO5 - TE Subject Specific K-12 Initial LO5 Develop as a professional - Students will apply knowledge of professional responsibility at the appropriate progression level. Students will demonstrate competency in the ethics of the profession, take responsibility for student learning in collaboration with others, and will work effectively with diverse populations. The student will also demonstrate a commitment to life-long learning as an educational professional. This will be evidenced by completion of assigned coursework and key assignments, including assigned research.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met all expectations/benchmarks

Assessment Report Information

TE LO6 - TE Subject Specific K-12 Initial LO6 Practical Experiences - Students will successfully complete assigned practicums and clinical experiences as assigned within their initial teacher program, meeting state standards and requirements in this competency area. This will be evidenced by completion of assigned coursework and key assignments that include experiential learning.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Met all expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The K-12 Subject Specific Education Program assessed its learning outcomes Value Integration, applying content knowledge, focus on learning, instructional practices, develop as a professional and experience practical experience for the academic year 2023-2024. Key findings were that students met their achievement/benchmark goals. Future action for continuous improvement will include review of the standards and keystone assignments. Discussion with graduating students via survey on what preparation experiences that can be enhanced and analysis of Praxis Data to see how our students compare with the other universities.

College / Administrative Division: School of Education

Department / Administrative Unit: Education

Program: TE Elementary K-6 (Initial)

Identification Data

Program Name

Teacher Education Elementary K-6 Initial

Level of Program

Undergraduate Major

School or Department

School of Education

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

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 23-24 did not include any specific outcomes that would be addressed this review year. This will need to be amended by 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

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.

In addition, a lot of the goals were seen as Not Met due to the chosen data objects producing no data. This is due to grades not being posted on Blackboard. Greater emphasis needs to be placed on choosing meaningful and accurate data artifacts (ie. assignment linking to assignments that actually receive grades).

Academic Program Assessment Reports AY 2023-2024

College / Administrative Division: HMH School of Nursing & Wellness

Department / Administrative Unit: Nursing

Program: Nursing

Identification Data

Program Name

Nursing BSN

Level of Program

Undergraduate Major

School or Department

HMH School of Nursing and Wellness

Assessment Report Information

NURSIN L05 - NURSIN L05 - Analyze economic, legal, and political factors and local, national, and global trends in health policy and regulation to influence care delivery and the deployment of resources.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

NURSIN LO1 - NURSIN LO1 - "Use critical thinking and clinical synthesis to integrate knowledge from the humanities, social and natural sciences, and the discipline of nursing to inform practice and to provide care to individuals, families, groups, and communities."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

NURSIN LO10 - NURSIN LO10 - "Use the nursing process to provide safe, quality, evidence-based nursing care across the lifespan and the continuum."

NURSIN LO10 - NURSIN LO10 - "Use the nursing process to provide safe, quality, evidence-based nursing care across the lifespan and the continuum."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

NURSIN LO2 - NURSIN LO2 - "Utilize interdisciplinary and intra disciplinary communication, collaboration, and leadership skills to produce positive working relationships in the delivery of and advocacy for evidence-based, patient-centered care."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

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

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Met most expectations/benchmarks

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."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Assessment Report Information

NURSIN LO6 - NURSIN LO6 - Engage in health promotion, disease prevention and population-focused interventions to impact the health status of individuals and populations.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

NURSIN LO7 - NURSIN LO7 - "Assume a leadership role within one's scope of professional nursing practice and apply leadership concepts, skills, and decision-making in delivering, evaluating, and improving safe and quality patient care."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

NURSIN LO8 - NURSIN LO8 - "Promote the image of nursing by modeling professional behaviors, practicing self-renewal, engaging in lifelong learning, and supporting professional nursing organizations."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Assessment Report Information

NURSIN LO9 - NURSIN LO9 - "Demonstrate professional, moral, ethical, and legal conduct within a context of rendering compassionate nursing care."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)
Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

Beginning in 2021, the School of Nursing (SON) Evaluation Committee undertook comprehensive revisions to the assessment plan. Since then, the SON has been diligently monitoring and implementing improvements each semester to enhance the program. One ongoing challenge that remains in the 2023/2024 academic year has been low survey response rates, affecting both student opinions of courses and other feedback mechanisms.
Key Findings:

- Healthy People 2030: Formative Assessment – Direct: The goal was for 80% of students to satisfactorily complete the Healthy People 2030 project in NU111 (NUL05 and NUL06 – Formative Assessment). This goal was met.
- NU471 Capstone Project: Summative Assessment – Direct: The goal was for 80% of students to achieve a passing grade of at least 77% (NUL04, NUL07, and NUL08). This goal was met.
- NU496 Case Study: Summative Assessment – Direct: The goal was for 80% of students to achieve a grade of 78 or better on the Case Study project (NUL010). This goal was met.
- Student Opinion of Course Evaluations – Summative Assessment – Indirect: The goal was for 90% of students to respond with a rating of 3 or 4 in the following courses: NU496, NU472, NU471 (NUL01, NUL02, NUL03, NUL04, NUL05, NUL06, NUL07, NUL08, NUL09, NUL010).
- Clinical Evaluations – Summative Assessment – Direct: The goal was for 80% of students to satisfactorily meet all objectives and sub-objectives (with ratings of Advanced or Satisfactory indicating success) in the following courses: NU496, NU472, NU471 (NUL01, NUL02, NUL05, NUL06, NUL09). This goal was met.
- ATI Predictor Assessment: Summative Assessment – Direct: The goal was for 80% of students to achieve a passing probability on the ATI NCLEX predictor exam (NUL03). This goal was met, with 82% and 95% of students from both graduating cohorts achieving this benchmark. This was a large improvement over last year's predictor assessment (60%).

Overall Comments:

Despite challenges with survey response rates, all learning outcomes met or exceeded the benchmarks. Direct assessments included artifacts from both formative and summative course levels, while indirect assessments were derived from Student Opinion of Courses. All outcomes were successfully met.

To address the issue of survey response rates, the SON faculty agreed to implement a new survey collection process using Google Forms. This initiative resulted in a survey response rate of approximately 21%. Although this response rate is lower than desired, it represents an improvement over several previous semesters.

Effective program evaluation hinges on receiving responses from a broad range of students, rather than a limited few. Increasing the survey response rate remains a primary focus for the upcoming year to ensure comprehensive and actionable feedback for continued program enhancement.

College / Administrative Division: HMH School of Nursing & Wellness

Department / Administrative Unit: Nursing

Program: DE MSN

Identification Data

Program Name

Direct Entry Master of Science in Nursing

Level of Program

Graduate-Master's

School or Department

HMH School of Nursing and Wellness

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The DEMSN assessed its learning outcome(s): LO2.1 Analyze economic, legal, and political factors and local, national, and global trends in health policy; LO2.2 Engage in health promotion, disease prevention, and population-focused interventions; LO2.3 Assume a leadership role within one's scope of professional nursing practice and applies leadership; LO2.4 Promote the image of nursing by modeling professional behavior, practicing self-renewal, engaging in lifelong learning; and LO2.5 Demonstrate professional, moral, ethical and legal conduct within a context of rendering compassionate nursing

care. Key findings were that the program overall exceeded its achievement/benchmark goals for the aforementioned outcomes. There were two program goals/outcomes that did not meet benchmark goals this included data from NU500 (89%) and NU507 (83%). Future action for continuous improvement will include the early identification of at-risk student, and implementation of an individualized action plan.

College / Administrative Division: HMH School of Nursing & Wellness

Department / Administrative Unit: Social Work/Gerontology

Program: Social Work

Identification Data

Program Name

Bachelor of Social Work

Level of Program

Undergraduate Major

School or Department

HMH School of Nursing and Wellness

Assessment Report Information

SOCWRK LO4 - SOCWRK LO4 - "Students will be guided toward the life-long learning and commitment necessary for current credentialing and licensure, advanced MSW study, advocacy for issues of social justice in social work practice, and academic research and service opportunities as inspired and guided by the Mercy Core values and Critical Concerns."

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The social work department is in year four of a four-year assessment cycle. Year 1: Students will integrate the history, purpose, and philosophy of social work in the study of the profession and its practice through course exams, student led class discussions, and assigned research. Year 2: Students will observe and practice the clinical skills necessary for the social work profession through three semesters of internship experiences. Year 3: 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. Year 4: Students will be guided toward the life-long learning and commitment necessary for current credentialing and licensure, advanced MSW study, advocacy for issues of social justice in social

work practice, and academic research and service opportunities as inspired and guided by the Mercy Core values and Critical Concerns.

The Social Work department conducted it's program assessment for year 4 by evaluating student performance with Policy Analysis. Assessment of this skill takes place in SW323 and SW440. The benchmark assessments for each of these courses includes an analysis of an NASW policy statement and a policy presentation and analysis paper. The program's goal was for 100 % of students to achieve a score of 85% or better on these assignments. The program exceeded it's goal for year 4 by 100% of students achieving an 85% or higher on both assignments.

College / Administrative Division: HMH School of Nursing & Wellness

Department / Administrative Unit: Integrated Health & Exercise Science

Program: Integrative Health - MA

Identification Data

Program Name

MA in Integrative Health

Level of Program

Graduate-Master's

School or Department

HMH School of Nursing and Wellness

Assessment Report Information

IH LO2 - IH LO2: Reflection, Application, and Integration - Learners will provide evidence of application and integration of the principles of Integrative Health through extensive journaling as they progress through the program. These journals provide the learner the opportunity to reflect on current and future practice of the arts of holistic health, and the learner's reflection is evaluated periodically within the program.

Analysis of data

Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

Exceeded expectations/benchmarks

Executive Summary

Write a short executive summary of the assessment results and planned action based on your program assessment for the current year.

The MA in Integrative Health program assessed its learning outcome (LO2: Learners will provide evidence of application and integration of the principles of Holistic Health through extensive journaling as they progress through the program. These journals provide the learner the opportunity to reflect on current and future practice of the arts of holistic health, and the learner's reflection is evaluated periodically within the program) for this academic year 2023-2024. Key findings were that students in HH599 directly showed their integration and reflection in their journal as well as in their dialogue with its instructor. The interview by the instructor of each students towards the end of the semester also indirectly showed that this outcome (LO2) was attained above 85% of the student body. Future action for continuing improvement is to prepare an online survey in advance prior to the start of HH599 course and implement it every year to prepare for the next Year 2 assessment.