

# Summary of Programs by College

*As of February 25, 2016*

Note: The Assessment Process is described in the Program Assessment Sourcebook

## Summary of Program Assessment Forms

By College

**College of Business**

| College/School/Unit: College of Business<br>Learning Outcomes – Accounting   |  |   |  |
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| Outcomes   | Assessment Methods ( <u>AM</u> ) and<br>Targets ( <u>T</u> )   | Results   | Use of Results   |
| <b>Year: 2012-2013</b>   |  |   |  |
| <i>Students completing a B.Sc. in Accounting will demonstrate the ability to solve accounting problems in business using the appropriate analytical and quantitative techniques.</i> | (AM) A set of skill specific questions were used to evaluate the students' critical thinking and problem solving skills in Econ 375, Business and Econ Statistics II. Three major skill sets were identified and tested. (a) <b>Skill Set I</b> Hypothesis testing using large and small samples and from two populations using Microsoft specialized functions.(b) <b>Skill Set II</b> Introduction to Correlation and Regression Analysis using simple and multiple linear regression model in Microsoft Excel. c) <b>Skill Set III</b> Identify components of Time Series data (i.e., trend, seasonal, and cycle) and use time series model for forecasting using both simple and multiple regressions. | (A) <b>Skill Set I:</b> 80% were able to perform hypothesis test by using T-Test and Z-Test in the Data Analysis tool box for a single sample, paired samples, samples with equal and unequal variables, or population. (B) <b>Skill Set II:</b> (1). All the students were able to run both simple and multiple regression models using Microsoft Excel. (2) Only 67% of the students were able to interpret the estimated coefficients and associated level of significance correctly.(3) Only 34% of the students were able to use the Coefficient of Determination and F-Distribution Results in testing the model fit. (4). Only 80% of the students were able to use the results for forecasting purposes. (c) <b>Skill Set III:</b> (1) All students were able to create graphs of time series data and run both simple and multiple regression models using Microsoft Excel. (2) Only 37% | (A) <b>Skill Set I:</b> More class assignments and tutoring. (b) <b>Skill Set II:</b> More time spent on interpreting results and using the results to test for the model fit and forecasting purposes. (c) <b>Skill Set III:</b> More focus on two commonly used forecasting techniques in business and economics, that is, exponential smoothing and moving average analysis |

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| <p><i>Students completing a B.Sc. in Accounting will demonstrate the ability to use computer information technologies to analyze financial data</i></p>                                     | <p>(T) 70% of the students score satisfactory in the assessment tests.</p> <p>(AM) A set of 200 homework problems were administered online to 51 students in Finance 330 Managerial Finance (Spring 2013) and 48 students (Fall 2012) using the Blackboard platform. The assessment test measures how well the students understand and apply concepts of finance in solving fundamental business problems.</p> <p>(T) 70% of the students score satisfactory in the assessment tests</p> | <p>percent of the students were able to conduct the analyses of trend, seasonal, and cyclical effects, and only 17% of the students were able to use the model results for forecasting purposes.</p> <p>Out of the 51 students that participated in the assessment exercise in Spring 2012 only 18% failed to meet the expectations. The proportion of students failing to meet the expectations increased to 31% in Fall 2012. This reflected in the difference in the proportion of students earning passing grades during these semesters.</p> | <p>At the beginning of each class students were encouraged to ask questions about the homework that is due next (usually in five days). Note that the previous lecture covered the topics from which the homework problems are derived. The students ask how to complete certain problems and those problems are worked in class, thus providing feedback throughout the semester about how students are faring with the homework topics and additional time is spent on the issues that students have the most trouble. At the end of the semester a review of the Blackboard “tests” indicates topics most troubling for students. Over the last several semesters, stock valuation problems have scored the lowest so additional time is allocated to working those problems and extending the lecture to explain details more thoroughly.</p> |
| <p><b>Year: 2013-2014</b></p>   |  |   |   |
| <p><i>Students completing a B.Sc. in Accounting will demonstrate the ability to solve accounting problems in business using the appropriate analytical and quantitative techniques.</i></p> | <p>(AM) Comprehensive Advanced Auditing Assessment, including Reflective Type questions and Analytical type questions were used in ACCT435 Advanced Auditing.. Data are analyzed in SPSS software for results.</p>   | <p>The average scores in Advanced Auditing for Mid-term assessment were:</p> <p><b>1. Reflective ability: 51.5% performed below expectation; 21.7% met expectation; 26.7%</b></p>   | <p><b>The instructor</b> gave more time to students to revise the concepts and techniques and retake an in-home similar assessment test. Results improved significantly:</p> <p><b>1. Reflective ability: Zero performed below expectation; 17.4% met expectation; and</b></p>  |

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| <p><i>Students completing a B.Sc. in Accounting will demonstrate the ability to comprehend and apply a global perspective to problems in financial management.</i></p> | <p><b>(T) At least 70% satisfactory performance at the beginning and 75% performance subsequently. 75% performance threshold is consistent with the CPA exam passing standard</b></p> <p>Reading assignments on specific topics in Econ 200 Principles of Economics and the students answered specific short questions or summarized the report or paper. The summary condensed, simplified and highlighted the topic. The student's summary had to include the purpose and scope of the topic, methods used to collect data, main results, author's conclusion, and the student's recommendations and any other supportive information</p> <p>(AM) At least 70% of the students correctly answer the questions in the three categories of Bloom's Taxonomy</p> | <p><b>performed above expectation.</b></p> <p><b>2. Analytical skill: 52.1% performed below expectation; 22.3% met expectation; 5.6% performed above expectation</b></p> <p>Despite understanding the economics concepts, low level writing skills limited the students to present the summaries in an articulate manner.</p> | <p><b>82.6% performed above expectation.</b></p> <p><b>2. Analytical skill: Zero performed below expectation; 26.7% met expectation; and 73.3% performed above expectation</b></p> <p>At the beginning of the semesters, students will be exposed to techniques of summarizing a large document while maintaining the information flow.</p> |
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**PART IA: CURRENT KEY FINDINGS**

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| Year:2014-2015 |   |  |   |
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|                | <p>(AM) Critical thinking abilities and problem solving skills were assessed in <b>ACCT 435 Advanced Auditing</b> through CPA-like test questions.</p> <p>(T) <b>At least 75% satisfactory performance.</b> This standard threshold is the minimum passing score on the Certified Public Accountant (CPA) Exam. CPA is the professional certification specifically designed to measure candidates' accounting and financial skills. Auditing is one of the four parts of the exam.</p> <p>(AM) <b>In ACCT-320: Cost Accounting, Critical Thinking and Problem solving</b> skills were assessed through in-class cost accounting test; Data were analyzed using SPSS 20 software.</p> <p>(T) <b>At least 70% satisfactory performance.</b> This standard threshold is approximately equivalent to the minimum of</p> |  | <p>Assessment of Program</p> <p>Because the results were mostly below the targets, the instructor will need to follow more closely the students next time. However, he indicated that these results came from only four students during the Spring semester. It is possible that a larger class could give a different picture.</p> <p>Because students seemed to be having problems with critical thinking, the instructor will focus more on that aspect in future semesters.</p> |

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|  | <p>500 passing score on the CMA Exam.</p> <p>Certified Management Accountant (CMA) Exam, is the professional certification specifically designed to measure managerial accounting and financial skills</p> <p>Ethical decision making skills were assessed in <b>ACCT 435 Advanced Auditing</b> through CPA-like test questions.</p> <p>(T) <b>At least 75% satisfactory performance.</b> This standard threshold is the minimum passing score on the Certified Public Accountant (CPA) Exam. CPA is the professional certification specifically designed to measure candidates' accounting and financial skills. Auditing is one of the four parts of the exam.</p> |  | <p>The results were mostly below the targets, the instructor will need to follow more closely the students next time. However, he indicated that these results came from only four students during the Spring semester. It is possible that a larger class could give a different picture.</p> |
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**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☒ in departmental assessment committee meetings
- ☒ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

The student-learning outcomes embedded in course syllabi provide a mechanism to link course learning and course content to specific program outcomes. Following is a list of a number of program improvements as a result of the assessment data collected and analyzed. The results informed teaching and learning across the curriculum.

- **Program Improvements:**
  - Pedagogical revisions to the undergraduate curriculum in Marketing\*
  - Provide student convocations and workshops\*
  - Provide guest lecturers\*
  - Schedule Instructional technology student workshops\*\*
  - **Review course sequencing\***

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- **Change course requirements\***
- Submit new course proposal to be included as a part of the Core course in the Business Program\*\*
- Perform computer and information literacy assessment of business marketing majors \*\*
- Schedule a computer and information literacy Faculty workshop\*\*
- **Reinforce problem solving skills by providing small student's manage workshops\*\***
- Schedule real-world projects and field trips (tours and campus visits), ExxonMobile Plant Tours\*
- Use E-learning tools to improve Intercultural Communication\*\*
- **Assessment Process Improvement:**
  - Design of a more effective assessment schedule and defining who would be assessed and who would collect the assessment data. A decision was made to assess each of the five core-learning outcomes one every year, starting in Spring 2013.\*
  - Offer hands-on Instructional Technology Workshops\*\*
  - Offer Assessment workshops for continuous improvement\*
  - Conduct student and employer satisfaction assessment of management program\*\*
  - Conduct a hands-on LiveText Workshop\*
  - Perform industry-specific skill needs assessment\*
  - Design a mechanism for effectively sharing program assessment data\*\*
  - Use other source of indirect program assessment data, career placement data, internship reports, course evaluations\*

\*Indicates that the action or task has been implemented in Fall 2009-Fall 2012

\*\* Indicates that the action or task will be implemented in Spring-Fall 2013.

| <b>.ART II: PLANNING<br/>FOR NEXT COURSE<br/>OFFERING</b><br><b>Key course tasks<br/>assessed next course<br/>offering</b> | <b>Where will<br/>you assess this<br/>task?</b><br><br>(Course?<br>LiveText?<br>Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?)                      | <b>Use of Assessment Results to Improve Student<br/>Learning</b>   |
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| Effective Problem-solving skills, be able to conceptualize, formulate, and model business problems                         | Course and LiveText  | Course-embedded assessment and use of Rubric.<br>Cases Study Analysis  | Results will be used to improve target course content and instructional method as well as design of new course(s). In addition, results will provide a mechanism to identify effective approaches to broaden and strength student's exposure to problem solving techniques and skills.<br>Embed service learning projects across courses |
| Computer and information literacy skills   | Course and LiveText  | Course-embedded assessment and use of Rubric.<br>Hands-on Assignments  | Results will be used for program improvement to align program goals-industry needs   |
| Effective communications skills, be able to create and deliver effective managerial presentations of analytical work       | Course and LiveText  | Oral presentation and written case analysis, assessment using outcome-specific rubrics approved by the faculty | Results will be used to improve target course content and instructional method as well as design of new course(s). In addition, results will provide a mechanism to identify effective approaches to improve student's communication skills.   |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

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**PART III: ADDITIONAL INFORMATION (optional)** If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

| College/School/Unit: College of Business<br>Learning Outcomes – FINANCE   |  |   |  |
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| Outcomes  | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results   |
| <i>Year: 2012-2013</i>  |  |   |  |
| <i>Students completing a B.Sc. in Finance will demonstrate the ability to use computer information technologies to analyze financial data and integrate with macroeconomic indicators.</i>  | <p>(AM) A set of 200 homework problems were administered online to 51 students (Spring 2012) and 48 students (Fall 2012) in FINC330, Managerial Finance using the Blackboard platform. The assessment test measures how well the students understand and apply concepts of finance in solving fundamental business problems.</p> <p>(T) 70% of the students score satisfactory in the assessment tests.</p>              | <p>Spring 2012: Out of the 51 students that participated in the assessment exercise in Spring 2012 only 18% failed to meet the expectations. The proportion of students failing to meet the expectations increased to 31% in Fall 2012. This reflected in the difference in the proportion of students earning passing grades during these semesters</p>    | <p>At the beginning of each class students are encouraged to ask questions about the homework that is due next (usually in five days). Note that the previous lecture covered the topics from which the homework problems are derived. The students ask how to complete certain problems and those problems are worked in class, thus providing feedback throughout the semester about how students are faring with the homework topics and additional time is spent on the issues that students have the most trouble. At the end of the semester a review of the Blackboard “tests” indicates topics most troubling for students. Over the last several semesters, stock valuation problems have scored the lowest so additional time is allocated to working those problems and extending the lecture to explain details more thoroughly.</p> |
| <i>Students completing a B.Sc. in Finance will demonstrate the ability to solve economic and financial problems in business using the appropriate analytical and quantitative techniques including time value of money, financial statement analysis, ratio analysis, capital budgeting, market (demand/supply) analysis and risk assessment.</i> | <p>(AM) A set of questions that assess the students’ competency with respect to investment planning and programming, investment management, portfolio theory and security analysis was administered in FINC436, Investment class. The instructor developed class specific rubrics (understand the basics of security trading; how the different types of financial assets are quoted; how to invest through a mutual</p> | <p>Fourteen students participated in the assessment exercise. On the average, the students did very well in understanding the basics of security trading (91%), how to invest through a mutual fund (81%), and how the different types of financial assets are quoted (63%). However, they did poorly with respect to how the stock market works (54%).</p> | <p>Add more exercises to reinforce materials covered in class.</p> <p>Give students more assignments on security analysis and investment management.</p> <p>Integrate more case analysis.</p>  |

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| <p><i>Students completing a B.Sc. in Finance will demonstrate the ability to comprehend and apply a global perspective to problems in</i></p> | <p>fund; and, how the stock market works) to facilitate assessment.</p> <p>(T) At least 70% of the students meet the expectations with respect to the major assessment categories.</p> <p><b>(AM)</b> The learning assessment instruments were administered in a separate exam given to the students in ECON210 Principles of Econ. II, after they covered the material in question on previous exams in class. The assessment tests were in multiple choice question format. The Department critical thinking rubric was used in the analysis.</p> <p><b>(T)</b> As a class, a minimum of 70% correct answers indicates that overall, expectations are being met. For individual students, 0-3 questions correct falls below expectations, 4 questions correct meets minimum expectations, and 5-7 questions correct exceeds expectations.</p> <p><b>AM:</b> A test of nine multiple choice questions was carefully designed such that the test results in ECON 200 Prin. of Economics I can further be analyzed using Bloom's Taxonomy (Knowledge</p> | <p>Analysis of the assessment results indicate that the upper 27 percent of the class of forty students either exceeds or meets expectations on all but one question. The lower 27% of the class meets expectations on only one question. The overall average indicates that the class as a whole meets on three questions.</p> <p>FALL 2012, (64 Students): On average, 47.40% of the students answered the questions testing their</p> | <p>Both course content and methodology is continually altered in this attempt. Too much time is being spent in class on problem identification and information assessment tools. More time is allotted to synthesis and recommendations by using in-class assignments: short assignments during class, with students working alone or together as they choose, on problems which were not explicitly discussed in the class lecture. Further, out of class assignments tying class topics to current events strengthen the synthesis and recommendations levels of learning.</p> <p>To improve students' overall learning outcomes, the instructors constructed eight sets of online homework (Blackboard) and</p> |
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| <p><i>financial management including international trade, political risks, foreign exchange risks and expanded investment opportunities.</i></p> | <p>management: students will recognize economic growth in other nations and international trading and political organizations; Information/ data acquisition: students will actively seek information on recent trends on economics and finance; and Evaluations: students will analyze the inter-connectedness of the global economy). The instructors developed course embedded assessment rubrics to assess how well students taking ECON200 course are aware of global economic issues.<br/><b>T:</b> At least 70% of the students correctly answer the questions in the three categories of Bloom's Taxonomy)</p> | <p>skills of recognizing economic growth in other nations and international trading and political organizations. 45.31% of the students answer the question that tests their skills of actively seeking information on recent global trends in economics and finance. 40.10% of the students also answered the questions that test their skills of analyzing the inter-connectedness of the global economy.</p> | <p>run them for the first time in Fall semester. Students' overall performances and outcomes were greatly improved. However, the online homework did not positively affect students' learning outcomes on global issues. The instructor constructed a set of ONLINE homework questions that help students to improve familiarity with global issues in Spring 2013.</p> |
| <p><b>Year: 2013-2014</b></p>  |  |   |   |
|  | <p><b>(AM)</b> A set of 200 homework problems were administered online to 36 FINC 330 Managerial Finance students in Fall 2013 semester and 39 students in Spring</p>  | <p>Out of the 36 students that participated in the assessment exercise in Fall 2013, 13 students (36% of the total) did not meet the expectations. Out of 39 students that participated in Spring</p>   | <p>At the beginning of each class students were encouraged to ask questions about the homework that is due next (usually in five days). Note that the previous lecture covered the topics from which the</p>  |

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|  | <p>2014 using the Blackboard platform. The assessment test measures how well the students understand and apply concepts of finance in solving fundamental business problems.</p> <p>(T) 70% of the students score satisfactory in the assessment tests.</p> <p>(AM) A set of questions that assess the students' competency in international finance was administered in FINC481, International Finance class. Capstone computation questions were designed to assess students learning on analytical currency arbitrage. The questions were posted on LiveText. Students were allowed to write all the intermediate steps to find solutions.</p> <p>(T) At least 70% of the students meet the expectations with respect to the major assessment categories.</p> <p>(AM) Reading assignments on specific topics and students answered specific short questions or summarized the report or paper</p> | <p>2014 assessment exercise 11 students (28% of the total) failed to meet the expectations. The decrease in the number of students failing to meet the expectations reflected in the difference in the proportion of students earning passing grades during these semesters.</p> <p>Seven out of the ten students registered took the assessment test. The test was constructed to incorporate the Bloom's Taxonomy. The first question was to test whether students are able to identify the nature of a currency arbitrage. Secondly, an analytics was needed to apply. The last and third question was to require students to synthesize all the intermediate solution steps to get the correct answer. The class did above average: 84.28%. The lowest row score was 21 out of 30 points; the highest score was 29.</p> | <p>homework problems are derived. The students ask how to complete certain problems and those problems are worked in class, thus providing feedback throughout the semester about how students are faring with the homework topics and additional time is spent on the issues that students have the most trouble. At the end of the semester a review of the Blackboard "tests" indicates topics most troubling for students. Over the last several semesters, stock valuation problems have scored the lowest so additional time is allocated to working those problems and extending the lecture to explain details more thoroughly.</p> <p>Add more exercises to reinforce materials covered in class.</p> <p>Give more essay writing assignments on international finance.</p> |
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|  | <p>in ECON 200, Prin. of Economics I. The summary condensed, simplified and highlighted the topic. The student's summary had to include the purpose and scope of the topic, methods used to collect data, main results, author's conclusion, and the student's recommendations and any other supportive information.</p> <p><b>(T)</b> At least 70% of the students correctly answer the questions in the three categories of Bloom's Taxonomy.</p> <p><b>(AM)</b> A case study on macroeconomic issues was used to assess the students' familiarity with global perspectives in Econ 300 Intermediate Macroeconomics. The department rubric on LiveText with three traits (awareness and knowledge of culture specific issue; knowledge of international discipline specific issues and analysis) was used to evaluate the students.</p> <p><b>(T)</b> At least 70 percent of the students meet the expectations with respect to the major assessment categories.</p> | <p>FALL 2014, (34 Students): Despite understanding the economics concepts, low level writing skills limited the students to present the summaries in an articulate manner</p> <p>Eight students participated in the assessment exercise. On the average over 80% of the students met the expectations. 87% of the participants correctly identified the specific cultural differences and how they affect the way people think, solve problems, value work and reward achievements. Another 87%, and demonstrated awareness and knowledge of macroeconomics as it is related to international trade. However, 74% percent saw the connection between</p> | <p>At the beginning of the semesters, students will be exposed to techniques of summarizing a large document while maintaining the information flow.</p> <p>Review and update the course syllabus and instructional methodology.</p> <p>Assign additional writing exercises to reinforce the material covered in class.</p> <p>Posted lecture notes on Blackboard.</p> <p>Provided more examples from the real world (based on articles in business journals) to explain trade policies and international finance.</p> |
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|  |  | information acquired and problem solution as well as the policy issues. | <p>Invite guest speakers with extensive knowledge of macroeconomic policies..</p> <p>Administered short answer written assessment tests at the beginning and end of the semester.</p> |
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### Summary of Program Assessment

#### PART IA: CURRENT KEY FINDINGS

| <i>Year:2014-2015</i>   |   |  |  |
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| <i>Students completing a B.Sc. in Finance will demonstrate the ability to communicate effectively by preparing and delivering presentations using state of the art technology</i> | <p>(AM) The instructor used a project approach to assess the students' oral communication skills as well as the oral presentation rubrics that assess organization, subject knowledge, graphics, mechanics, eye contact, and elocution in FINC 430, Managerial Finance II. Peer evaluations were also used.</p> <p>(T): 70% of the students meet the expectations by scoring 70% or above in all the assessment categories.</p> | The results show that the skills demonstrated by the students are more than satisfactory (between 86.66% and 90.97%). They met the expectations with regard to all the categories of the oral communication skills – organization, subject knowledge, use of graphics, mechanics, eye contact and elocution. | <p>The instructor raises the performance to a higher level by providing more in-class exercises and oral presentations especially eye contact when making presentations</p> <p><b>Program Level:</b> 1. To improve interpersonal communication skills of our students we changed the required verbal communication course from SPTH 310, Business and Professional Communications to <b>SPTH 210, Techniques of Speech</b>. The focus of SPTH 210 is preparation and presentation of original speeches to mass audiences. 2. To facilitate the written and oral communication skills, research</p> |

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| <p><i>Students completing a B.Sc. in Finance will demonstrate the ability to solve economic and financial problems in business using the appropriate analytical and quantitative techniques including time value of money, financial statement analysis, ratio analysis, capital budgeting, market (demand/supply) analysis and risk assessment.</i></p> | <p>(AM) Students in ECON275 Business Statistics I solved specific case problems that target specific statistical skills such as creating graphs using Microsoft Excel, and reading and understanding graphs, making inference about the sample means, Mastering several statistical methods for summarizing data, understanding the proper application of sampling techniques, estimating population parameters and sample statistics, testing hypothesis, and interpretation of regression model results</p> <p>(T) It was expected that 70% of the students should be able to master the four skill sets at the confidence level.</p> <p>(AM) The learning assessment instruments were administered in a separate exam given to the students in Econ 210 Principles of Econ II, after they covered the material in question on previous exams in</p> | <p>Majority of the students were able to create, read and interpret the summary statistics from graphs and charts.</p> <p>-Despite the requirement of CMPS 291 (Computer Application in Business) for Econ 275, some students (especially nontraditional students) had difficulties following Microsoft Excel examples.</p> <p>-Some of the students had limited understating in terms of recognizing different types of distributions that guide the data analysis.</p> <p>Analysis of the assessment results indicates that, overall, learning by the students is satisfactory. However, performance on the last two questions,</p> | <p>projects on business related topics have been added to a number of key business courses. 3. Faculty incorporated written assignments and class presentations in most Finance and Economics courses.</p> <p>To encourage student participation and avoiding copying answers from each other, Microsoft based assessment with random numbers generators will be used to distinguish answers from a similar worded problem.</p> <p>The students are learning well at the lower levels of the learning scale: Problem Identification, and Information Assessment, with mixed results on Synthesis and poor results on Recommendations. Obviously,</p> |
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Southern University & A&M College  
Assessment of Programs

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|  | <p>class. The tests were in the multiple choice questions format: Questions 1-3 “Problem Identification,” questions 4-6 “Information Assessment,” and “Synthesis,” and question 7 “Recommendations.”</p> | <p>the most difficult on the learning scale, resulted in substandard performance</p> | <p>more effort will be devoted to the more difficult of the critical thinking skills. Both course content and methodology will be altered in this attempt. Too much time is being spent in class on problem identification and information assessment tools. More time will be allotted to synthesis and recommendations by using in-class assignments: short assignments during class, with students working alone or together as they choose, on problems which were not explicitly discussed in the class lecture. Further, out of class assignments tying class topics to current events will strengthen the synthesis and recommendations levels of learning.</p> |
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**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester’s assessment process and/or results? Check all that apply.

☒ in program or department meetings devoted entirely to assessment

☐ as an agenda item in program or departmental meetings

☒ in departmental assessment committee meetings

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- ☒ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

The student-learning outcomes embedded in course syllabi provide a mechanism to link course learning and course content to specific program outcomes. Following is a list of a number of program improvements as a result of the assessment data collected and analyzed. The results informed teaching and learning across the curriculum.

• **Program Improvements:**

- Pedagogical revisions to the undergraduate curriculum in Marketing\*
- Provide student convocations and workshops\*
- Provide guest lecturers\*
- Schedule Instructional technology student workshops\*\*
- **Review course sequencing\***
- **Change course requirements\***
- Submit new course proposal to be included as a part of the Core course in the Business Program\*\*
- Perform computer and information literacy assessment of business marketing majors \*\*
- Schedule a computer and information literacy Faculty workshop\*\*
- **Reinforce problem solving skills by providing small student's manage workshops\*\***

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- Schedule real-world projects and field trips (tours and campus visits), ExxonMobile Plant Tours\*
- Use E-learning tools to improve Intercultural Communication\*\*

- **Assessment Process Improvement:**

- Design of a more effective assessment schedule and defining who would be assessed and who would collect the assessment data. A decision was made to assess each of the five core-learning outcomes one every year, starting in Spring 2013.\*
- Offer hands-on Instructional Technology Workshops\*\*
- Offer Assessment workshops for continuous improvement\*
- Conduct student and employer satisfaction assessment of management program\*\*
- Conduct a hands-on LiveText Workshop\*
- Perform industry-specific skill needs assessment\*
- Design a mechanism for effectively sharing program assessment data\*\*
- Use other source of indirect program assessment data, career placement data, internship reports, course evaluations\*

\*Indicates that the action or task has been implemented in Fall 2009-Fall 2012

\*\* Indicates that the action or task will be implemented in Spring-Fall 2013.



| <b>.ART II: PLANNING<br/>FOR NEXT COURSE<br/>OFFERING</b><br><b>Key course tasks<br/>assessed next course<br/>offering</b> | <b>Where will<br/>you assess this<br/>task?</b><br><br>(Course?<br>LiveText?<br>Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?)                      | <b>Use of Assessment Results to Improve Student<br/>Learning</b>   |
|--|--|--|--|
| Effective Problem-solving skills, be able to conceptualize, formulate, and model business problems                         | Course and LiveText  | Course-embedded assessment and use of Rubric.<br>Cases Study Analysis  | Results will be used to improve target course content and instructional method as well as design of new course(s). In addition, results will provide a mechanism to identify effective approaches to broaden and strength student's exposure to problem solving techniques and skills.<br>Embed service learning projects across courses |
| Computer and information literacy skills   | Course and LiveText  | Course-embedded assessment and use of Rubric.<br>Hands-on Assignments  | Results will be used for program improvement to align program goals-industry needs   |
| Effective communications skills, be able to create and deliver effective managerial presentations of analytical work       | Course and LiveText  | Oral presentation and written case analysis, assessment using outcome-specific rubrics approved by the faculty | Results will be used to improve target course content and instructional method as well as design of new course(s). In addition, results will provide a mechanism to identify effective approaches to improve student's communication skills.   |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**PART III: ADDITIONAL INFORMATION (optional)** If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## Summary of Program Assessment

### FINDINGS

| of Business  | Program  | 3:  | MBA Program    |
|--|--|---|----------------|
| Assessment Methods (AM) and Targets (T)  |  | Results   | Use of Results |
| (AM)<br>1. Case project writing<br>2. Essay questions exam<br>3. Written assignments<br>4. Class discussion assignments<br>5. Oral presentations<br>(T)<br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams. |  |   |                |
|  | <ul style="list-style-type: none"> <li>- In the MBA Courses where communication (both written and oral) skills were assessed, on average students performed satisfactorily.</li> <li>- In oral presentations using technology, students exceeded the satisfactory expectation.</li> <li>- However according to the result, both in written and oral communication area there is room for further improvement.</li> </ul> |   |                |
| (AM)<br>1. Business Strategy Game Simulation<br>2. Capstone course – MGMT 592 case studies<br>3. Case report<br>(T)<br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams.                                     |  |   |                |
|  | <ul style="list-style-type: none"> <li>- Students in Management Decision-Making MGMT 592 (capstone course) were assessed in three areas: communication skills, accounting, and financial analysis.</li> <li>- Based on the Business Strategy Game Simulation (BSGS) result. MBA students have performed satisfactorily in all areas except in finance, HR and Marketing management.</li> </ul>                           |   |                |
|  |  | <ul style="list-style-type: none"> <li>- Although students met the expected target, based on the university and college QEP policy, more written and oral presentation assignments were incorporated in most of the MBA core and elective courses.</li> <li>- Reading lists on professional development such as <i>Good to Great</i>; <i>The Outliers</i> were assigned to MBA students to help them their communication skills.</li> </ul> |                |
|  |  | <ul style="list-style-type: none"> <li>- Based on the BSGS simulation competition result, students will be given more access to the computer lab to improve their financial analytical skills by using statistical packages software such as SPSS, E-views, RATS and Financial Securities simulation software.</li> </ul>   |                |



| of Business   |  | Program | s: | MBA Program | Results   | Use of Results  |
|---|--|---------|----|-------------|---|---|
| Assessment Methods (AM) and Targets (T)   |  |         |    |             |   |   |
| (AM)<br>1. Exam questions<br>2. Case study<br>3. Class presentations<br><br>(T)<br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams.  |  |         |    |             | - A random sample of essay exams was administered using analytical rubric that taps the content and organization of each answer. The assessment result indicated that on a scale of 1 – 10 students on average scored 9.1, which suggests that they exceeded the satisfactory range in the learning outcome | - Since students exceeded the expected outcome no change was suggested. However, new research findings in the field of ethical, legal and social responsibility issues were incorporated in the course syllabi.               |
| (AM)<br>1. Business Strategy Game Simulation<br>2. Capstone course – MGMT 592 case studies<br>3. Case report<br><br>(T)<br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams.        |  |         |    |             | - Students in Management Decision-Making MGMNT 592 were assessed in three areas: HR, Finance , accounting, and financial analysis.<br>- Based on the Business Strategy Game Simulation (BSGS) result. MBA students have performed satisfactorily in all areas except in finance.                            | - The course syllabus will be improved to focus more on financial analysis<br>- Financial practitioners from firms such as Stanley Morgan will be invited to speak in the finance class on real corporate finance experience. |
| (AM)<br>1. Multimedia case study<br>2. Compute project<br>3. Exam questions<br>4. Group assignment and presentation<br><br>(T)<br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams. |  |         |    |             | - Based on pre and posttests given in the course, findings indicated that the MBA students have improved from a mean of 84.38 on ht pre-test to a mean of 104.44 on the posttest. On average students have exceeded expectation in developing IT/IS competency.   | - Based on the findings, collaborative problem-based learning group approach has been added to the instructional method of the Management Information System course –MGMT 505.  |

| of Business Program s: MBA Program   |   |  |
|--|---|--|
| Assessment Methods (AM) and Targets (T)  | Results   | Use of Results   |
| <p>(AM)</p> <ol style="list-style-type: none"> <li>Exam questions</li> <li>Reading Assignments</li> <li>Class discussions</li> <li>Random samples of easy exams</li> </ol> <p>(T)</p> <p>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and Exams.</p> | <ul style="list-style-type: none"> <li>Exam questions from a random sample of essay exams were administered and an analytical rubric was used to conduct assessment. Each student in the sample was assessed on the exam question tapping the objectives on two exams. The average score for each objective was calculated for each student in the sample.</li> <li>The result indicated that scores of all the students in the sample were in the satisfactory range.</li> </ul> | <ul style="list-style-type: none"> <li>As the students have achieved a satisfactory result, change in either course content or instructional pedagogy was proved warranted.</li> <li>However the instructor infused the latest development in the theory and practice of international business in the course syllabus.</li> </ul> |

es of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these will find them useful for interpreting and discussing the summary information in this report.

a summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if useful for interpreting and discussing the summary information in this report.

#### IIIC SEMESTER USE OF KEY FINDINGS

y members discussed this Semester's assessment process and/or results? Check all that apply.



ment meetings devoted entirely to assessment  
program or departmental meetings  
assessment committee meetings  
committee meetings  
tions among faculty members  
) Dean's Council Meeting  
ave not been discussed by program faculty this Semester

**past assessment findings this Semester to improve student learning in your program or to improve the  
sted length 150 words)**

**NEXT COURSE OFFERING**

|  | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning   |
|--|--|---|
|  | Written Assignment   | <ul style="list-style-type: none"> <li>- Assigning more reading assignments</li> <li>- Provide study abroad opportunity to MBA students</li> </ul>  |
|  | Business Game Simulation<br>Computational exam questions                       | <ul style="list-style-type: none"> <li>- Increased lab access</li> <li>- Enhance financial management and HR With more case studies and class discussions.</li> </ul>   |
|  | Class presentations and Class Discussion                                       | <ul style="list-style-type: none"> <li>- Arrange field trips to industries so that students can get first hand exposure to operation of an organization.</li> <li>- Invite guest speakers who are experts in the field</li> </ul> |

Examples of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these will find them useful for interpreting and discussing the summary information in this report.

#### ADDITIONAL INFORMATION (optional)

Include any assessment activities other than those for which information is requested above, you may include information about those

## Summary of Program Assessment

### FINDINGS

| of Business  | Program   | s:   | MBA Program    |
|--|---|--|----------------|
| Assessment Methods (AM) and Targets (T)  |   | Results  | Use of Results |
| <b>(AM)</b><br>1. Case project writing<br>2. Essay questions exam<br>3. Written assignments<br>4. Class discussion assignments<br>5. Oral presentations<br><b>(T)</b><br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams. | - In the MGMT 580 and MGMT 520 courses where communication (both written and oral) skills were assessed, on average students performed satisfactorily.  | - Although students met the expected target, based on the university and college QEP policy, more written and oral presentation assignments were incorporated in most of the MBA core and elective courses.<br>- More individual in-class discussions will be introduced to help students improve oral communication skills and presentations.       |                |
|  |   |  |                |
| <b>(AM)</b><br>1. Analytical assignment in integrating Logistics into overall supply chain<br>2. Case report<br><b>(T)</b><br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams.  | - Students in MGMT 510 – Logistics and Transportation Management and MKTG 591 – Marketing Management were assessed in the area of critical thinking and problem solving skills. Based on the assessment results, MBA students have performed satisfactorily and in some cases exceeding the expected outcome. | - Since students in general exceeded the expected outcome no change was suggested. However.<br>- However to maintain currency of the course materials, the syllabus will be reviewed and updated.<br>- In addition to improve the critical thinking and analytical skills of our students, more analytical case analysis exercises will be provided. |                |
|  |   |  |                |



| of Business Program S: MBA Program  |  |   |
|---|--|---|
| Assessment Methods (AM) and Targets (T)   | Results  | Use of Results  |
| <p>(AM)</p> <ol style="list-style-type: none"> <li>Exam questions</li> <li>Case study</li> <li>Class presentations</li> </ol> <p>(T)</p> <p>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams.</p> | <ul style="list-style-type: none"> <li>- A random sample of essay exams was administered using legal/ethical issues rubric that taps the content and organization of each answer. The assessment result indicated that on a scale of random sample of 10 students each graded 1-5 on average scored 4.1, which suggests that they exceeded the satisfactory range in the learning outcome</li> </ul> | <ul style="list-style-type: none"> <li>- Since students exceeded the expected outcome no change was suggested. However, new research findings in the field of ethical, legal and social responsibility issues were incorporated in the course syllabi.</li> </ul> |
| <p>(AM)</p> <ol style="list-style-type: none"> <li>Exam questions</li> <li>Written assignments</li> </ol> <p>(T)</p> <p>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams.</p>                     | <ul style="list-style-type: none"> <li>- Students in MGMT 520 – Organizational Behavior and Leadership were assessed on their knowledge of fundamental business disciplines.</li> <li>- Based on the result, MBA students have performed satisfactorily scoring on average 4.3 out of 5.</li> </ul>  | <ul style="list-style-type: none"> <li>- Since students exceeded the expected outcome no change was suggested.</li> </ul>   |



| of Business Program s: MBA Program   |  |  |
|--|--|--|
| Assessment Methods (AM) and Targets (T)  | Results  | Use of Results   |
| <p>(AM)</p> <ol style="list-style-type: none"> <li>Exam questions</li> <li>Reading Assignments</li> <li>Class discussions</li> <li>Random samples of easy exams</li> </ol> <p>(T)</p> <p>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and Exams.</p> | <ul style="list-style-type: none"> <li>Exam questions from a random sample of essay exams were administered and an analytical rubric was used to conduct assessment. Each student in the sample was assessed on the exam question tapping the objectives on two exams. The average score for each objective was calculated for each student in the sample and with a score of 5.1 and 5.3, The students have exceeded the expected outcome.</li> </ul> | <ul style="list-style-type: none"> <li>As the students have achieved a satisfactory result, change in either course content or instructional pedagogy was proved warranted.</li> <li>However the instructor infused the latest development in the theory and practice of international business in the course syllabus.</li> </ul> |

es of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these will find them useful for interpreting and discussing the summary information in this report.

a summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if useful for interpreting and discussing the summary information in this report.

#### IIIC SEMESTER USE OF KEY FINDINGS

y members discussed this Semester's assessment process and/or results? Check all that apply.

ment meetings devoted entirely to assessment

program or departmental meetings

assessment committee meetings

advisory committee meetings

communications among faculty members

advisory Dean's Council Meeting

Other: \_\_\_\_\_ have not been discussed by program faculty this Semester

**Summarize past assessment findings this Semester to improve student learning in your program or to improve the program. (Suggested length 150 words)**

**What are the next course offerings?**

|  | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve<br>Student Learning                            |
|--|--|---|
|  | Exam Question  | Assigning more reading assignments<br>Enhancing class discussions and presentations |
|  | Computational exam questions   | Inviting guest speakers to classroom<br>Organizing field trips to industry          |
|  | Class presentations and Class Discussions                                      | Instructor will perform more analysis of<br>successful companies in class           |

Use of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these will find them useful for interpreting and discussing the summary information in this report.

**ADDITIONAL INFORMATION (optional)**

Include information about other assessment activities other than those for which information is requested above, you may include information about those



## Summary of Program Assessment

### FINDINGS

| Department of Business   | Program     | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results |
|--|-------------|--|---|----------------|
|  | MBA Program |  |   |                |
| (AM)<br>1. Case project writing<br>2. Essay questions exam<br>3. Written assignments<br>4. Class discussion assignments<br>5. Oral presentations<br>(T)<br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams. |             | <ul style="list-style-type: none"> <li>- In the MGMT 580 – International Business course where communication (both written and oral) skills were assessed, on average students performed satisfactorily. On a scale 1-5, all students scored on average 4.0, which is above the expected outcome.</li> </ul>   | <ul style="list-style-type: none"> <li>- Although students met the expected target, based on the university and college QEP policy, more written and oral presentation assignments were incorporated in most of the MBA core and elective courses.</li> <li>- Reading lists on professional development such as <i>Good to Great</i>; <i>The Outliers</i> were assigned to MBA students to help them their communication skills.</li> </ul> |                |
| (AM)<br>1. Business Strategy Game Simulation Capstone course – MGMT 592 case studies<br>2. Case report<br>(T)<br>On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and exams.   |             | <ul style="list-style-type: none"> <li>- Students in Management Decision-Making MGMT 592 and MGMT 510 were assessed in the functional areas of business and operations.</li> <li>- Based on the Business Strategy Game Simulation (BSGS) result exam questions in operations management, MBA students have performed satisfactorily in all areas except in Financial Analysis, HR and Marketing Management.</li> </ul> | <ul style="list-style-type: none"> <li>- Based on the BSGS simulation competition result, students will be given more access to the computer lab to improve their financial analytical skills by using statistical packages software such as SPSS, E-views, RATS and Financial Securities simulation software.</li> <li>- More focus will be given In the syllabus on financial, HR and marketing management analysis.</li> </ul>           |                |



| of Business Program s: MBA Program |   | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results |
|------------------------------------|---|---|---|----------------|
| AM)                                | <ol style="list-style-type: none"> <li>Exam questions</li> <li>Case study</li> <li>Class presentations</li> </ol> <p>In average students will achieve at least 80 accuracy or a "B" grade in their assignments, tests and exams.</p>  | <p>- A random sample of essay exams was administered using analytical rubric that taps the ethical problems in organizational settings. The assessment result indicated that on a scale of 1 – 5 students on average scored 94.35 which exceeded the expected learning outcome.</p>   | <ul style="list-style-type: none"> <li>- Since students exceeded the expected outcome no change was suggested. However, new research findings in the field of ethical, legal and social responsibility issues were incorporated in the course syllabi.</li> </ul>   |                |
| AM)                                | <ol style="list-style-type: none"> <li>Business Strategy Game Simulation</li> <li>Capstone course – MGMT 592 case studies</li> <li>Case report</li> </ol> <p>In average students will achieve at least 80 accuracy or a "B" grade in their assignments, tests and exams.</p>        | <ul style="list-style-type: none"> <li>- Students in Management Decision-Making MGMT 592 were assessed in three areas: HR, Finance, accounting, and financial analysis.</li> <li>- Based on the Business Strategy Game Simulation (BSGS) result. MBA students have performed satisfactorily in most areas except in finance, HR, and marketing management.</li> </ul> | <ul style="list-style-type: none"> <li>- The course syllabus will be improved to focus more on the areas students have demonstrated weakness.</li> <li>- Financial practitioners from firms such as Stanley Morgan will be invited to speak in the finance class on real corporate finance experience.</li> </ul> |                |
| M)                                 | <ol style="list-style-type: none"> <li>Multimedia case study</li> <li>Compute project</li> <li>Exam questions</li> <li>Group assignment and presentation</li> </ol> <p>average students will achieve at least 80 accuracy or a "B" grade in their assignments, tests and exams.</p> | <ul style="list-style-type: none"> <li>- In the MGMT 510 – Operation Management course students were assessed in IT/IS skills and on average students performed satisfactorily. In fact they exceeded the expected learning outcome.</li> </ul>   | <ul style="list-style-type: none"> <li>- Since students exceeded the expected outcome no change was suggested.</li> </ul>   |                |



| of Business                             |   | Program   | s:   | MBA Program  |
|---|---|---|--|--|
| Assessment Methods (AM) and Targets (T) |   | Results   |  |  |
| Use of Results                          |   |   |  |  |
| (AM)                                    | 1. Exam questions   | - Exam questions from a random sample of essay exams were administered and an analytical rubric was used to conduct assessment. Each student in the sample was assessed on the exam question tapping the objectives on two exams. The average score for each objective was calculated for each student in the sample. | - As the students have achieved a satisfactory result, change in either course content or instructional pedagogy was proved warranted. |  |
|   | 2. Reading Assignments  |   |  |  |
|   | 3. Class discussions  |   |  |  |
|   | 4. Random samples of easy exams   |   |  |  |
| (T)                                     | On average students will achieve at least 80 % accuracy or a "B" grade in their assignments, tests and Exams. | - The result indicated that scores of all the students in the sample were in the satisfactory range.  | - However the instructor infused the latest development in the theory and practice of international business in the course syllabus    | - Faculty development in International business and study abroad program for students will be implemented. |
|   |   |   |  |  |

es of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these will find them useful for interpreting and discussing the summary information in this report.

a summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if useful for interpreting and discussing the summary information in this report.

#### IIC SEMESTER USE OF KEY FINDINGS

y members discussed this Semester's assessment process and/or results? Check all that apply.

ment meetings devoted entirely to assessment  
program or departmental meetings  
assessment committee meetings  
committee meetings  
tions among faculty members  
) Dean's Council Meeting  
ave not been discussed by program faculty this Semester

**past assessment findings this Semester to improve student learning in your program or to improve the  
sted length 150 words)**

**NEXT COURSE OFFERING**

| II<br>s<br>) | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve<br>Student Learning  |
|--------------|--|---|
|              | Written Assignment   | <ul style="list-style-type: none"> <li>- Assigning more reading assignments</li> <li>- Provide study abroad opportunity to MBA students</li> </ul>  |
|              | Business Game Simulation<br>Computational exam questions                       | <ul style="list-style-type: none"> <li>- Increased lab access</li> <li>- Enhance financial management and HR</li> <li>- With more case studies and class discussions.</li> </ul>  |
|              | Class presentations and Class Discussion                                       | <ul style="list-style-type: none"> <li>- Arrange field trips to industries so that students can get first hand exposure to operation of an organization.</li> <li>- Invite guest speakers who are experts in the field</li> </ul> |

es of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these will find them useful for interpreting and discussing the summary information in this report.

#### INFORMATION (optional)

ment activities other than those for which information is requested above, you may include information about those



## College of Education Arts and Humanities

### Summary of Program Assessment

#### PART IA: CURRENT KEY FINDINGS

|   |                                     |                                   |                            |
|---|-------------------------------------|-----------------------------------|----------------------------|
| <b>College/School/Unit:</b>   | Education/ Curriculum & Instruction | <b>Program Learning Outcomes:</b> | Elementary Education (1-5) |
| <p>Teacher Education Programs offered by the Department of Curriculum and Instruction prepare career educators who become reflective practitioners, goal oriented professionals, and effective pedagogues who are skilled in research based instruction and assessment strategies. In tandem with the College's Conceptual Framework, the department seeks to prepare teacher candidates to become critical thinkers who teach from multicultural and global perspectives and model best teaching practices. Experiences are provided in academic programs, which allow teacher candidates to demonstrate their knowledge, skills, and dispositions by integrating a variety of instructional learning and problem solving strategies that facilitate an understanding of children's uniqueness, while promoting learner participation within the world-wide web of information. Such experiences result in meaningful and experiential learning outcomes for all candidates; consequently transferring to daily pedagogical practices.</p> |                                     |                                   |                            |

| Outcomes  | Assessment Methods ( <u>AM</u> )<br>and Targets ( <u>T</u> )   | Results   | Use of Results   |
|---|--|---|--|
| <i>Year: 2012 - 2013</i>  |  |   |  |
| To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as well as differentiated instruction techniques | <p>Teacher Education Portfolio in LiveText</p> <p>Assessments:<br/>Unit Lesson Plans, Teacher work samples (TWS), and/or case studies</p> <p>Target: 75%</p> | <p>Teacher candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery.</p> <p>Key Assessment data follow:</p> <p><b>CRIN 349: Diagnosis and Correction of</b></p> | Data were discussed in departmental meetings and teacher candidates were found to be progressing well. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |   |   |
|--|--|---|---|
|  |  | <b>Reading Difficulties</b><br>Teacher Work Sample:<br>17 students were assessed.<br>Approximately 95%<br><u>Exceeded Expectations</u><br>and the remainder <u>Met</u><br><u>Expectations</u> .   |   |
| <b>Year: 2013 - 2014</b>   |  |   |   |
| <p>To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as well as differentiated instruction techniques</p> | <p>Teacher Education Portfolio in LiveText</p> <p>Assessments:<br/>Unit Lesson Plans, Teacher work samples (TWS), and/or case studies</p> <p>Target: 75%</p> | <p>Teacher candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery.</p> <p>Key Assessment data follow:</p> <p><b>CRIN 337: Elementary Reading Methods</b> – 27 students were evaluated. Data indicate over 90% rated target, while the rest were acceptable. None were unacceptable.</p> | <p>Data were discussed in departmental meetings Faculty reflected upon data findings and adjusted teaching practices in response to findings. In this instance, teacher candidates were on the right tract.</p> |
| <b>Year: 2014 - 2015</b>   |  |   |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |  |  |
|--|--|--|--|
| <p>To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as well as differentiated instruction techniques</p> | <p>Teacher Education Portfolio in LiveText</p> <p>Assessments:<br/>Unit Lesson Plans, Teacher work samples (TWS), and/or case studies</p> <p>Target: 75%</p> | <p>Teacher candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery.</p> <p>Key Assessment data follow:<br/><b>CRIN 353: Practicum</b><br/>Case Study:<br/>52 students were assessed. Of that number, approximately 70% were rated as <u>Highly Proficient</u>, 28% were assessed as <u>Proficient</u>, and 2% were <u>Partially Proficient</u>.</p> | <p>In discussing data, it was determined that further teaching and/or scaffolding was/were necessary to ensure success of all students. These findings are to be incorporated in future classes.</p> |
|--|--|--|--|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☒ in program or department meetings devoted entirely to assessment

☒ as an agenda item in program or departmental meetings

☐ in departmental assessment committee meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook

\_\_\_ in other departmental committee meetings

X in informal conversations among faculty members

\_\_\_ Other (please specify) \_\_\_\_\_

\_\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Administrators and Faculty in the College of Education meet regularly to discuss student learning and progress in our programs. Differentiated instruction and research based pedagogical strategies are discussed (how they are used and effectiveness). Faculty reflect upon their classes and collaborate with co-workers to discuss best practices and means of improving student performance.

**PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course?<br/>LiveText?<br/>Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b>                |
|---|---|--|---|
| Unit/Lesson Plans                                     | Live Text   | Rubrics  | Data results will be discussed in data/departmental meeting and reflections |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|                         |           |         |   |
|-------------------------|-----------|---------|---|
|                         |           |         | will focus on ways to ensure that all students rate <u>Target</u> .   |
| TWS                     | Live Text | Rubrics | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |
| Case Studies,<br>Others | Live Text | Rubrics | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

|   |   |  |                       |
|---|---|--|-----------------------|
| <b>College/School/Unit:</b> Education/ Curriculum & Instruction   |   | <b>Program Learning Outcomes:</b> Integrated to Merge –<br>Mild/Moderate<br><br>Middle School (Grades 4-8)   |                       |
| Teacher Education Programs offered by the Department of Curriculum and Instruction prepare career educators who become reflective practitioners, goal oriented professionals, and effective pedagogues who are skilled in research based instruction and assessment strategies. In tandem with the College’s Conceptual Framework, the department seeks to prepare teacher candidates to become critical thinkers who teach from multicultural and global perspectives and model best teaching practices. Experiences are provided in academic programs which allow teacher candidates to demonstrate their knowledge, skills, and dispositions by integrating a variety of instructional learning and problem solving strategies that facilitate an understanding of children’s uniqueness, while promoting learner participation within the world-wide web of information. Such experiences result in meaningful and experiential learning outcomes for all candidates; consequently transferring to daily pedagogical practices that address the needs of regular and special education students at the Middle School level. |   |  |                       |
|   |   |  |                       |
| <b>Outcomes</b>   | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>   | <b>Use of Results</b> |
| <b>Year: 2012 - 2013</b>  |   |  |                       |
| To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and  | Teacher Portfolio in LiveText<br><br>Assessment: Field Experiences Task— Bloom’s Taxonomy, Standards, | The Integrated to Merge- Mild/Moderate Middle School program is designed to produce teachers who meet and/or exceed expectations on pedagogical assessments. The <u>Key Assessment</u> determines the degree of course mastery.<br><br>Key Assessment data for course follow:<br><br><b>CRIN 324: Secondary School Methods and Materials</b> |                       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |  |  |
|---|--|--|--|
| assessment strategies as well as differentiated instruction techniques  | Benchmarks, etc.<br><br>Target: 75%  | 6 students were assessed. 99% of Students scored <u>Target</u> or <u>Approaching Target</u> , while 1% scored <u>Acceptable</u> ; None were <u>Unacceptable</u>  | During data and departmental meetings faculty discuss results and decide upon specific research based strategies to assist all students to achieving Target proficiency. |
| <b>Year: 2013 - 2014</b>  |  |  |  |
| To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as well as differentiated instruction techniques | Teacher Portfolio in LiveText<br><br>Assessment: Field Experiences Task—Bloom's Taxonomy, Standards, Benchmarks, etc.<br><br>Target: 75% | The Integrated to Merge- Mild/Moderate Middle School program is designed to produce teachers who meet and/or exceed expectations on pedagogical assessments. The <u>Key Assessment</u> determines the degree of course mastery.<br><br>Key Assessment data for course follow:<br><br><b>CRIN 425: methods and Materials in Teaching Secondary School Mathematics</b><br><br>2 students were assessed. They were assessed at 100% | Discussed during data meetings to determine pedagogical strategies going forward   |
| <b>Year: 2014 - 2015</b>  |  |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |   |
|--|---|---|---|
| <p>To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as well as differentiated instruction techniques</p> | <p>Teacher Portfolio in LiveText</p> <p>Assessment: Field Experiences Task—Bloom’s Taxonomy, Standards, Benchmarks, etc.</p> <p>Target: 75%</p> | <p>The Integrated to Merge- Mild/Moderate Middle School program is designed to produce teachers who meet and/or exceed expectations on pedagogical assessments. The <u>Key Assessment</u> determines the degree of course mastery.</p> <p>Key Assessment data for course follow:</p> <p><b>CRIN 346: Middle School Science Methods</b><br/>3 students were assessed; 100% were <u>Target</u> or <u>Acceptable</u></p> | <p>The performance of these teacher candidates was discussed during data and departmental meetings to determine pedagogical practices and learning outcomes going forward</p> |
|--|---|---|---|

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

#### PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester’s assessment process and/or results? Check all that apply.

  X   in program or department meetings devoted entirely to assessment

Note: The Assessment Process is described in the Program Assessment Sourcebook



- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Ongoing reflections by faculty (see below).

Faculty reflect upon teacher candidates' performance and adjust pedagogical practices, learning materials, technology, etc. to accommodate and enhance learning outcomes for future students.

Administrators and Faculty in the College of Education meet regularly to discuss student learning and progress in our programs. Differentiated instruction and research based pedagogical strategies are discussed (how they are used and effectiveness). Faculty reflect upon their classes and collaborate with co-workers to discuss best practices and means of improving student performance.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course?<br/>LiveText?<br/>Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
|---|---|--|--|
|---|---|--|--|

Note: The Assessment Process is described in the Program Assessment Sourcebook

|                      |           |         |   |
|----------------------|-----------|---------|---|
| Unit/Lesson Plans    | Live Text | Rubrics | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |
| TWS                  | Live Text | Rubrics | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |
| Case Studies, Others | Live Text | Rubrics | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

### PART IA: CURRENT KEY FINDINGS

|  |                                     |                                   |   |
|--|-------------------------------------|-----------------------------------|---|
| <b>College/School/Unit:</b>  | Education/ Curriculum & Instruction | <b>Program Learning Outcomes:</b> | Special Education Mild/Moderate:<br>An Integrated Approach- <u>Grades 1-5</u> |
| Teacher Education Programs offered by the Department of Curriculum and Instruction prepare career educators who become reflective practitioners, goal oriented professionals, and effective pedagogues who are skilled in research based instruction and assessment strategies. In tandem with the College's Conceptual Framework, the department seeks to prepare teacher candidates to become critical thinkers who teach from multicultural and global perspectives and model best teaching practices. Experiences are provided in academic programs, which allow teacher candidates to demonstrate their knowledge, skills, and dispositions by integrating a variety of instructional learning and problem solving strategies that facilitate |                                     |                                   |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

an understanding of children's uniqueness, while promoting learner participation within the world-wide web of information. Such experiences result in meaningful and experiential learning outcomes for all candidates; consequently transferring to daily pedagogical practices that enhance learning experiences for both regular and special education students.

| Outcomes  | Assessment Methods ( <u>AM</u> )<br>and Targets ( <u>T</u> )   | Results   | Use of Results  |
|---|--|---|---|
| <b>Year: 2012 - 2013</b>  |  |   |   |
| To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as well as differentiated instruction techniques | Teacher Portfolio in LiveText<br><br>Assessment:<br>Field Experiences Task—<br>Bloom's Taxonomy,<br>Standards, Benchmarks, etc.<br><br>Target: 75% | Teacher candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery.<br><br>Key Assessment data follow:<br><br><b>CRIN 329: Math for Early Childhood</b><br>6 students were assessed. Approximately 68% rated target; 26% scored acceptable; 6% rated unacceptable | Data show that faculty need to be more precise and clear when assigning this task. Reflections indicate that some scaffolding or re-teaching is necessary to ensure excellent outcomes for all students |
| <b>Year: 2013 - 2014</b>  |  |   |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |   |  |
|--|--|---|--|
| <p>To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as well as differentiated instruction techniques</p> | <p>Teacher Portfolio in LiveText</p> <p>Assessments:<br/>Unit Lesson Plans, Teacher work samples (TWS), and/or case studies</p> <p>Target: 75%</p> | <p>Teacher candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery</p> <p>Key Assessment data follow:</p> <p><b>SPED 299: Survey of Students with Disabilities</b><br/>24 students were assessed. Of that number, approximately 80% rated Target; the others were Acceptable</p> |  |
| <p><b><i>Year: 2014 - 2015</i></b></p>   |  |   |  |
| <p>To produce teacher candidates who demonstrate the ability to provide age and developmentally appropriate instruction at the various grade levels via the use of research based instruction and assessment strategies as</p>   | <p>Teacher Portfolio in LiveText</p> <p>Assessments:<br/>Unit Lesson Plans, Teacher work samples (TWS), and/or case studies</p> <p>Target: 75%</p> | <p>Teacher candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery.</p> <p>Key Assessment data follows:</p>  | <p>Data indicate that these students mastered the assessment</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |   |  |
|---|--|---|--|
| well as differentiated instruction techniques |  | <b>CRIN 330: Elementary Social Studies Methods</b><br>14 of 17 students were assessed on this task. All were assessed as Target |  |
|---|--|---|--|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Ongoing reflections by faculty (see below).

Note: The Assessment Process is described in the Program Assessment Sourcebook

Faculty reflect upon teacher candidates' performance and adjust pedagogical practices, learning materials, technology, etc. to accommodate and enhance learning outcomes for future students.

Administrators and Faculty in the College of Education meet regularly to discuss student learning and progress in our programs. Differentiated instruction and research based pedagogical strategies are discussed (how they are used and effectiveness). Faculty reflect upon their classes and collaborate with co-workers to discuss best practices and means of improving student performance.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course?<br/>LiveText?<br/>Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b>  |
|---|---|--|---|
| Unit/ Lesson Plans                                    | Live Text   | Rubrics  | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |
| TWS   | Live Text   | Rubrics  | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |
| Case Studies, Others                                  | Live Text   | Rubrics  | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education/Behavioral Studies                   |   | Student Learning Outcomes: Mental Health Counseling   |  |
|--|---|---|--|
|  |   |   |  |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results   | Use of Results   |
| <i>Year:2012-13</i>  |   |   |  |
| <b>BHVS 575: Behavioral Research-Methodology</b><br><br>CACREP 8a-f            | Assessment Method:<br><b>Completion of a Capstone Project</b><br><br>Target: <b>100%</b>                          | <b>28</b> candidates were evaluated. Data showed that <b>100%</b> of the candidates rated Acceptable in content, quality, and mechanics for this project.                                 | Continue current activities and encourage candidates to become more independent  |
| <b>BHVS 571: Bereavement Counseling</b><br><br>CACREP 3c                       | Assessment Method:<br><b>Written Report on Impact of Visit to Mortuary/Funeral Home</b><br><br>Target: <b>80%</b> | <b>10</b> candidates were evaluated. Data showed that <b>100%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.                              | Continue current activities and research new methods of imparting information to change candidate dispositions towards death and dying                                   |
| <b>BHVS 570: Behavioral Medicine and Health Psychology</b><br><br>CACREP 3h    | Assessment Method:<br><b>Abstracts</b><br><br>Target: <b>80%</b>  | <b>17</b> candidates were evaluated. Data showed that <b>100%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.                              | Require candidates to purchase supplemental materials that further improve grammar and composition skills  |
| <b>BHVS 563: Substance Abuse</b><br><br>CACREP 3g                              | Assessment Method:<br><b>Written Report on Alcohol Anonymous Meeting</b><br><br>Target: <b>80%</b>                | <b>19</b> candidates were evaluated. Data showed that <b>100%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.                              | Provide tutorials to enhance proficiency in writing skills   |
| <b>BHVS 552: Theories of Counseling &amp; Psychotherapy</b><br><br>CACREP 3a,d | Assessment Method:<br><b>Research Paper</b><br><br>Target: <b>80%</b>   | <b>7</b> candidates were evaluated. Data showed that <b>57%</b> the candidates rated Acceptable in content, quality, and mechanics for this assignment.                                   | Provide tutorials to enhance proficiency in writing skills and require candidates to purchase supplemental materials that further improve grammar and composition skills |
| <b>BHVS 559: Theories of Vocational Development</b><br><br>CACREP 4a-g         | Assessment Method:<br><b>Theories of Vocational Development</b><br><br>Target: <b>90%</b>                         | <b>24</b> candidates were evaluated. Data showed that <b>87%</b> of the candidates rated Acceptable in content, quality, and mechanics for a Personal Career Plan.<br><br>Rubric Elements | Continue current methods of instruction; make changes where warranted  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |   |          |            |              |
|--|--|---|----------|------------|--------------|
|  |  | Ethical and legal considerations for career counseling                                | 18 (75%) | 6 (25%)    |              |
|  |  | CACREP-1.A  |          |            |              |
|  |  | Career avocational, educational, occupational, and labor market information.          | 15 (62%) | 6 (25%)    | 3 (12%)      |
|  |  | CACREP-4.B, CACREP-4.B.1, CACREP-4.B.1.a  |          |            |              |
|  |  | Career and educational planning, placement, follow-up and evaluation.                 | 11 (45%) | 11 (45%)   | 2 (8%)       |
|  |  | CACREP-4.E  |          |            |              |
|  |  | Assessment Instruments and Techniques Relevant to Career Planning and Decision Making | 9 (37%)  | 12 (50%)   | 3 (12%)      |
|  |  | CACREP-4.F  |          |            |              |
|  |  | Assessment Used in the Process of Career Counseling                                   | 11 (45%) | 9 (37%)    | 4 (16%)      |
|  |  | Career Program for School/Mental Health Program                                       | 7 (29%)  | 11 (45%)   | 6 (25%)      |
|  |  | CACREP-1.A, CACREP-4.A, CACREP-4.B, CACREP-4.C, CACREP-4.D, CACREP-4.E, CACREP-4.F    |          |            |              |
|  |  | Articles Related to CACREP Requirements in Career Counseling                          | 3 (12%)  | 6 (25%)    | 15 (62%)     |
|  |  | CACREP-4.A, CACREP-4.B, CACREP-4.C, CACREP-4.D, CACREP-4.E, CACREP-4.F, CACREP-4.G    |          |            |              |
|  |  | Theories of Career Counseling/Group Presentation                                      | 21 (87%) | 3 (12%)    |              |
|  |  | CACREP-4.A  |          |            |              |
|  |  | Rubric Indicators   | Target   | Acceptable | Unacceptable |

Note: The Assessment Process is described in the Program Assessment Sourcebook



|   |   |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
|---|---|--|--|---|--------------------------|---|-----------|---|----------------------------|---|----------------------------|--|----------------------|---|-------------------|--|--------------------------|
| <b>BHVS 554: Practicum in Counseling</b><br><br>CACREP K.5.b                    | Assessment Method:<br><b>Reflection Paper</b><br><br>Target: <b>80%</b>   | <b>6</b> candidates were evaluated. Data showed that <b>100%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.<br><br>Rubric Elements<br><table><tr><td>(Judging Criteria) 1-Sentence Structure</td><td><div><div>3 (50%)</div><div>3 (50%)</div></div><div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div></td></tr><tr><td>2-Idea</td><td><div><div>4 (66%)</div><div>2 (33%)</div></div><div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div></td></tr><tr><td>3-Content</td><td><div><div>5 (83%)</div><div>1 (16%)</div></div><div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div></td></tr><tr><td>4-Organization &amp; Structure</td><td><div><div>4 (66%)</div><div>2 (33%)</div></div><div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div></td></tr><tr><td>5-Reflection &amp; Application</td><td><div><div>6 (100%)</div></div><div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div></td></tr><tr><td>6-Presentation Style</td><td><div><div>5 (83%)</div><div>1 (16%)</div></div><div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div></td></tr><tr><td>Rubric Indicators</td><td><div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div></td></tr></table> | (Judging Criteria) 1-Sentence Structure              | <div><div>3 (50%)</div><div>3 (50%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> | 2-Idea                   | <div><div>4 (66%)</div><div>2 (33%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> | 3-Content | <div><div>5 (83%)</div><div>1 (16%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> | 4-Organization & Structure | <div><div>4 (66%)</div><div>2 (33%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> | 5-Reflection & Application | <div><div>6 (100%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> | 6-Presentation Style | <div><div>5 (83%)</div><div>1 (16%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> | Rubric Indicators | <div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div> | Continue content mastery |
| (Judging Criteria) 1-Sentence Structure   | <div><div>3 (50%)</div><div>3 (50%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| 2-Idea  | <div><div>4 (66%)</div><div>2 (33%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| 3-Content   | <div><div>5 (83%)</div><div>1 (16%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| 4-Organization & Structure  | <div><div>4 (66%)</div><div>2 (33%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| 5-Reflection & Application  | <div><div>6 (100%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div>                  |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| 6-Presentation Style  | <div><div>5 (83%)</div><div>1 (16%)</div></div> <div>AAHE-2008.1.C, AAHE-2008.1.F, LA-SUBR-LO.1, LA-SUBR-LO.2, LA-SUBR-LO.5</div> |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| Rubric Indicators   | <div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div>  |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| <b>BHVS 577: Behavioral Assessment Methods</b><br><br>CACREP: 8.a-f             | Assessment Method:<br><b>Assessment Report Writing</b><br>Target: <b>100%</b>   | <b>18</b> candidates were evaluated. Data showed that <b>100%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.   | Maintain level of class activities in report writing |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| <b>BHVS 582: Social &amp; Cultural Foundations</b><br><br>CACREP K.2.a, b, e, g | Assessment Method:<br><b>Culturally Diverse Activity</b><br><br>Target: <b>100%</b>   | <b>23</b> candidates were evaluated. Data showed that <b>100%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.<br><br>Rubric Elements<br><table><tr><td>Element 1 Idea</td><td><div><div>8 (24%)</div><div>25 (75%)</div></div></td></tr></table>  | Element 1 Idea                                       | <div><div>8 (24%)</div><div>25 (75%)</div></div>  | Continue content mastery |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |
| Element 1 Idea  | <div><div>8 (24%)</div><div>25 (75%)</div></div>  |  |  |   |                          |   |           |   |                            |   |                            |  |                      |   |                   |  |                          |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
|---|--|--|---|---|---|---|--|---|----------|----------|---|---|----------------------|--|---------------------|---|---------|---|-------------------------|---|--------------------|--|-------------------|---|---|------------------|--------------------------|-------------------|--|
|   |  | <table><tr><td>Element 2 Style</td><td><table><tr><td>14 (42%)</td><td>19 (57%)</td></tr></table></td></tr><tr><td>Element 3 Organization, Focus and Research</td><td><table><tr><td>4 (25%)</td><td>12 (75%)</td></tr></table></td></tr><tr><td>Element 4 Structure</td><td><table><tr><td>6 (18%)</td><td>27 (81%)</td></tr></table></td></tr><tr><td>Element 5 Structure</td><td><table><tr><td>5 (15%)</td><td>28 (84%)</td></tr></table></td></tr><tr><td>Element 6 Overall Paper</td><td><table><tr><td>8 (24%)</td><td>25 (75%)</td></tr></table></td></tr><tr><td>Rubric Indicators</td><td><table><tr><td>Novice (D-F)</td><td>Intermediate (C)</td><td>Proficient (B)</td><td>Distinguished (A)</td></tr></table></td></tr></table>  | Element 2 Style   | <table><tr><td>14 (42%)</td><td>19 (57%)</td></tr></table>  | 14 (42%)  | 19 (57%)  | Element 3 Organization, Focus and Research | <table><tr><td>4 (25%)</td><td>12 (75%)</td></tr></table>   | 4 (25%)  | 12 (75%) | Element 4 Structure                                     | <table><tr><td>6 (18%)</td><td>27 (81%)</td></tr></table> | 6 (18%)              | 27 (81%)   | Element 5 Structure | <table><tr><td>5 (15%)</td><td>28 (84%)</td></tr></table> | 5 (15%) | 28 (84%)  | Element 6 Overall Paper | <table><tr><td>8 (24%)</td><td>25 (75%)</td></tr></table> | 8 (24%)            | 25 (75%)   | Rubric Indicators | <table><tr><td>Novice (D-F)</td><td>Intermediate (C)</td><td>Proficient (B)</td><td>Distinguished (A)</td></tr></table> | Novice (D-F)  | Intermediate (C) | Proficient (B)           | Distinguished (A) |  |
| Element 2 Style   | <table><tr><td>14 (42%)</td><td>19 (57%)</td></tr></table>   | 14 (42%)   | 19 (57%)  |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 14 (42%)  | 19 (57%)   |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Element 3 Organization, Focus and Research  | <table><tr><td>4 (25%)</td><td>12 (75%)</td></tr></table>  | 4 (25%)  | 12 (75%)  |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 4 (25%)   | 12 (75%)   |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Element 4 Structure   | <table><tr><td>6 (18%)</td><td>27 (81%)</td></tr></table>  | 6 (18%)  | 27 (81%)  |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 6 (18%)   | 27 (81%)   |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Element 5 Structure   | <table><tr><td>5 (15%)</td><td>28 (84%)</td></tr></table>  | 5 (15%)  | 28 (84%)  |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 5 (15%)   | 28 (84%)   |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Element 6 Overall Paper   | <table><tr><td>8 (24%)</td><td>25 (75%)</td></tr></table>  | 8 (24%)  | 25 (75%)  |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 8 (24%)   | 25 (75%)   |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Rubric Indicators   | <table><tr><td>Novice (D-F)</td><td>Intermediate (C)</td><td>Proficient (B)</td><td>Distinguished (A)</td></tr></table>  | Novice (D-F)   | Intermediate (C)  | Proficient (B)  | Distinguished (A)                                       |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Novice (D-F)  | Intermediate (C)   | Proficient (B)   | Distinguished (A)                                       |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| <b>BHVS 574 Internship in Professional Counseling</b><br><br>CACREP 3G.d, e, g, h, i, j | Assessment Method:<br><b>Clinical Report</b><br><br>Target: <b>80%</b>   | <p><b>35</b> candidates were evaluated. Data showed that <b>97%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.</p> <p>Rubric Elements</p> <table><tr><td>Element 1-Content</td><td><table><tr><td>37 (100%)</td></tr><tr><td>CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table></td></tr><tr><td>Element 2-Coherence and Organization</td><td><table><tr><td>35 (94%)</td><td>2 (5%)</td></tr><tr><td colspan="2">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table></td></tr><tr><td>Element 3-Creativity</td><td><table><tr><td>26 (70%)</td><td>10 (27%)</td><td>1 (2%)</td></tr><tr><td colspan="3">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table></td></tr><tr><td>Element 4-Material</td><td><table><tr><td>32 (88%)</td><td>4 (11%)</td></tr><tr><td colspan="2">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table></td></tr></table> | Element 1-Content                                       | <table><tr><td>37 (100%)</td></tr><tr><td>CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table> | 37 (100%)   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6 | Element 2-Coherence and Organization       | <table><tr><td>35 (94%)</td><td>2 (5%)</td></tr><tr><td colspan="2">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table> | 35 (94%) | 2 (5%)   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6 |   | Element 3-Creativity | <table><tr><td>26 (70%)</td><td>10 (27%)</td><td>1 (2%)</td></tr><tr><td colspan="3">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table> | 26 (70%)            | 10 (27%)  | 1 (2%)  | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6 |                         |   | Element 4-Material | <table><tr><td>32 (88%)</td><td>4 (11%)</td></tr><tr><td colspan="2">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table> | 32 (88%)          | 4 (11%)   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6 |                  | Continue content mastery |                   |  |
| Element 1-Content   | <table><tr><td>37 (100%)</td></tr><tr><td>CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table>  | 37 (100%)  | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6 |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 37 (100%)   |  |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6                                 |  |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Element 2-Coherence and Organization  | <table><tr><td>35 (94%)</td><td>2 (5%)</td></tr><tr><td colspan="2">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table>                  | 35 (94%)   | 2 (5%)  | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 35 (94%)  | 2 (5%)   |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6                                 |  |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Element 3-Creativity  | <table><tr><td>26 (70%)</td><td>10 (27%)</td><td>1 (2%)</td></tr><tr><td colspan="3">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table> | 26 (70%)   | 10 (27%)  | 1 (2%)  | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6 |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 26 (70%)  | 10 (27%)   | 1 (2%)   |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6                                 |  |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| Element 4-Material  | <table><tr><td>32 (88%)</td><td>4 (11%)</td></tr><tr><td colspan="2">CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</td></tr></table>                 | 32 (88%)   | 4 (11%)   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| 32 (88%)  | 4 (11%)  |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |
| CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6                                 |  |  |   |   |   |   |  |   |          |          |   |   |                      |  |                     |   |         |   |                         |   |                    |  |                   |   |   |                  |                          |                   |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |   |  |   |
|---|---|--|---|
|   |   | <p>Element 5-Speaking Skills</p> <p>33 (89%) 4 (10%)</p> <p>CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</p> <p>Element 6-Audience Response</p> <p>30 (81%) 7 (18%)</p> <p>CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</p> <p>Element 7-Length of Presentation</p> <p>34 (91%) 2 (5%) 1 (2%)</p> <p>CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6</p> <p>Rubric Indicators</p> <p>Target Acceptable Unacceptable</p>  |   |
| <p><b>BHVS 579: Personality &amp; Developmental Dynamics</b></p> <p>CACREP 3b, c, d, f, g and h</p> | <p><b>Assessment Method:</b></p> <p>1.Causal Factors and Influences Written Assignment</p> <p>2. BHVS 579 Clinical Report (Oral Assignment)</p> <p>Target: <b>90%</b></p> | <p><b>38</b> candidates were evaluated. Data showed that <b>91%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.</p> <p><b>Causal Factors and Influences Written Assignment</b></p> <p>Rubric Elements</p> <p>Idea Development, Voice and Tone</p> <p>21 (55%) 13 (34%) 3 (7%) 1 (2%)</p> <p>CACREP-2009-2.G.3.f</p> <p>Style format, references, relevant details, and evience of analysis</p> <p>20 (52%) 14 (36%) 3 (7%) 1 (2%)</p> <p>CACREP-2009-2.G.3.f</p> <p>Organization, focus, style, and use of references</p> <p>23 (60%) 11 (28%) 3 (7%) 1 (2%)</p> <p>CACREP-2009-2.G.3.f</p> | <p>Results will be utilized to strengthen the understanding of personality to the development of human dynamics</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
|--|---|--|--|---|--------------------|--|--|-----------|--|--|-----------|--|--|-----------|--|--|----------|---------|---------|--------|---|--|----------|----------|--------|--------|-------------------|---|---------------------------|------------------------|--------------------------|--------------------|--|
|  |   | <table><tr><td>Organization, and sentence structure<br/><i>CACREP-2009-2.G.3.f</i></td><td><table><tr><td>23 (60%)</td><td>10 (26%)</td><td>4 (10%)</td><td>1 (2%)</td></tr></table></td></tr><tr><td>Organization, and sentence structure<br/><i>CACREP-2009-2.G.3.f</i></td><td><table><tr><td>23 (60%)</td><td>9 (23%)</td><td>5 (13%)</td><td>1 (2%)</td></tr></table></td></tr><tr><td>Language, grammar, and format related to length and complexity<br/><i>CACREP-2009-2.G.3.f</i></td><td><table><tr><td>22 (57%)</td><td>9 (23%)</td><td>5 (13%)</td><td>2 (5%)</td></tr></table></td></tr><tr><td>Grammar structure<br/><i>CACREP-2009-2.G.3.f</i></td><td><table><tr><td>23 (60%)</td><td>11 (28%)</td><td>3 (7%)</td><td>1 (2%)</td></tr></table></td></tr><tr><td>Rubric Indicators</td><td><table><tr><td><div></div>Distinguished</td><td><div></div>Proficient</td><td><div></div>Intermediate</td><td><div></div>Novice</td></tr></table></td></tr></table> | Organization, and sentence structure<br><i>CACREP-2009-2.G.3.f</i> | <table><tr><td>23 (60%)</td><td>10 (26%)</td><td>4 (10%)</td><td>1 (2%)</td></tr></table> | 23 (60%)           | 10 (26%)   | 4 (10%)                                    | 1 (2%)    | Organization, and sentence structure<br><i>CACREP-2009-2.G.3.f</i> | <table><tr><td>23 (60%)</td><td>9 (23%)</td><td>5 (13%)</td><td>1 (2%)</td></tr></table> | 23 (60%)  | 9 (23%)  | 5 (13%)                                    | 1 (2%)    | Language, grammar, and format related to length and complexity<br><i>CACREP-2009-2.G.3.f</i> | <table><tr><td>22 (57%)</td><td>9 (23%)</td><td>5 (13%)</td><td>2 (5%)</td></tr></table> | 22 (57%) | 9 (23%) | 5 (13%) | 2 (5%) | Grammar structure<br><i>CACREP-2009-2.G.3.f</i> | <table><tr><td>23 (60%)</td><td>11 (28%)</td><td>3 (7%)</td><td>1 (2%)</td></tr></table> | 23 (60%) | 11 (28%) | 3 (7%) | 1 (2%) | Rubric Indicators | <table><tr><td><div></div>Distinguished</td><td><div></div>Proficient</td><td><div></div>Intermediate</td><td><div></div>Novice</td></tr></table> | <div></div> Distinguished | <div></div> Proficient | <div></div> Intermediate | <div></div> Novice |  |
| Organization, and sentence structure<br><i>CACREP-2009-2.G.3.f</i>                           | <table><tr><td>23 (60%)</td><td>10 (26%)</td><td>4 (10%)</td><td>1 (2%)</td></tr></table>   | 23 (60%)   | 10 (26%)   | 4 (10%)   | 1 (2%)             |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 23 (60%)   | 10 (26%)  | 4 (10%)  | 1 (2%)   |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Organization, and sentence structure<br><i>CACREP-2009-2.G.3.f</i>                           | <table><tr><td>23 (60%)</td><td>9 (23%)</td><td>5 (13%)</td><td>1 (2%)</td></tr></table>  | 23 (60%)   | 9 (23%)  | 5 (13%)   | 1 (2%)             |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 23 (60%)   | 9 (23%)   | 5 (13%)  | 1 (2%)   |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Language, grammar, and format related to length and complexity<br><i>CACREP-2009-2.G.3.f</i> | <table><tr><td>22 (57%)</td><td>9 (23%)</td><td>5 (13%)</td><td>2 (5%)</td></tr></table>  | 22 (57%)   | 9 (23%)  | 5 (13%)   | 2 (5%)             |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 22 (57%)   | 9 (23%)   | 5 (13%)  | 2 (5%)   |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Grammar structure<br><i>CACREP-2009-2.G.3.f</i>  | <table><tr><td>23 (60%)</td><td>11 (28%)</td><td>3 (7%)</td><td>1 (2%)</td></tr></table>  | 23 (60%)   | 11 (28%)   | 3 (7%)  | 1 (2%)             |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 23 (60%)   | 11 (28%)  | 3 (7%)   | 1 (2%)   |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Rubric Indicators  | <table><tr><td><div></div>Distinguished</td><td><div></div>Proficient</td><td><div></div>Intermediate</td><td><div></div>Novice</td></tr></table> | <div></div> Distinguished  | <div></div> Proficient   | <div></div> Intermediate  | <div></div> Novice |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| <div></div> Distinguished  | <div></div> Proficient  | <div></div> Intermediate   | <div></div> Novice   |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
|  |   | <b>BHVS 579 Clinical Report (Oral Assignment)</b>  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
|  |   | Rubric Elements  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
|  |   | <table><tr><td>Element 1-Content<br/><i>CACREP-2009-2.G.3</i></td><td><table><tr><td>44 (100%)</td></tr></table></td></tr><tr><td>Element 2-Coherence and Organization<br/><i>CACREP-2009-2.G.3</i></td><td><table><tr><td>44 (100%)</td></tr></table></td></tr><tr><td>Element 3-Creativity<br/><i>CACREP-2009-2.G.3</i></td><td><table><tr><td>44 (100%)</td></tr></table></td></tr><tr><td>Element 4-Material<br/><i>CACREP-2009-2.G.3</i></td><td><table><tr><td>44 (100%)</td></tr></table></td></tr></table>   | Element 1-Content<br><i>CACREP-2009-2.G.3</i>                      | <table><tr><td>44 (100%)</td></tr></table>  | 44 (100%)          | Element 2-Coherence and Organization<br><i>CACREP-2009-2.G.3</i> | <table><tr><td>44 (100%)</td></tr></table> | 44 (100%) | Element 3-Creativity<br><i>CACREP-2009-2.G.3</i>                   | <table><tr><td>44 (100%)</td></tr></table>   | 44 (100%) | Element 4-Material<br><i>CACREP-2009-2.G.3</i> | <table><tr><td>44 (100%)</td></tr></table> | 44 (100%) |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Element 1-Content<br><i>CACREP-2009-2.G.3</i>  | <table><tr><td>44 (100%)</td></tr></table>  | 44 (100%)  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 44 (100%)  |   |  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Element 2-Coherence and Organization<br><i>CACREP-2009-2.G.3</i>                             | <table><tr><td>44 (100%)</td></tr></table>  | 44 (100%)  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 44 (100%)  |   |  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Element 3-Creativity<br><i>CACREP-2009-2.G.3</i>   | <table><tr><td>44 (100%)</td></tr></table>  | 44 (100%)  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 44 (100%)  |   |  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| Element 4-Material<br><i>CACREP-2009-2.G.3</i>   | <table><tr><td>44 (100%)</td></tr></table>  | 44 (100%)  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |
| 44 (100%)  |   |  |  |   |                    |  |  |           |  |  |           |  |  |           |  |  |          |         |         |        |   |  |          |          |        |        |                   |   |                           |                        |                          |                    |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |  |              |          |         |  |         |         |          |        |             |          |         |        |                     |          |          |  |                   |        |            |              |   |
|--|---|--|--------------|----------|---------|--|---------|---------|----------|--------|-------------|----------|---------|--------|---------------------|----------|----------|--|-------------------|--------|------------|--------------|---|
|  |   | <p>Element 5-Speaking Skills<br/><i>CACREP-2009-2.G.3</i></p> <p>44 (100%)</p> <p>Element 6-Audience Response<br/><i>CACREP-2009-2.G.3</i></p> <p>44 (100%)</p> <p>Element 7-Length of Presentation<br/><i>CACREP-2009-2.G.3</i></p> <p>44 (100%)</p> <p>Rubric Indicators</p> <p>Target Acceptable Unacceptable</p>   |              |          |         |  |         |         |          |        |             |          |         |        |                     |          |          |  |                   |        |            |              |   |
| <p><b>BHVS 576: Marriage &amp; Family Therapy</b></p> <p>CACREP 3.b; 5.f</p> | <p>Assessment Method:<br/><b>Research Paper</b></p> <p><b>Target: 80%</b></p> | <p><b>14</b> candidates were evaluated. Data showed that <b>85%</b> of the candidates rated Acceptable in content, quality, and mechanics for this assignment.</p> <p>Rubric Elements</p> <table> <tr> <td>Cover Page</td><td>13 (61%)</td><td>8 (38%)</td><td></td></tr> <tr> <td>Content</td><td>9 (42%)</td><td>10 (47%)</td><td>2 (9%)</td></tr> <tr> <td>Works Cited</td><td>13 (61%)</td><td>6 (28%)</td><td>2 (9%)</td></tr> <tr> <td>Quality of Research</td><td>11 (52%)</td><td>10 (47%)</td><td></td></tr> <tr> <td>Rubric Indicators</td><td>Target</td><td>Acceptable</td><td>Unacceptable</td></tr> </table> | Cover Page   | 13 (61%) | 8 (38%) |  | Content | 9 (42%) | 10 (47%) | 2 (9%) | Works Cited | 13 (61%) | 6 (28%) | 2 (9%) | Quality of Research | 11 (52%) | 10 (47%) |  | Rubric Indicators | Target | Acceptable | Unacceptable | <p>Provide students with infusion of technology based resources necessary to render them intelligent consumers with minimal competence for professional practice.</p> |
| Cover Page   | 13 (61%)  | 8 (38%)  |              |          |         |  |         |         |          |        |             |          |         |        |                     |          |          |  |                   |        |            |              |   |
| Content  | 9 (42%)   | 10 (47%)   | 2 (9%)       |          |         |  |         |         |          |        |             |          |         |        |                     |          |          |  |                   |        |            |              |   |
| Works Cited  | 13 (61%)  | 6 (28%)  | 2 (9%)       |          |         |  |         |         |          |        |             |          |         |        |                     |          |          |  |                   |        |            |              |   |
| Quality of Research  | 11 (52%)  | 10 (47%)   |              |          |         |  |         |         |          |        |             |          |         |        |                     |          |          |  |                   |        |            |              |   |
| Rubric Indicators  | Target  | Acceptable   | Unacceptable |          |         |  |         |         |          |        |             |          |         |        |                     |          |          |  |                   |        |            |              |   |

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |  | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice   |                |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
|---|--|--|----------------|--------|------------|--------------|--|-----------|---|---|--|----------|---------|---|--|---------|----------|---|---|----------|---|---|---|---------|----------|---|---|----------|---|---|--|-----------|---|---|--|----------|---|---|---|
| Outcomes  | Assessment Methods (AM) and Targets (T)                                  | Results  | Use of Results |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| <i>Year: 2013-14</i>  |  |  |                |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| BHVS 559: Theories of Vocational Development<br><br>CACREP 4a-g                       | Assessment Method: Theories of Vocational Development<br><br>Target: 90% | <table border="1"> <thead> <tr> <th>Outcome</th> <th>Target</th> <th>Acceptable</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>Ethical and legal considerations for career counseling</td> <td>28 (100%)</td> <td>0</td> <td>0</td> </tr> <tr> <td>Career a vocational, educational, occupational, and labor market information</td> <td>23 (82%)</td> <td>5 (17%)</td> <td>0</td> </tr> <tr> <td>Career and educational planning, placement, follow-up and evaluation</td> <td>6 (21%)</td> <td>22 (78%)</td> <td>0</td> </tr> <tr> <td>Assessment Instruments and Techniques Relevant to Career Planning and Decision Making</td> <td>27 (96%)</td> <td>1</td> <td>0</td> </tr> <tr> <td>Assessment Used in the Process of Career Counseling</td> <td>5 (18%)</td> <td>22 (81%)</td> <td>0</td> </tr> <tr> <td>Career Program for School/Mental Health Program</td> <td>27 (96%)</td> <td>1</td> <td>0</td> </tr> <tr> <td>Articles Related to CACREP Requirements in Career Counseling</td> <td>28 (100%)</td> <td>0</td> <td>0</td> </tr> <tr> <td>Theories of Career Counseling/Group Presentation</td> <td>27 (96%)</td> <td>1</td> <td>0</td> </tr> </tbody> </table> | Outcome        | Target | Acceptable | Unacceptable | Ethical and legal considerations for career counseling | 28 (100%) | 0 | 0 | Career a vocational, educational, occupational, and labor market information | 23 (82%) | 5 (17%) | 0 | Career and educational planning, placement, follow-up and evaluation | 6 (21%) | 22 (78%) | 0 | Assessment Instruments and Techniques Relevant to Career Planning and Decision Making | 27 (96%) | 1 | 0 | Assessment Used in the Process of Career Counseling | 5 (18%) | 22 (81%) | 0 | Career Program for School/Mental Health Program | 27 (96%) | 1 | 0 | Articles Related to CACREP Requirements in Career Counseling | 28 (100%) | 0 | 0 | Theories of Career Counseling/Group Presentation | 27 (96%) | 1 | 0 | Continue current methods of instruction; make changes where warranted |
| Outcome   | Target   | Acceptable   | Unacceptable   |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Ethical and legal considerations for career counseling                                | 28 (100%)  | 0  | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Career a vocational, educational, occupational, and labor market information          | 23 (82%)   | 5 (17%)  | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Career and educational planning, placement, follow-up and evaluation                  | 6 (21%)  | 22 (78%)   | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Assessment Instruments and Techniques Relevant to Career Planning and Decision Making | 27 (96%)   | 1  | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Assessment Used in the Process of Career Counseling                                   | 5 (18%)  | 22 (81%)   | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Career Program for School/Mental Health Program                                       | 27 (96%)   | 1  | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Articles Related to CACREP Requirements in Career Counseling                          | 28 (100%)  | 0  | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |
| Theories of Career Counseling/Group Presentation                                      | 27 (96%)   | 1  | 0              |        |            |              |  |           |   |   |  |          |         |   |  |         |          |   |   |          |   |   |   |         |          |   |   |          |   |   |  |           |   |   |  |          |   |   |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |   | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice  |                                |
|---|---|---|--------------------------------|
| Outcomes  | Assessment Methods (AM) and Targets (T)                         | Results   | Use of Results                 |
|   |   |   |                                |
| BHVS 554:<br>Practicum<br>in<br>Counseling<br><br>CACREP<br>K.5.b                     | Assessment<br>Method:<br>Reflection<br>Paper<br><br>Target: 80% | <p>(Judging Criteria) 1-Sentence Structure...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2,<br/>LA-SUBR-LO-5</p> <p>10 (90%) 1 (9%)</p> <p>2-Idea...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2,<br/>LA-SUBR-LO-5</p> <p>5 (45%) 6 (54%)</p> <p>3-Content...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2,<br/>LA-SUBR-LO-5</p> <p>10 (90%) 1 (9%)</p> <p>4-Organization &amp; Structure...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2,<br/>LA-SUBR-LO-5</p> <p>5 (45%) 6 (54%)</p> <p>5-Reflection &amp; Application...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2,<br/>LA-SUBR-LO-5</p> <p>7 (63%) 4 (36%)</p> <p>6-Presentation Style...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2,<br/>LA-SUBR-LO-5</p> <p>10 (90%) 1 (9%)</p> <p>Target Acceptable Unacceptable</p> | Continue<br>content<br>mastery |
|   |   |   |                                |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |   | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice  |                |
|---|---|---|----------------|
| Outcomes  | Assessment Methods (AM) and Targets (T) | Results   | Use of Results |
|   |   | <p>(Judging Criteria) 1-Sentence Structure...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>2-Idea...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>3-Content...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>4-Organization &amp; Structure...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>5-Reflection &amp; Application...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>6-Presentation Style...<br/>AAHE-2008-1.C, AAHE-2008-1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p> <span style="color: blue;">■</span> Target           <span style="color: green;">■</span> Acceptable           <span style="color: red;">■</span> Unacceptable         </p> |                |
|   |   |   |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |  | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice |          |                   |                          |
|---|--|--|----------|-------------------|--------------------------|
| Outcomes  | Assessment Methods (AM) and Targets (T)                            | Results  |          |                   | Use of Results           |
| BHVS 582: Social & Cultural Foundations<br><br>CACREP K.2.a, b, e, g                  | Assessment Method: Culturally Diverse Activity<br><br>Target: 100% | Cover Page   | 15 (78%) | 3 (15%)<br>1 (5%) | Continue content mastery |
|   |  | Content  | 15 (78%) | 4 (21%)           |                          |
|   |  | Works Cited  | 16 (84%) | 2 (10%)<br>1 (5%) |                          |
|   |  | Quality of Research  | 16 (84%) | 2 (10%)<br>1 (5%) |                          |
|   |  | <div><div></div>Target<div></div>Acceptable<div></div>Unacceptable</div>               |          |                   |                          |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |   | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice           |          |                          |
|---|---|--|----------|--------------------------|
|   |   |  |          |                          |
| Outcomes  | Assessment Methods (AM) and Targets (T)               | Results  |          | Use of Results           |
|   |   |  |          |                          |
| BHVS 574 Internship in Professional Counseling<br><br>CACREP 3G.d, e, g, h, i, j      | Assessment Method: Clinical Report<br><br>Target: 80% | Element 1-Content...   | 5 (100%) | Continue content mastery |
|   |   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6  |          |                          |
|   |   | Element 2-Coherence and Organization...  | 5 (100%) |                          |
|   |   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6  |          |                          |
|   |   | Element 3-Creativity...  | 5 (100%) |                          |
|   |   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6  |          |                          |
|   |   | Element 4-Material...  | 5 (100%) |                          |
|   |   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6  |          |                          |
|   |   | Element 5-Speaking Skills...   | 5 (100%) |                          |
|   |   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6  |          |                          |
|   |   | Element 6-Audience Response...   | 5 (100%) |                          |
|   |   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6  |          |                          |
|   |   | Element 7-Length of Presentation...  | 5 (100%) |                          |
|   |   | CACREP-2009-3.A.3, CACREP-2009-3.B.2, CACREP-2009-3.G.6  |          |                          |
|   |   | <div><div></div>Target</div> <div><div></div>Acceptable</div> <div><div></div>Unacceptable</div> |          |                          |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |   |  | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice |            |                |
|---|---|--|--|------------|----------------|
|   |   |  |  |            |                |
| Outcomes  | Assessment Methods (AM) and Targets (T) | Results  |  |            | Use of Results |
|   |   | Element 1-Content...<br>CACREP-2009-2.G.3  | 2 (50%)  | 1 (25%)    | 1 (25%)        |
|   |   | Element 2-Coherence and Organization...<br>CACREP-2009-2.G.3                                     | 2 (50%)  | 2 (50%)    |                |
|   |   | Element 3-Creativity...<br>CACREP-2009-2.G.3   | 2 (50%)  | 2 (50%)    |                |
|   |   | Element 4-Material...<br>CACREP-2009-2.G.3   | 3 (75%)  | 1 (25%)    |                |
|   |   | Element 5-Speaking Skills...<br>CACREP-2009-2.G.3  | 4 (100%)   |            |                |
|   |   | Element 6-Audience Response...<br>CACREP-2009-2.G.3  | 1 (25%)  | 3 (75%)    |                |
|   |   | Element 7-Length of Presentation...<br>CACREP-2009-2.G.3   | 4 (100%)   |            |                |
|   |   |  | Target   | Acceptable | Unacceptable   |
|   |   | Introduction...<br>CACREP-3.G.1, CACREP-3.G.3  | 5 (100%)   |            |                |
|   |   | Agency description and population components...<br>CACREP-3.G.1, CACREP-3.G.2                    | 5 (100%)   |            |                |
|   |   | Examples of the use of techniques, interventions and activities...<br>CACREP-3.G.1, CACREP-3.G.4 | 5 (100%)   |            |                |
|   |   | Supervision experiences...<br>CACREP-3.G, CACREP-3.G.2, CACREP-3.G.4                             | 5 (100%)   |            |                |
|   |   | Personal experiences and summary...<br>CACREP-3.G, CACREP-3.G.1, CACREP-3.G.3                    | 5 (100%)   |            |                |
|   |   |  | Target   | Acceptable | Unacceptable   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>College/School/Unit:</b> College of Education, Arts, and Humanities/<br>Health Counseling |  | <b>Program Learning Outcomes:</b> Clinical Mental<br>Educational Theory, Policy, and Practice |                   |
|--|--|---|-------------------|
|  |  |   |                   |
| Outcomes   | Assessment Methods<br>(AM) and<br>Targets<br>(T) | Results   | Use of<br>Results |
|  |  |   |                   |
| Year:2014-15   |  |   |                   |
|  | Target<br>100%                                   |   |                   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |   | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice |              |            |                |   |
|---|---|--|--------------|------------|----------------|---|
|   |   |  |              |            |                |   |
| Outcomes  | Assessment Methods (AM) and Targets (T)                                 | Results  |              |            | Use of Results |   |
| BHVS 575: Behavioral Research-Methodology<br><br>CACREP 8a-f                          | Assessment Method: Completion of a Capstone Project<br><br>Target: 100% | Introduction...  | 19 (61%)     | 9 (29%)    | 3 (9%)         | Continue current activities and encourage candidates to become more independent |
|   |   | CACREP-2009-2.G.8.b  |              |            |                |   |
|   |   | Review of the Literature...  | 15 (48%)     | 11 (35%)   | 5 (16%)        |   |
|   |   | CACREP-2009-2.G.8.e  |              |            |                |   |
|   |   | Methodology described in chapter two...  | 13 (41%)     | 16 (51%)   | 2 (6%)         |   |
|   |   | CACREP-2009-2.G.8.e  |              |            |                |   |
|   |   | Action Plan...   | 13 (41%)     | 10 (32%)   | 8 (25%)        |   |
|   |   | CACREP-2009-2.G.8.f, CAEP-ACC-2013-1.3   |              |            |                |   |
|   |   | APA Style...   | 10 (32%)     | 11 (35%)   | 10 (32%)       |   |
|   |   |  | Target       | Acceptable | Unacceptable   |   |
| <u>Oral Presentation</u>  |   |  |              |            |                |   |
| Content...  | 23 (74%)  | 6 (19%)  | 2 (6%)       |            |                |   |
| Oral Presentation...  | 22 (70%)  | 7 (22%)  | 2 (6%)       |            |                |   |
| Slides...   | 23 (74%)  | 7 (22%)  | 1 (3%)       |            |                |   |
|   | Target  | Acceptable   | Unacceptable |            |                |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |   | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice  |                |
|---|---|---|----------------|
| Outcomes  | Assessment Methods (AM) and Targets (T)                   | Results   | Use of Results |
| BHVS 554:<br>Practicum<br>in<br>Counseling<br><br>CACREP<br>K.5.b                     | Assessment Method:<br>Reflection Paper<br><br>Target: 80% | <p>(Judging Criteria) 1-Sentence Structure...<br/>AAHE 2008: 1.C, AAHE 2008: 1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>2-Idea...<br/>AAHE 2008: 1.C, AAHE 2008: 1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>3-Content...<br/>AAHE 2008: 1.C, AAHE 2008: 1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>4-Organization &amp; Structure...<br/>AAHE 2008: 1.C, AAHE 2008: 1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>5-Reflection &amp; Application...<br/>AAHE 2008: 1.C, AAHE 2008: 1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p>6-Presentation Style...<br/>AAHE 2008: 1.C, AAHE 2008: 1.F, LA-SUBR-LO-1, LA-SUBR-LO-2, LA-SUBR-LO-5</p> <p> <span style="color: blue;">■</span> Target           <span style="color: green;">■</span> Acceptable           <span style="color: red;">■</span> Unacceptable         </p> |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |  | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice |                                  |                                    |                              |
|---|--|--|----------------------------------|------------------------------------|------------------------------|
|   |  |  |                                  |                                    |                              |
| Outcomes  | Assessment Methods (AM) and Targets (T)        | Results  |                                  |                                    | Use of Results               |
| BHVS 582: Social & Cultural Foundations<br><br>CACREP K.2.a, b, e, g                  | Assessment Method: Culturally Diverse Activity | Idea Development, Voice and Tone   | 7 (77%)                          | 2 (22%)                            |                              |
|   | Target: 100%                                   | Style format, references, relevant details, and evience of analysis                    | 8 (88%)                          | 1 (11%)                            |                              |
|   |  | Organization, focus, style, and use of references                                      |                                  |                                    |                              |
|   |  | Organization, and sentence structure   | 8 (88%)                          | 1 (11%)                            |                              |
|   |  | Organization, and sentence structure   | 8 (88%)                          | 1 (11%)                            |                              |
|   |  | Language, grammar, and format related to length and complexity                         | 4 (44%)                          | 5 (55%)                            |                              |
|   |  | Grammar structure  | 7 (77%)                          | 2 (22%)                            |                              |
|   |  |  |                                  |                                    |                              |
|   |  | <div><div></div>Distinguished</div>  | <div><div></div>Proficient</div> | <div><div></div>Intermediate</div> | <div><div></div>Novice</div> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Health Counseling |   | Program Learning Outcomes: Clinical Mental<br>Educational Theory, Policy, and Practice  |                |
|---|---|---|----------------|
| Outcomes  | Assessment Methods (AM) and Targets (T) | Results   | Use of Results |
|   |   | <p>Idea Development, Voice and Tone 7 (77%) 2 (22%)</p> <p>Style format, references, relevant details, and evidence of analysis 8 (88%) 1 (11%)</p> <p>Organization, focus, style, and use of references</p> <p>Organization, and sentence structure 8 (88%) 1 (11%)</p> <p>Organization, and sentence structure 8 (88%) 1 (11%)</p> <p>Language, grammar, and format related to length and complexity 4 (44%) 5 (55%)</p> <p>Grammar structure 7 (77%) 2 (22%)</p> <p> <span style="color: blue;">■</span> Distinguished           <span style="color: green;">■</span> Proficient           <span style="color: red;">■</span> Intermediate           <span style="color: yellow;">■</span> Novice         </p> |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>College/School/Unit:</b> College of Education, Arts, and Humanities/<br>Health Counseling |  | <b>Program Learning Outcomes:</b> Clinical Mental<br>Educational Theory, Policy, and Practice  |                       |
|--|--|--|-----------------------|
| <b>Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>                     | <b>Results</b>   | <b>Use of Results</b> |
|  |  |  |                       |
| <b>BHVS 576: Marriage &amp; Family Therapy</b><br><br>CACREP 3.b; 5.f                        | Assessment Method: <b>Research Paper</b><br><br><b>Target: 80%</b> | Idea Development, Voice and Tone <div> <div>11 (61%)</div> <div>3 (16%)</div> <div>4 (22%)</div> </div>  |                       |
|  |  | Style format, references, relevant details, and evidence of analysis <div> <div>8 (44%)</div> <div>4 (22%)</div> <div>5 (27%)</div> <div>1 (5%)</div> </div> |                       |
|  |  | Organization, focus, style, and use of references <div> <div>7 (38%)</div> <div>8 (44%)</div> <div>3 (16%)</div> </div>                                      |                       |
|  |  | Organization, and sentence structure <div> <div>9 (50%)</div> <div>7 (38%)</div> <div>1 (5%)</div> <div>1 (5%)</div> </div>                                  |                       |
|  |  | Organization, and sentence structure <div> <div>11 (61%)</div> <div>4 (22%)</div> <div>3 (16%)</div> </div>  |                       |
|  |  | Language, grammar, and format related to length and complexity <div> <div>8 (44%)</div> <div>7 (38%)</div> <div>1 (5%)</div> <div>2 (11%)</div> </div>       |                       |
|  |  | Grammar structure <div> <div>2 (11%)</div> <div>9 (50%)</div> <div>3 (16%)</div> <div>4 (22%)</div> </div>   |                       |
|  |  | <div> <div>Distinguished</div> <div>Proficient</div> <div>Intermediate</div> <div>Novice</div> </div>  |                       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process?** Assessment findings were used to strengthen the written and critical thinking skills of candidates in order to make them more effective in their personal and professional development as helping professionals. Moreover, the findings were used to modify, adjust, and strengthen areas in need for improved performances. New technological interventions, course assignments, and current psychological approaches to counseling were implemented in course activities and incorporated in course syllabi. In addition, students were assigned more research activities and mini-internships in some courses to better facilitate the learning process. Finally, more hands-on activities, (i.e., psychological assessments, face to face field activities, vocational interventions and interviews) with professionals in the counseling field were included in course requirements.

## PART II: PLANNING FOR NEXT COURSE OFFERING

| <b>Key course tasks assessed next course offering</b>                 | <b>Where will you assess this task?</b><br><br>(Course? LiveText? Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>  |
|---|--|---|---|
| Substance Abuse<br><br>Written Report on Alcoholics Anonymous Meeting | BHVS 563<br><br>Live Text  | Rubric  | Assessment results will be used to modify or change existing activities to accommodate areas of low performance(s). |
| Internship in Professional Counseling<br><br>Clinical Report          | BHVS 574<br><br>Live Text  | Rubric  | Adjust and/or modify course activities and syllabi to reflect strengthening areas in need of adequate performance   |
| Behavioral Medicine<br><br>Abstracts                                  | BHVS 570<br><br>Live Text  | Rubric  | Require candidates to purchase supplemental materials that further improve grammar and composition skills           |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |                                |   |
|---|--|--------------------------------|---|
|   |  |                                |   |
| <p>Theories of Counseling &amp; Psychotherapy</p> <p>Students will submit an individualized written, documented research paper using current sources</p>          | <p>BHVS 552</p> <p>LiveText</p>              | <p>Rubrics</p>                 | <p>Provide students with infusion of technology based resources necessary to render them intelligent consumers with minimal competence for professional practice.</p> |
| <p>Internship in Counseling</p> <p>Present at least one clinical evaluation with written report</p>   | <p>BHVS 574</p> <p>LiveText</p>              | <p>Observation and rubrics</p> | <p>Provide candidates exposure to a world view that is different from their own and stimulate thinking about issues in counseling and client complexity.</p>          |
| <p>Social &amp; Cultural Foundations</p> <p>Students will participate in an oral presentation discussing a specific cultural group and submit a written paper</p> | <p>BHVS 582</p> <p>Instructor evaluation</p> | <p>Rubrics</p>                 | <p>Provide students with infusion of technology based resources necessary to render them intelligent consumers with minimal competence for professional practice.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: College of Education/Educational Leadership |   | Student Learning Outcomes: Educational Leadership   |  |
|--|---|---|--|
|  |   |   |  |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results   | Use of Results   |
| Year:2012-13   |   |   |  |
| EDLD500 – 1: PRIOR, MAP, AND MONIT THE CURRIC                    | Assessment Method:<br><br>Target: 50%                     | Fourteen candidates were evaluated. Data showed that 50% of the candidates rated Target for the element Use of Resources listed in the graph. | Writing skills have been emphasized focusing on developing critical reasoning and communication skills. (LO 1&2) (ELCC1-3) |
|  |   | <u>Rubric Elements</u>  |  |
|  |   | Completeness of oral presentation   |  |
|  |   | Use of Resources  |  |
|  |   | Voice Articulation/ Overall Impression  |  |
|  |   | Written Summary   |  |
|  |   | <u>Rubric Indicators</u>  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook






| College/School/Unit: College of Education/Educational Leadership |   | Student Learning Outcomes: Educational Leadership  |                |   |  |  |   |  |                          |  |   |
|--|---|--|----------------|---|--|--|---|--|--------------------------|--|---|
|  |   |  |                |   |  |  |   |  |                          |  |   |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results  | Use of Results |   |  |  |   |  |                          |  |   |
| EDLD510 – 1: PROGRAM EVAL AND DATA INTERPRETA                    | Assessment Method:<br><br>Target: 72%   | <p>Twenty Two candidates were evaluated. Data showed that 72% of the candidates rated Target for the elements listed in the graph.</p> <p><b>Rubric Elements</b></p> <table><tr><td>APA</td><td><div><div>16 (72%)</div><div>6 (27%)</div></div><div>ELCC-2.3, ELCC-2.4</div></td></tr><tr><td>CONTENT</td><td><div><div>16 (72%)</div><div>6 (27%)</div></div><div>ELCC-2.3, ELCC-2.4</div></td></tr><tr><td>Grammar</td><td><div><div>16 (72%)</div><div>6 (27%)</div></div><div>ELCC-2.3, ELCC-2.4</div></td></tr><tr><td><b>Rubric Indicators</b></td><td><div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div></td></tr></table> | APA            | <div><div>16 (72%)</div><div>6 (27%)</div></div> <div>ELCC-2.3, ELCC-2.4</div>  | CONTENT  | <div><div>16 (72%)</div><div>6 (27%)</div></div> <div>ELCC-2.3, ELCC-2.4</div> | Grammar   | <div><div>16 (72%)</div><div>6 (27%)</div></div> <div>ELCC-2.3, ELCC-2.4</div> | <b>Rubric Indicators</b> | <div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div> | Course emphasis has been changed to put more weight on the capacity to collect and analyze data. (ELCC2). Evidence based decision making is emphasized. |
| APA  | <div><div>16 (72%)</div><div>6 (27%)</div></div> <div>ELCC-2.3, ELCC-2.4</div>  |  |                |   |  |  |   |  |                          |  |   |
| CONTENT  | <div><div>16 (72%)</div><div>6 (27%)</div></div> <div>ELCC-2.3, ELCC-2.4</div>  |  |                |   |  |  |   |  |                          |  |   |
| Grammar  | <div><div>16 (72%)</div><div>6 (27%)</div></div> <div>ELCC-2.3, ELCC-2.4</div>  |  |                |   |  |  |   |  |                          |  |   |
| <b>Rubric Indicators</b>   | <div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div>  |  |                |   |  |  |   |  |                          |  |   |
| EDLD520 – 1:VISION OF LDRSHP: ISS, TRNDS, AS                     | Assessment Method:<br><br>Target: 87%   | <p>Eight candidates were evaluated. Data showed that 87% of the candidates rated Target for the elements listed in the graph.</p> <p><b>Rubric Elements</b></p> <table><tr><td>Element 1</td><td><div><div>7 (87%)</div><div>1 (12%)</div></div><div>ELCC-1.1, ELCC-1.2, ELCC-2.2, ELCC-2.4, ELCC-3.1, ELCC-4.2</div></td></tr><tr><td><b>Rubric Indicators</b></td><td><div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div></td></tr></table>   | Element 1      | <div><div>7 (87%)</div><div>1 (12%)</div></div> <div>ELCC-1.1, ELCC-1.2, ELCC-2.2, ELCC-2.4, ELCC-3.1, ELCC-4.2</div> | <b>Rubric Indicators</b>   | <div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div>       | Course outcomes are being observed when part of a larger class. |  |                          |  |   |
| Element 1  | <div><div>7 (87%)</div><div>1 (12%)</div></div> <div>ELCC-1.1, ELCC-1.2, ELCC-2.2, ELCC-2.4, ELCC-3.1, ELCC-4.2</div> |  |                |   |  |  |   |  |                          |  |   |
| <b>Rubric Indicators</b>   | <div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div>  |  |                |   |  |  |   |  |                          |  |   |
| EDLD530 – 1: RESEARCH FOR EDUCATIONAL LEADERS                    | Assessment Method:<br><br>Target: 100%  | <p>Nine candidates were evaluated. Data showed that 100% of the candidates rated Target for the elements listed in the graph.</p> <p><b>Rubric Elements (SUMMER 2012)</b></p> <table><tr><td>Element 1</td><td><div><div>9 (100%)</div></div><div>ELCC-1.3</div></td></tr></table>   | Element 1      | <div><div>9 (100%)</div></div> <div>ELCC-1.3</div>  | Instructional patterns were intensified focusing on accomplishing a more finished research proposal. ELCC 1 & 2) |  |   |  |                          |  |   |
| Element 1  | <div><div>9 (100%)</div></div> <div>ELCC-1.3</div>  |  |                |   |  |  |   |  |                          |  |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education/Educational Leadership   |   | Student Learning Outcomes: Educational Leadership  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
|--|---|--|--------------------------|---|--|--|--------------------------------------|--|-----|---|---------|---|---------|---|--------------------------|---|--|--|------------------------------------|--|-----|---|---------|---|---------|---|--|
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results  | Use of Results           |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
|  |   | <table><tr><td><u>Rubric Indicators</u></td><td><div><div></div> Target</div><div><div></div> Acceptable</div><div><div></div> Unacceptable</div></td></tr><tr><td colspan="2">Eleven candidates were evaluated. Data showed that 100% of the candidates rated Target for the elements listed in the graph.</td></tr><tr><td colspan="2"><u>Rubric Elements</u> (SUMMER 2012)</td></tr><tr><td>APA</td><td><div><div>11 (100%)</div></div><div>ELCC-2.3, ELCC-2.4</div></td></tr><tr><td>CONTENT</td><td><div><div>11 (100%)</div></div><div>ELCC-2.3, ELCC-2.4</div></td></tr><tr><td>Grammar</td><td><div><div>11 (100%)</div></div><div>ELCC-2.3, ELCC-2.4</div></td></tr><tr><td><u>Rubric Indicators</u></td><td><div><div></div> Target</div><div><div></div> Acceptable</div><div><div></div> Unacceptable</div></td></tr><tr><td colspan="2">Ten candidates were evaluated. Data showed that 70% of the candidates rated Target for the elements listed in the graph.</td></tr><tr><td colspan="2"><u>Rubric Elements</u> (Fall 2012)</td></tr><tr><td>APA</td><td><div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div></td></tr><tr><td>CONTENT</td><td><div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div></td></tr><tr><td>Grammar</td><td><div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div></td></tr></table> | <u>Rubric Indicators</u> | <div><div></div> Target</div> <div><div></div> Acceptable</div> <div><div></div> Unacceptable</div> | Eleven candidates were evaluated. Data showed that 100% of the candidates rated Target for the elements listed in the graph. |  | <u>Rubric Elements</u> (SUMMER 2012) |  | APA | <div><div>11 (100%)</div></div> <div>ELCC-2.3, ELCC-2.4</div> | CONTENT | <div><div>11 (100%)</div></div> <div>ELCC-2.3, ELCC-2.4</div> | Grammar | <div><div>11 (100%)</div></div> <div>ELCC-2.3, ELCC-2.4</div> | <u>Rubric Indicators</u> | <div><div></div> Target</div> <div><div></div> Acceptable</div> <div><div></div> Unacceptable</div> | Ten candidates were evaluated. Data showed that 70% of the candidates rated Target for the elements listed in the graph. |  | <u>Rubric Elements</u> (Fall 2012) |  | APA | <div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div> | CONTENT | <div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div> | Grammar | <div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div> |  |
| <u>Rubric Indicators</u>   | <div><div></div> Target</div> <div><div></div> Acceptable</div> <div><div></div> Unacceptable</div> |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| Eleven candidates were evaluated. Data showed that 100% of the candidates rated Target for the elements listed in the graph. |   |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| <u>Rubric Elements</u> (SUMMER 2012)   |   |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| APA  | <div><div>11 (100%)</div></div> <div>ELCC-2.3, ELCC-2.4</div>                                       |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| CONTENT  | <div><div>11 (100%)</div></div> <div>ELCC-2.3, ELCC-2.4</div>                                       |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| Grammar  | <div><div>11 (100%)</div></div> <div>ELCC-2.3, ELCC-2.4</div>                                       |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| <u>Rubric Indicators</u>   | <div><div></div> Target</div> <div><div></div> Acceptable</div> <div><div></div> Unacceptable</div> |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| Ten candidates were evaluated. Data showed that 70% of the candidates rated Target for the elements listed in the graph.     |   |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| <u>Rubric Elements</u> (Fall 2012)   |   |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| APA  | <div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div>             |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| CONTENT  | <div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div>             |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |
| Grammar  | <div><div><div>7 (70%)</div><div>3 (30%)</div></div><div>ELCC-2.3, ELCC-2.4</div></div>             |  |                          |   |  |  |                                      |  |     |   |         |   |         |   |                          |   |  |  |                                    |  |     |   |         |   |         |   |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education/Educational Leadership |   | Student Learning Outcomes: Educational Leadership  |  |  |  |  |
|--|---|--|--|--|--|--|
|  |   |  |  |  |  |  |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results  |  |  | Use of Results   |  |
|  |   | <u>Rubric Indicators</u>   |  Target |  Acceptable |  Unacceptable |  |
|  |   |  |  |  |  |  |
| <b>EDLD540 – 1: CURR DEVEL: ISS/TRDS/ASSES ED LE</b>             | Assessment Method:<br><br>Target: 100% Mastery<br><br>.   | Spring 2012<br>The summative assessment was an oral presentation addressing ELCC standard 2 and Learning Outcomes 1, 2, 3 and 7. The results of the students indicated that three students met Target in all areas and one student met target in three areas which addressed ELCC standard 2 and Learning Outcomes 3. Two students rated acceptable on the performance standard “Use of Resources” which gave evidence of additional skill development being needed in “effective instructional strategies” of ELCC standard 2 and “thinking critically” (LOC1), apply specific English modalities (LOC2), use of appropriate cultural artifacts(LO3), and apply technology to meet work-related goals (LO7). One student rated unacceptable in three of the four performance categories indicating less than adequate critical thinking, communication skills, and information literacy. The three students who rated acceptable all had less than target performance in the “completeness of oral presentation” component. This indicated additional work is needed to link research, speaking, and writing. |  |  |  | Use of data:<br>Instructional requirements now require, on a weekly basis, writing of analytical and summary nature of materials related to the development of curriculum with concrete examples. Students do mini-presentations to the class, in seminar format, integrating the ability to demonstrate |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit: College of Education/Educational Leadership |   | Student Learning Outcomes: Educational Leadership   |   |   |
|--|---|---|---|---|
|  |   |   |   |   |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results   | Use of Results  |   |
| EDLD570 – 1:ETHICS AND LEGAL ISS FOR ED LEAD                     | Target: 61%   | <b>Rubric Elements</b>  | 5&6, it was determined that the reading materials in the current textbook were inadequate. A new textbook was chosen. |   |
|  |   | Completeness of oral presentation   |   | <div><div>8 (61%)</div><div>5 (38%)</div></div>   |
|  |   | Use of Resources  |   | <div><div>8 (61%)</div><div>5 (38%)</div></div>   |
|  |   | Voice Articulation/ Overall Impression  |   | <div><div>8 (61%)</div><div>5 (38%)</div></div>   |
|  |   | Written Summary   |   | <div><div>8 (61%)</div><div>5 (38%)</div></div>   |
|  |   | <b>Rubric Indicators</b>  |   | <div><div></div> Target <div></div> Acceptable <div></div> Unacceptable</div>   |
|  |   | The subject matter of the presentations was an application of assigned readings to legal and ethical challenges of a school principal. ELCC 5&6 |   |   |
| EDLD580 – 1:Fostering Community Supp in Sc                       | Assessment Method:<br><br>Target: 58%                     | Six candidates were evaluated. Data showed that 58% of the candidates rated Target for the elements listed in the graph.                        | Professor is rearranging and course content for the current semester  |   |
|  |   | <b>Rubric Elements</b>  |   |   |
|  |   | Cite Documentation Policy   |   | <div><div>4 (66%)</div><div>1 (16%)</div><div>1 (16%)</div></div> <div>ELCC-2.1, ELCC-2.3, ELCC-3.1, ELCC-3.3, ELCC-3.5, ELCC-4.1, ELCC-4.2, ELCC-4.4, ELCC-5.1, ELCC-5.2, ELCC-5.3, ELCC-5.4, ELCC-5.5, ELCC-6.1, ELCC-6.2</div> |
|  |   | Justify the Position  |   | <div><div>2 (33%)</div><div>4 (66%)</div></div> <div>ELCC-2.1, ELCC-2.3, ELCC-3.1, ELCC-3.3, ELCC-3.5, ELCC-4.1, ELCC-4.2, ELCC-4.4, ELCC-5.1, ELCC-5.2, ELCC-5.3, ELCC-5.4, ELCC-5.5, ELCC-6.1, ELCC-6.2</div>                   |
|  |   | Appropriate Decision Making   |   | <div><div>2 (33%)</div><div>4 (66%)</div></div> <div>ELCC-2.1, ELCC-2.3, ELCC-3.1, ELCC-3.3, ELCC-3.5, ELCC-4.1, ELCC-4.2, ELCC-4.4, ELCC-5.1, ELCC-5.2, ELCC-5.3, ELCC-5.4, ELCC-5.5, ELCC-6.1, ELCC-6.2</div>                   |
|  |   |   |   |   |
|  |   |   |   |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education/Educational Leadership |   | Student Learning Outcomes: Educational Leadership  |  |                |
|--|---|--|--|----------------|
|  |   |  |  |                |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results  |  | Use of Results |
|  |   | ELCC Standards   | <div><div>5 (83%)</div><div>ELCC-2.1, ELCC-2.3, ELCC-3.1, ELCC-3.3, ELCC-3.5, ELCC-4.1, ELCC-4.2, ELCC-4.4, ELCC-5.1, ELCC-5.2, ELCC-5.3, ELCC-5.4, ELCC-5.5, ELCC-6.1, ELCC-6.2</div></div> <div><div>Rubric Indicators</div><div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div></div> |                |
| EDLD590 – 1: TECHNOLOGY LEADERSHIP/SCHOOLS                       | Assessment Method:<br><br>Target: 75%                     | Four candidates were evaluated. Data showed that 75% of the candidates rated Target for the elements listed in the graph.  |  |                |
|  |   | Rubric Elements (Spring 2012)  |  |                |
|  |   | Element 1  | <div><div>3 (75%)</div><div>1 (25%)</div><div>ELCC-9.2</div></div>   |                |
|  |   | Rubric Indicators  | <div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div>   |                |
|  |   | Four candidates were evaluated. Data showed that 100% of the candidates rated Target for the elements listed in the graph. |  |                |
|  |   | Rubric Elements (Summer 2012)  |  |                |
|  |   | Element 1  | <div><div>4 (100%)</div><div>ELCC-9.2</div></div> <div><div>Rubric Indicators</div><div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div></div>  |                |
|  |   | Rubric Elements (Summer 2012)  |  |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education/Educational Leadership |   | Student Learning Outcomes: Educational Leadership   |   |                |  |
|--|---|---|---|----------------|--|
|  |   |   |   |                |  |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results   |   | Use of Results |  |
|  |   | Element 1- Cite Documentation Policy  | <div>5 (100%)</div>   |                |  |
|  |   | Element 2- Justify the Position   | <div>5 (100%)</div>   |                |  |
|  |   | Element 3- Appropriate Decision Making  | <div>5 (100%)</div>   |                |  |
|  |   | Element 4- ELCC Standards   | <div>5 (100%)</div>   |                |  |
|  |   | <u>Rubric Indicators</u>  | <div><div></div> Exceeds <div></div> Meets <div></div> Approaching <div></div> Below Expectations</div> |                |  |
|  |   | Nine candidates were evaluated. Data showed that 22% of the candidates rated Target for the elements listed in the graph. |   |                |  |
|  |   | <u>Rubric Elements (Fall 2012)</u>  |   |                |  |
|  |   | Element 1   | <div><div>2 (22%)</div><div>7 (77%)</div></div> <div>ELCC-9.2</div>                                     |                |  |
|  |   | <u>Rubric Indicators</u>  | <div><div></div> Target <div></div> Acceptable <div></div> Unacceptable</div>                           |                |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit: College of Education, Arts, and Humanities/<br>Educational Theory, Policy, and Practice |   | Student Learning Outcomes: Educational Leadership  |   |
|--|---|--|---|
| Outcomes   | Assessment Methods (AM) and Targets (T) | Results  | Use of Results                            |
| <b>Year:2013-2014</b>  |   |  |   |
| <b>EDLD590 – 1: TECHNOLOGY LEADERSHIP/SCHOOLS</b>  | Assessment Method:<br><br>Target: 75%   | <p><b>Annotated bibliography</b></p> <p>Element 1<br/>std_text</p> <p>7 (100%)</p> <p>Target Acceptable Unacceptable</p> <p><b>Electronic Portfolio</b></p> <p>Appearance<br/>std_text</p> <p>6 (100%)</p> <p>Content<br/>std_text</p> <p>6 (100%)</p> <p>Grammar<br/>std_text</p> <p>6 (100%)</p> <p>Target Acceptable Unacceptable</p> |   |
| <b>Year:2014-15</b>  |   |  |   |
| <b>EDLD570 – 1:ETHICS AND LEGAL ISS FOR ED LEAD</b>  | Assessment Method:                      | Thirteen candidates were evaluated. Data showed that 61% of the candidates rated Target for the elements listed in the graph.  | After analyzing the data relative to ELCC |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Education, Arts, and Humanities/<br>Educational Theory, Policy, and Practice |   | Student Learning Outcomes: Educational Leadership  |                                 |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
|--|---|--|---------------------------------|----------|---------|---------|---|----------|---------|---------|---|----------|---------|---------|--------------------------------|----------|---------|---------|-----------|---------|---------|---------|--|--------|------------|--------------|---------|----------|---------|--|--------------------------------------|----------|---------|--------|--------|----------|---------|--------|--|--------|------------|--------------|---|
| Outcomes   | Assessment Methods (AM) and Targets (T) | Results  | Use of Results                  |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
|  | Target: 61%                             | <p><b>Rubric Elements</b></p> <table><tr><td>Introduction<br/><i>std_text</i></td><td>12 (75%)</td><td>2 (12%)</td><td>2 (12%)</td></tr><tr><td>Review of the Literature<br/><i>std_text</i></td><td>11 (68%)</td><td>3 (18%)</td><td>2 (12%)</td></tr><tr><td>Methodology described in chapter two<br/><i>std_text</i></td><td>10 (62%)</td><td>3 (18%)</td><td>3 (18%)</td></tr><tr><td>Action Plan<br/><i>std_text</i></td><td>11 (68%)</td><td>2 (12%)</td><td>3 (18%)</td></tr><tr><td>APA Style</td><td>5 (31%)</td><td>8 (50%)</td><td>3 (18%)</td></tr><tr><td></td><td>Target</td><td>Acceptable</td><td>Unacceptable</td></tr><tr><td>Content</td><td>12 (75%)</td><td>4 (25%)</td><td></td></tr><tr><td>Oral Presentation<br/><i>std_text</i></td><td>12 (75%)</td><td>3 (18%)</td><td>1 (6%)</td></tr><tr><td>Slides</td><td>12 (75%)</td><td>3 (18%)</td><td>1 (6%)</td></tr><tr><td></td><td>Target</td><td>Acceptable</td><td>Unacceptable</td></tr></table> <p>The subject matter of the presentations was an application of assigned readings to legal and ethical challenges of a school principal. ELCC 5&amp;6</p> | Introduction<br><i>std_text</i> | 12 (75%) | 2 (12%) | 2 (12%) | Review of the Literature<br><i>std_text</i> | 11 (68%) | 3 (18%) | 2 (12%) | Methodology described in chapter two<br><i>std_text</i> | 10 (62%) | 3 (18%) | 3 (18%) | Action Plan<br><i>std_text</i> | 11 (68%) | 2 (12%) | 3 (18%) | APA Style | 5 (31%) | 8 (50%) | 3 (18%) |  | Target | Acceptable | Unacceptable | Content | 12 (75%) | 4 (25%) |  | Oral Presentation<br><i>std_text</i> | 12 (75%) | 3 (18%) | 1 (6%) | Slides | 12 (75%) | 3 (18%) | 1 (6%) |  | Target | Acceptable | Unacceptable | Standards 5&6, it was determined that the reading materials in the current textbook were inadequate. A new textbook was chosen. |
| Introduction<br><i>std_text</i>  | 12 (75%)                                | 2 (12%)  | 2 (12%)                         |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
| Review of the Literature<br><i>std_text</i>  | 11 (68%)                                | 3 (18%)  | 2 (12%)                         |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
| Methodology described in chapter two<br><i>std_text</i>  | 10 (62%)                                | 3 (18%)  | 3 (18%)                         |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
| Action Plan<br><i>std_text</i>   | 11 (68%)                                | 2 (12%)  | 3 (18%)                         |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
| APA Style  | 5 (31%)                                 | 8 (50%)  | 3 (18%)                         |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
|  | Target                                  | Acceptable   | Unacceptable                    |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
| Content  | 12 (75%)                                | 4 (25%)  |                                 |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
| Oral Presentation<br><i>std_text</i>   | 12 (75%)                                | 3 (18%)  | 1 (6%)                          |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
| Slides   | 12 (75%)                                | 3 (18%)  | 1 (6%)                          |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |
|  | Target                                  | Acceptable   | Unacceptable                    |          |         |         |   |          |         |         |   |          |         |         |                                |          |         |         |           |         |         |         |  |        |            |              |         |          |         |  |                                      |          |         |        |        |          |         |        |  |        |            |              |   |

**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester’s assessment process and/or results? Check all that apply.

  X   in program or department meetings devoted entirely to assessment

Note: The Assessment Process is described in the Program Assessment Sourcebook

- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

The chairman discusses the role of assessment in program and student outcome improvement in one-on-one sessions with individual faculty members receiving input and demonstrating various models of assessment to faculty. Faculty meet and discuss findings and actions required at once per semester.

**PART II: PLANNING FOR NEXT COURSE OFFERING**

| Key course tasks assessed next course offering | Where will you assess this task?<br><br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br><br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning |
|--|---|--|---|
|  |   |  |   |
|  |   |  |   |
|  |   |  |   |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### **PART III: ADDITIONAL INFORMATION (optional)**



If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

Summary of Program Assessment  
Cycles: 2012-13, 2013-14, 2014-15

| College/School/Unit: Education, Arts and Humanities   |  | Program Learning Outcomes: Mass Communication   |                 |                      |                                     |                 |                      |                                     |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
|---|--|---|-----------------|----------------------|-------------------------------------|-----------------|----------------------|-------------------------------------|------|--------|----|---------------------------|---|---|---|---|---|------|------|------|--------------|---|---|---|---|---|------|------|------|-------------------|---|---|---|---|---|------|------|------|----------------|---|---|---|---|---|------|------|------|------------------|---|---|---|---|---|------|------|------|
| Year: 2012-13   |  |   |                 |                      |                                     |                 |                      |                                     |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Outcome 1   |  |   |                 |                      |                                     |                 |                      |                                     |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Outcomes  | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results  |                      |                                     |                 |                      |                                     |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Students will create media content relevant to print journalism, in particular media graphics and newspaper layout. | (AM)<br>1) LiveText assignments;<br>2) Layout and Design;<br>3) Professional Internship;<br>4) Text;<br>5). Headlines;<br>6) Photos and cutlines<br>(T)<br>All students will achieve the outcome successfully. | <ul style="list-style-type: none"><li>Analysis of LiveText assignments indicated exceptional averages by slightly more than the half of students media graphics and newspaper layout; students showed passing rate around 97%;</li></ul> <div><p>Rubric: Media graphics and Newspaper Layout</p><table><thead><tr><th></th><th>Exceptional (4 pts)</th><th>Above Average (3 pts)</th><th>Average (2 pts)</th><th>Below Average (1 pt)</th><th>Substantially Below Average (0 pts)</th><th>Mean</th><th>Median</th><th>SD</th></tr></thead><tbody><tr><td>Layout and Design (4 pts)</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1.00</td><td>1.00</td><td>0.77</td></tr><tr><td>Text (4 pts)</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1.00</td><td>1.00</td><td>0.77</td></tr><tr><td>Headlines (4 pts)</td><td>4</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1.00</td><td>1.00</td><td>0.77</td></tr><tr><td>Photos (4 pts)</td><td>0</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0.71</td><td>0.71</td><td>0.49</td></tr><tr><td>Cutlines (4 pts)</td><td>0</td><td>7</td><td>0</td><td>0</td><td>0</td><td>0.71</td><td>0.71</td><td>0.49</td></tr></tbody></table><div><p>Layout and Design (4 pts)</p><p>7 (100%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>7 (100%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 (0%)</p><p>0 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0 | 0.71 | 0.71 | 0.49 |
|   | Exceptional (4 pts)  | Above Average (3 pts)   | Average (2 pts) | Below Average (1 pt) | Substantially Below Average (0 pts) | Mean            | Median               | SD                                  |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Layout and Design (4 pts)   | 7  | 0   | 0               | 0                    | 0                                   | 1.00            | 1.00                 | 0.77                                |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Text (4 pts)  | 7  | 0   | 0               | 0                    | 0                                   | 1.00            | 1.00                 | 0.77                                |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Headlines (4 pts)   | 4  | 0   | 0               | 0                    | 0                                   | 1.00            | 1.00                 | 0.77                                |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Photos (4 pts)  | 0  | 7   | 0               | 0                    | 0                                   | 0.71            | 0.71                 | 0.49                                |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |
| Cutlines (4 pts)  | 0  | 7   | 0               | 0                    | 0                                   | 0.71            | 0.71                 | 0.49                                |      |        |    |                           |   |   |   |   |   |      |      |      |              |   |   |   |   |   |      |      |      |                   |   |   |   |   |   |      |      |      |                |   |   |   |   |   |      |      |      |                  |   |   |   |   |   |      |      |      |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |   |  |   |
|---|---|--|---|
| Students will create media content relevant to mass communication law, in particular interpretation of law.         | (AM)<br>1) LiveText assignments;<br>2) Application of First Amendment<br>3) Spelling grammar, usage, format, etc;<br>4)Application of Mass Communication Law (T)<br>All students will achieve the outcome successfully. | <ul style="list-style-type: none"><li>Analysis of Live Text assignments indicated above average comprehension in students application of the First Amendment.</li></ul>  <ul style="list-style-type: none"><li>Analysis of Live Text assignments also indicated above average spelling, grammar, usage format, etc.</li></ul>  | <ul style="list-style-type: none"><li>Implement more mass communication law cases in prerequisite classes such as Intro to Mass Communication.</li><li>Conduct law seminars with law professionals to help students better interpret the law.</li></ul>   |
| Year 2014-15  |   |  |   |
| Students will create media content relevant to print journalism, in particular media graphics and newspaper layout. | (AM)<br>1) LiveText assignments;<br>2) Layout and Design;<br>3) Professional Internship;<br>4) Text;<br>5). Headlines;<br>6) Photos and cutlines (T)<br>All students will achieve the outcome successfully.             | <ul style="list-style-type: none"><li>Analysis of LiveText assignments indicated exceptional averages by slightly more than the half of students media graphics and newspaper layout; students showed passing rate around 94%;</li></ul>  <ul style="list-style-type: none"><li>The results of the media graphics and newspaper layout assessment also suggested strong writing skills, especially in headlines and cutlines with averages above 76%;</li><li>Results also showed weak writing skills by 13% of students in the area of layout and design and 20% in texts;</li></ul> | <ul style="list-style-type: none"><li>All students were required to take ENGL 301, Grammar Review course, to alleviate problems of writing skills (2008);</li><li>New equipment was purchased to address shortages in lab equipment and production equipment for students(2011);</li><li>Conduct annual print writing seminar facilitated by Dr. Mahmoud Braima to enhance writing skills.</li><li></li></ul> |

## Summary of Program Assessment

## PART IA: CURRENT KEY FINDINGS

| College/School/Unit: <span>  </span> :: <span>  </span>  |   | Program Learning Outcome  |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |
|--|---|---|-----------------------|---------------------|-----------------------|-----------------------|---------------------|------|------|-------|----------------------|---|---|---|---|-------|-------|-------|------------------|---|---|---|---|-------|-------|-------|-----------------|---|---|---|---|-------|-------|-------|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results        |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |
| Year: 2012 - 2013  |   |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |
| Technical Skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music | (AM) Music essay paper for course Technical Skills – MUSC 120.<br><br>(T) 50% of the student will successfully achieve advanced status in | <table><thead><tr><th></th><th>Beginner<br/>(0 pts)</th><th>Developing<br/>(0 pts)</th><th>Proficient<br/>(0 pts)</th><th>Advanced<br/>(0 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Technical Ability...</td><td>1</td><td>3</td><td>0</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Musical Style...</td><td>0</td><td>2</td><td>2</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Tone Quality...</td><td>1</td><td>1</td><td>2</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr></tbody></table> <div><div>Technical Ability...</div><div>1 (25%)</div><div>3 (75%)</div></div> <div><div>LA-SUBR-LR-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b</div></div> <div><div>Musical Style...</div><div>2 (50%)</div><div>2 (50%)</div></div> <div><div>LA-SUBR-LO-2, LA-SUBR-LO-3, LA-SUBR-LR-3, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b</div></div> <div><div>Tone Quality...</div><div>1 (25%)</div><div>1 (25%)</div><div>2 (50%)</div></div> <div><div>LA-SUBR-LO-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b</div></div> <div><div>Beginner</div><div>Developing</div><div>Proficient</div><div>Advanced</div></div> |                       | Beginner<br>(0 pts) | Developing<br>(0 pts) | Proficient<br>(0 pts) | Advanced<br>(0 pts) | Mean | Mode | Stdev | Technical Ability... | 1 | 3 | 0 | 0 | 0.000 | 0.000 | 0.000 | Musical Style... | 0 | 2 | 2 | 0 | 0.000 | 0.000 | 0.000 | Tone Quality... | 1 | 1 | 2 | 0 | 0.000 | 0.000 | 0.000 | Will maintain present teaching pedagogies until the third cycle/year. |
|  | Beginner<br>(0 pts)   | Developing<br>(0 pts)   | Proficient<br>(0 pts) | Advanced<br>(0 pts) | Mean                  | Mode                  | Stdev               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |
| Technical Ability...   | 1   | 3   | 0                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |
| Musical Style...   | 0   | 2   | 2                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |
| Tone Quality...  | 1   | 1   | 2                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| concentration .  | this course.   |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
|--|--|---|-----------------------|---------------------|-----------------------|-----------------------|---------------------|------|------|-------|----------------------|---|---|---|---|-------|-------|-------|------------------|---|---|---|---|-------|-------|-------|-----------------|---|---|---|---|-------|-------|-------|---|---|---|---|---|-------|-------|-------|----------------------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------------------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|---------|--|--|---------|--|--|--|--|--|--|--|--|--|--|--|---|---------|--|--|---------|--|--|--|------------------|--|--|--|--|--|--|--|---|
| Year: 2013 - 2014  |  |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Technical Skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration . | (AM) Music essay paper for course Technical Skills – MUSC 120.<br><br>(T) 50% of the student will successfully achieve advanced status in this course. | <table><thead><tr><th></th><th>Beginner<br/>(0 pts)</th><th>Developing<br/>(0 pts)</th><th>Proficient<br/>(0 pts)</th><th>Advanced<br/>(0 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Technical Ability...</td><td>0</td><td>2</td><td>0</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Musical Style...</td><td>0</td><td>2</td><td>0</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Tone Quality...</td><td>0</td><td>1</td><td>1</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Knowledge of Literature and Pedagogy...</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr></tbody></table><br><table><tbody><tr><td>Technical Ability...</td><td colspan="7">2 (100%)</td></tr><tr><td colspan="8">LA-SUBR-LR-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b</td></tr><tr><td>Musical Style...</td><td colspan="7">2 (100%)</td></tr><tr><td colspan="8">LA-SUBR-LO-2, LA-SUBR-LO-3, LA-SUBR-LR-3, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b</td></tr><tr><td>Tone Quality...</td><td colspan="3">1 (50%)</td><td colspan="4">1 (50%)</td></tr><tr><td colspan="8">LA-SUBR-LO-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b</td></tr><tr><td>Knowledge of Literature and Pedagogy...</td><td colspan="3">1 (50%)</td><td colspan="4">1 (50%)</td></tr><tr><td colspan="8">NASM-MUE-3.B.6.b</td></tr></tbody></table> <div><div>Beginner</div><div>Developing</div><div>Proficient</div><div>Advanced</div></div> |                       | Beginner<br>(0 pts) | Developing<br>(0 pts) | Proficient<br>(0 pts) | Advanced<br>(0 pts) | Mean | Mode | Stdev | Technical Ability... | 0 | 2 | 0 | 0 | 0.000 | 0.000 | 0.000 | Musical Style... | 0 | 2 | 0 | 0 | 0.000 | 0.000 | 0.000 | Tone Quality... | 0 | 1 | 1 | 0 | 0.000 | 0.000 | 0.000 | Knowledge of Literature and Pedagogy... | 1 | 1 | 0 | 0 | 0.000 | 0.000 | 0.000 | Technical Ability... | 2 (100%) |  |  |  |  |  |  | LA-SUBR-LR-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b |  |  |  |  |  |  |  | Musical Style... | 2 (100%) |  |  |  |  |  |  | LA-SUBR-LO-2, LA-SUBR-LO-3, LA-SUBR-LR-3, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b |  |  |  |  |  |  |  | Tone Quality... | 1 (50%) |  |  | 1 (50%) |  |  |  | LA-SUBR-LO-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b |  |  |  |  |  |  |  | Knowledge of Literature and Pedagogy... | 1 (50%) |  |  | 1 (50%) |  |  |  | NASM-MUE-3.B.6.b |  |  |  |  |  |  |  | Will maintain present teaching pedagogies until the third cycle/year. |
|  | Beginner<br>(0 pts)  | Developing<br>(0 pts)   | Proficient<br>(0 pts) | Advanced<br>(0 pts) | Mean                  | Mode                  | Stdev               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Technical Ability...   | 0  | 2   | 0                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Musical Style...   | 0  | 2   | 0                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Tone Quality...  | 0  | 1   | 1                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Knowledge of Literature and Pedagogy...  | 1  | 1   | 0                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Technical Ability...   | 2 (100%)   |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| LA-SUBR-LR-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b   |  |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Musical Style...   | 2 (100%)   |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| LA-SUBR-LO-2, LA-SUBR-LO-3, LA-SUBR-LR-3, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b   |  |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Tone Quality...  | 1 (50%)  |   |                       | 1 (50%)             |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| LA-SUBR-LO-2, NASM-MUE-3.B.6.a, NASM-MUE-3.B.6.b   |  |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Knowledge of Literature and Pedagogy...  | 1 (50%)  |   |                       | 1 (50%)             |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| NASM-MUE-3.B.6.b   |  |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |
| Year: 2014 - 2015  |  |   |                       |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                      |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |         |  |  |         |  |  |  |  |  |  |  |  |  |  |  |   |         |  |  |         |  |  |  |                  |  |  |  |  |  |  |  |   |

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| Technical Skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration . | (AM) Music essay paper for course Technical Skills – MUSC 120.<br><br>(T) 50% of the student will successfully achieve advanced status in this course. | <table><thead><tr><th></th><th>Beginner<br/>(0 pts)</th><th>Developing<br/>(0 pts)</th><th>Proficient<br/>(0 pts)</th><th>Advanced<br/>(0 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Technical Ability...</td><td>2</td><td>8</td><td>2</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Musical Style...</td><td>3</td><td>6</td><td>3</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Tone Quality...</td><td>2</td><td>7</td><td>3</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr></tbody></table><br><table><tbody><tr><td>Technical Ability...</td><td>2 (16%)</td><td>8 (66%)</td><td>2 (16%)</td><td></td></tr><tr><td>Musical Style...</td><td>3 (25%)</td><td>6 (50%)</td><td>3 (25%)</td><td></td></tr><tr><td>Tone Quality...</td><td>2 (16%)</td><td>7 (58%)</td><td>3 (25%)</td><td></td></tr></tbody></table> <div><div>Beginner</div><div>Developing</div><div>Proficient</div><div>Advanced</div></div> |                       | Beginner<br>(0 pts) | Developing<br>(0 pts) | Proficient<br>(0 pts) | Advanced<br>(0 pts) | Mean | Mode | Stdev | Technical Ability... | 2 | 8 | 2 | 0 | 0.000 | 0.000 | 0.000 | Musical Style... | 3 | 6 | 3 | 0 | 0.000 | 0.000 | 0.000 | Tone Quality... | 2 | 7 | 3 | 0 | 0.000 | 0.000 | 0.000 | Technical Ability... | 2 (16%) | 8 (66%) | 2 (16%) |  | Musical Style... | 3 (25%) | 6 (50%) | 3 (25%) |  | Tone Quality... | 2 (16%) | 7 (58%) | 3 (25%) |  | During the next faculty meeting a review of the quality of the instruments that the students are using will be assessed and a review of the impact of the marching band on their technique(s) . |
|--|--|--|-----------------------|---------------------|-----------------------|-----------------------|---------------------|------|------|-------|----------------------|---|---|---|---|-------|-------|-------|------------------|---|---|---|---|-------|-------|-------|-----------------|---|---|---|---|-------|-------|-------|----------------------|---------|---------|---------|--|------------------|---------|---------|---------|--|-----------------|---------|---------|---------|--|---|
|  | Beginner<br>(0 pts)  | Developing<br>(0 pts)  | Proficient<br>(0 pts) | Advanced<br>(0 pts) | Mean                  | Mode                  | Stdev               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |                      |         |         |         |  |                  |         |         |         |  |                 |         |         |         |  |   |
| Technical Ability...   | 2  | 8  | 2                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |                      |         |         |         |  |                  |         |         |         |  |                 |         |         |         |  |   |
| Musical Style...   | 3  | 6  | 3                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |                      |         |         |         |  |                  |         |         |         |  |                 |         |         |         |  |   |
| Tone Quality...  | 2  | 7  | 3                     | 0                   | 0.000                 | 0.000                 | 0.000               |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |                      |         |         |         |  |                  |         |         |         |  |                 |         |         |         |  |   |
| Technical Ability...   | 2 (16%)  | 8 (66%)  | 2 (16%)               |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |                      |         |         |         |  |                  |         |         |         |  |                 |         |         |         |  |   |
| Musical Style...   | 3 (25%)  | 6 (50%)  | 3 (25%)               |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |                      |         |         |         |  |                  |         |         |         |  |                 |         |         |         |  |   |
| Tone Quality...  | 2 (16%)  | 7 (58%)  | 3 (25%)               |                     |                       |                       |                     |      |      |       |                      |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                 |   |   |   |   |       |       |       |                      |         |         |         |  |                  |         |         |         |  |                 |         |         |         |  |   |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

## PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

Note: The Assessment Process is described in the Program Assessment Sourcebook

- \_\_\_ in program or department meetings devoted entirely to assessment
- \_\_\_ as an agenda item in program or departmental meetings
- \_\_\_ in departmental assessment committee meetings
- \_\_\_ in other departmental committee meetings
- \_X\_ in informal conversations among faculty members
- \_\_\_ Other (please specify) \_\_\_\_\_
- \_\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

PART II: PLANNING FOR NEXT COURSE OFFERING

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course?<br/>LiveText?<br/>Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Education, Arts & Humanities /<br>History Program Learning Outcome  |   |   |  |
|--|---|---|--|
| Outcomes   | Assessment Methods (AM) and<br>Targets (T)  | Results   | Use of Results   |
| <i>Year: 2012 - 2013</i>   |   |   |  |
| Students in History will adequately demonstrate a writing competency in history by producing acceptable essays and papers at the average level or higher.                                | (AM) Successfully passing the writing course for majors, which requires the production of historical essays and papers with proper methodology and documentation at the average level or higher to measure and evaluate students' writing skills, will evidence this outcome.   | 24% (7 of 29) enrolled in the writing course during the Fall 2012 semester produced papers at the average level or higher; 100% (5 of 5) during the Spring 2013 semester.                                   | The writing course was scheduled again during the Spring 2013 semester to provide graduating seniors failing the course during the previous semester another opportunity to improve their work. Emphasis on historical writing mechanics/methodology in the writing course was maintained. |
| Students will possess the ability to demonstrate an in depth knowledge of history by identifying relevant facts, events, and personalities; as well as write clearly, organize material. | (T) 60% of students enrolled in the writing course will demonstrate the ability to produce papers at the average level or higher by successfully passing the course.<br><br>(AM) A departmental comprehensive examination taken by student majors consisting of objective and essay parts will evidence this outcome.<br><br>(T) 50% of students taking the exam during any given semester will pass with a score of 90 or above on the first take. | 65% (11 of 17) of students taking the examination during the Fall 2012 semester scored 90 or higher; 69% (11 of 16) of students taking the examination during the Spring 2013 semester scored 90 or higher. | Faculty recommended student preparation efforts be maintained.   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <b><i>Year: 2013 - 2014</i></b>  |   |   |   |
| <p>Students in History will adequately demonstrate a writing competency in history by producing acceptable essays and papers at the average level or higher.</p> <p>Students will possess the ability to demonstrate an in depth knowledge of history by identifying relevant facts, events, and personalities; as well as write clearly, organize material.</p> | <p>(AM) Successfully passing the writing course for majors, which requires the production of historical essays and papers with proper methodology and documentation at the average level or higher to measure and evaluate students' writing skills, will evidence this outcome.</p> <p>(T) 60% of students enrolled in the writing course will demonstrate the ability to produce papers at the average level or higher by successfully passing the course.</p> <p>(AM) A departmental comprehensive examination taken by student majors consisting of objective and essay parts will evidence this outcome.</p> <p>(T) 50% of students taking the exam during any given semester will pass with a score of 90 or above on the first take.</p> | <p>47% (10 of 21) enrolled in the writing course during the Fall 2013 semester produced papers at the average level or higher. However, 8 students requested "I" (Incomplete) grades in an effort to complete papers. 62.5% (5 of 8) of students requesting "I" grades, produced papers at the average level or higher. Overall, 71.4% wrote acceptable papers (15 of 21).</p> <p>33% (2 of 6) of students taking the examination during the Fall 2013 semester scored 90 or higher; 25% (2 of 8) of students taking the examination during the Spring 2014 semester scored 90 or higher.</p> | <p>Emphasis on historical writing mechanics/methodology in the writing course was maintained. Individual student attention was provided for students receiving "I" grades to ensure proper direction and understanding of methodology involved in writing papers at the average level or higher.</p> <p>More thorough study guide preparation in enough time prior to taking the examination, utilizing class notes and required class textbooks, and other sources was recommended. Target group was adjusted to 50% in an effort to achieve more favorable results.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <b>Year: 2014 - 2015</b>   |  |  |  |
| <p>Students in History will adequately demonstrate a writing competency in history by producing acceptable essays and papers at the average level or higher.</p> <p>Students will possess the ability to demonstrate an in depth knowledge of history by identifying relevant facts, events, and personalities; as well as write clearly, organize material.</p> | <p>(AM) Successfully passing the writing course for majors, which requires the production of historical essays and papers with proper methodology and documentation at the average level or higher to measure and evaluate students' writing skills, will evidence this outcome.</p> <p>(T) 60% of students enrolled in the writing course will demonstrate the ability to produce papers at the average level or higher by successfully passing the course.</p> <p>(AM) A departmental comprehensive examination taken by student majors consisting of objective and essay parts will evidence this outcome.</p> <p>(T) 50% of students taking the exam during any given semester</p> | <p>50% (6 of 12) enrolled in the writing course during the Fall 2014 semester produced papers at the average level or higher. However, 5 students requested "I" (Incomplete) grades to complete papers. 20% (1 of 5) of students requesting "I" grades, produced papers at the average level or higher. Overall, 58% wrote acceptable papers (7 of 12).</p> <p>77 % (7 of 9) of students taking the examination during the Fall 2014 semester scored 90 or higher; 100% (4 of 4) of students taking the examination during the Spring 2015 semester scored 90 or higher.</p> | <p>Emphasis on historical writing mechanics/methodology in the writing course was maintained. Individual student attention was provided to ensure proper direction and understanding of methodology involved in writing papers at the average level or higher.</p> <p>Faculty recommended student preparation efforts be maintained.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |  |  |
|--|--|--|--|
|  | will pass with a score of 90 or above on the first take. |  |  |
|--|--|--|--|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

#### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☒ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Note: The Assessment Process is described in the Program Assessment Sourcebook

Assessment findings mainly used to improve student learning. Areas of deficiency were identified and methods devised for better instruction and more effective means to reach students.

**PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course? LiveText? Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
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Note: The Assessment Process is described in the Program Assessment Sourcebook



\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments).  
Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

### PART IA: CURRENT KEY FINDINGS

|  |  |  |  |
|--|--|--|--|
| <b>College/School/Unit:</b>  | Education/ Curriculum & Instruction                          | <b>Program Learning Outcomes:</b>  | Bachelor of Interdisciplinary Studies ( <b>BIS</b> ) |
| Program Overview: The <i>Bachelor of Arts in Interdisciplinary Studies Degree</i> is a new degree program (implemented Fall 2012) which is housed in the <i>College of Education</i> . The degree provides a high-quality, comprehensive liberal education and serves to meet the diverse needs of current and future SUBR students. Students select from four pre-set interdisciplinary concentrations or propose a unique individualized concentration which is granted upon approval by a committee of faculty advisors. The program is designed to maximize college credit through a cross-disciplinary focus and enable students to combine their previous academic and work experiences in two or three distinct disciplines. Such rigorous integration of knowledge from two or more disciplines allows for faster degree completion than a traditional major requiring many additional hours in one specific field. The Interdisciplinary Studies degree combines general education courses with an interdisciplinary concentration, electives and other program requirements that will enhance professional growth of the student |  |  |  |
|  |  |  |  |
| <b>Outcomes</b>  | <b>Assessment Methods (<u>AM</u>) and Targets (<u>T</u>)</b> | <b>Results</b>   | <b>Use of Results</b>                                |
| <i>Year: 2012 - 2013</i>   |  |  |  |
| To develop competent students who demonstrate their knowledge of conducting research and   | Assessment:<br><br>Case Study                                | BIS candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |   |   |  |
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| related professional competencies across a range of disciplines as selected by the student as they prepare for various career tracks  | Field Experiences Task—Bloom’s Taxonomy, Standards, Benchmarks, etc.<br><br>Target: 75% | Key Assessment data follow:<br><br>Assessment: Career Portfolio<br><br><b>CRIN 201: BIS Seminar</b><br><br>6 students were assessed. 100% rated target on all rubric components<br><b>(Chart)</b>   | Data show that students mastered Career Portfolio assessment. Faculty may continue instructional practices with more authentic artifacts and other relevant instructional tasks          |
| <b>Year: 2013 - 2014</b>  |   |   |  |
| To develop competent students who demonstrate their knowledge of conducting research and related professional competencies across a range of disciplines as selected by the student as they prepare for various career tracks | Assessment:<br><br>Capstone<br><br>Target: 75%  | BIS candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery<br><br>Key Assessment data follow:<br><br><b>CRIR 499: BIS Capstone</b><br><br>1 student (graduating senior) was assessed. Data show that assessment was comprised of 6 tasks. The rating was Target on all tasks except 1 which was rated Unacceptable.<br><b>(Chart)</b> | Data indicate that the task that was not mastered must be retaught and scaffolded. Faculty need to pay more attention to formative assessment to prevent unacceptable ratings at the end |
| <b>Year: 2014 - 2015</b>  |   |   |  |
| To develop competent students who demonstrate their knowledge of conducting research and related professional   | Assessment:<br><br>Capstone/Thesis Research   | BIS candidates are required to meet and/or exceed expectations on a number of assessments. The <u>key assessment</u> determines the degree of course mastery  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |             |  |   |
|---|-------------|--|---|
| competencies across a range of disciplines as selected by the student as they prepare for various career tracks | Target: 75% | <p>Key Assessment data follow:</p> <p><b>CRIR 499: BIS Capstone/Thesis Research</b></p> <p>5 students were assessed on 11 tasks. Students were assessed as Target, Acceptable, and Unacceptable. 2 students consistently rated Unacceptable on certain tasks</p> | Data indicate that additional formative assessment is required and greater attention needs to be paid to scaffolding and re-teaching concepts that are not mastered |
|---|-------------|--|---|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

#### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

#### **How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Faculty reflect upon teacher candidates' performance and adjust pedagogical practices, learning materials, technology, etc. to accommodate and enhance learning outcomes for future students.

Note: The Assessment Process is described in the Program Assessment Sourcebook

Administrators and Faculty in the College of Education meet regularly to discuss student learning and progress in our programs. Differentiated instruction and research based pedagogical strategies are discussed (how they are used and effectiveness). Faculty reflect upon their classes and collaborate with co-workers to discuss best practices and means of improving student performance.

## PART II: PLANNING FOR NEXT COURSE OFFERING

| Key course tasks assessed next course offering | Where will you assess this task? (Course? LiveText? Instructor?) | Assessment methods and tools used* (How will you assess this student task?) | Use of Assessment Results to Improve Student Learning   |
|--|--|---|---|
| Capstone                                       | Live Text  | Rubrics   | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |
| Career Portfolio                               | Live Text  | Rubrics   | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |
| Resume Writing, Job Interview Skills           | Live Text  | Rubrics   | Data results will be discussed in data/departmental meeting and reflections will focus on ways to ensure that all students rate <u>Target</u> . |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

## PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Education /Behavioral Studies   |   | Program Learning Outcomes: Counselor Education  |   |
|--|---|---|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)       | Results   | Use of Results  |
| <i>Year:2012-13</i>  |   |   |   |
| <ul style="list-style-type: none"> <li>Candidates will be able to conduct competent, scholarly research.</li> </ul>  | Completion of Capstone Project/Masters/Thesis | Of the 40 candidates, more than 60% rated "exceeded standard" for providing extensive facts and details such as: describing or analyzing the subject, comparing and contrasting, naming and explaining benefits and limitations, demonstrating claims or assertions and proving a scenario to illustrate. | In BHVS 575-Behavioral Research Methods, Faculty will infuse other activities aligned with CACREP standards to assist the candidate with research and writing as it relates to the capstone project. As it relates to the Capstone Project and/or completed Thesis. |
| <ul style="list-style-type: none"> <li>The candidates will complete a revised Comprehensive examination for School Counseling and Mental Health counseling.</li> </ul> | Comprehensive Examination                     | 70 or above Passed on Comprehensive and approval of Thesis by the Thesis committee. Two Theses completed. Passage rate for all candidates exceeded 76%  | Administered revised Comprehensive Examination  |
| <ul style="list-style-type: none"> <li>Candidates will earn a B or higher in the mastery of</li> </ul>   | Course Based Assessment                       | Grade from Core courses (CRIN 537 and 590; and BHVS 575 and 574) are used to determine Content Knowledge Mastery for Elementary/Secondary School Counseling Candidates and Mental Health Counseling, must earn a "B" or higher in all courses.  | In core courses, Faculty will infuse other activities aligned with national, state, and institutional standards   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>College/School/Unit:</b> Education /Behavioral Studies  |  | <b>Program Learning Outcomes:</b> Counselor Education |   |
|--|--|---|---|
| <b>Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>       | <b>Results</b>  | <b>Use of Results</b>   |
| <p>content knowledge for elementary education</p> <p>The candidates will complete a capstone research project.</p> | <p>Completion of Capstone Project/Masters Thesis</p> | <p>All Capstone Project/Masters Theses Completed</p>  | <p>that will ensure the mastery of content knowledge.</p> <p>In core courses, Faculty will infuse other activities aligned with national, state, and institutional standards that will ensure the mastery of content knowledge.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>College/School/Unit:</b> Education /Behavioral Studies |  | <b>Program Learning Outcomes:</b> Counselor Education |                       |
|---|--|---|-----------------------|
| <b>Outcomes</b>   | <b>Assessment Methods (AM) and Targets (T)</b> | <b>Results</b>  | <b>Use of Results</b> |
|   |  |   |                       |

| <b>College/School/Unit:</b> Education, Arts, and Humanities/<br>School Counseling                                   |  | <b>Program Learning Outcomes:</b><br>Educational Theory, Policy, and Practice   |   |
|---|--|---|---|
| <b>Outcomes</b>   | <b>Assessment Methods (AM) and Targets (T)</b> | <b>Results</b>  | <b>Use of Results</b>   |
| <b>Year 2013-14</b>   |  |   |   |
| <ul style="list-style-type: none"> <li>Candidates will be able to conduct competent, scholarly research.</li> </ul> | Completion of Capstone Project/Masters/Thesis  | Of the 40 candidates, more than 60% rated "exceeded standard" for providing extensive facts and details such as: describing or analyzing the subject, comparing and contrasting, naming and explaining benefits and | In BHVS 575-Behavioral Research Methods, Faculty will infuse other activities aligned with CACREP standards to assist the |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| <b>College/School/Unit:</b> Education, Arts, and Humanities/<br>School Counseling   |  | <b>Program Learning Outcomes:</b>  |  |
|---|--|--|--|
| Educational Theory, Policy, and Practice  |  |  |  |
| <b>Outcomes</b>   | <b>Assessment Methods (AM) and Targets (T)</b> | <b>Results</b>   | <b>Use of Results</b>  |
| <ul style="list-style-type: none"> <li>The candidates will complete a revised Comprehensive examination for School Counseling and Mental Health counseling.</li> <li>Candidates will earn a B or higher in the mastery of content knowledge for elementary education</li> </ul> | Comprehensive Examination                      | <p>limitations, demonstrating claims or assertions and proving a scenario to illustrate.</p> <p>70 or above Passed on Comprehensive and approval of Thesis by the Thesis committee. Two Theses completed. Passage rate for all candidates exceeded 76%</p> | <p>candidate with research and writing as it relates to the capstone project. As it relates to the Capstone Project and/or completed Thesis.</p> <p>Administered revised Comprehensive Examination</p> |
|   | Course Based Assessment                        | Grade from Core courses( BHVS 575 and 574) are used to determine Content Knowledge Mastery for Elementary/Secondary School Counseling Candidates and Clinical Mental Health Counseling, must earn a “B” or higher in all courses.                          | In core courses, Faculty will infuse other activities aligned with national, state, and institutional standards that will ensure the mastery of content knowledge.                                     |
|   | Completion of Capstone Project/Masters Thesis  | All Capstone Project/Masters Theses Completed  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Education, Arts, and Humanities/<br>School Counseling |  | Program Learning Outcomes:<br>Educational Theory, Policy, and Practice |  |
|--|--|--|--|
| Outcomes   | Assessment Methods<br>(AM) and Targets (T) | Results  | Use of Results   |
| The candidates will complete a capstone research project.                  |  |  | In core courses, Faculty will infuse other activities aligned with national, state, and institutional standards that will ensure the mastery of content knowledge. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>College/School/Unit:</b> Education, Arts, and Humanities/<br>School Counseling  |  | <b>Program Learning Outcomes:</b>  |  |
|--|--|--|--|
| Educational Theory, Policy, and Practice   |  |  |  |
| <b>Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>       | <b>Results</b>   | <b>Use of Results</b>  |
|  |  |  |  |
| <b>Year:2014-15</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>• Candidates will be able to conduct competent, scholarly research.</li> </ul>  | <p>Completion of Capstone Project/Masters/Thesis</p> | <p>Of the 40 candidates, more than 60% rated "exceeded standard" for providing extensive facts and details such as: describing or analyzing the subject, comparing and contrasting, naming and explaining benefits and limitations, demonstrating claims or assertions and proving a scenario to illustrate.</p> | <p>In BHVS 575-Behavioral Research Methods, Faculty will infuse other activities aligned with CACREP standards to assist the candidate with research and writing as it relates to the capstone project. As it relates to the Capstone Project and/or completed Thesis.</p> |
| <ul style="list-style-type: none"> <li>• The candidates will complete a revised Comprehensive examination for School Counseling and Mental Health counseling.</li> </ul> | <p>Comprehensive Examination</p>                     | <p>70 or above Passed on Comprehensive and approval of Thesis by the Thesis committee. Two Theses completed. Passage rate for all candidates exceeded 76%</p>  | <p>Administered revised Comprehensive Examination</p>  |
|  | Course Based Assessment                              |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>College/School/Unit:</b> Education, Arts, and Humanities/<br>School Counseling  |  | <b>Program Learning Outcomes:</b>  |   |
|--|--|--|---|
| Educational Theory, Policy, and Practice   |  |  |   |
| <b>Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b> | <b>Results</b>   | <b>Use of Results</b>   |
| <ul style="list-style-type: none"> <li>Candidates will earn a B or higher in the mastery of content knowledge for elementary education</li> </ul> <p>The candidates will complete a capstone research project.</p> | Completion of Capstone Project/Masters Thesis  | <p>Grade from Core courses (CRIN 537 and 590; and BHVS 575 and 574) are used to determine Content Knowledge Mastery for Elementary/Secondary School Counseling Candidates and Mental Health Counseling, must earn a “B” or higher in all courses.</p> <p>All Capstone Project/Masters Theses Completed</p> | <p>In core courses, Faculty will infuse other activities aligned with national, state, and institutional standards that will ensure the mastery of content knowledge.</p> <p>In core courses, Faculty will infuse other activities aligned with national, state, and institutional standards that will ensure the mastery of content knowledge.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>College/School/Unit:</b> Education, Arts, and Humanities/<br>School Counseling |  | <b>Program Learning Outcomes:</b><br>Educational Theory, Policy, and Practice |                |
|---|--|---|----------------|
|   |  |   |                |
| Outcomes  | Assessment Methods<br>(AM) and Targets (T) | Results   | Use of Results |
|   |  |   |                |

#### PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook

\_\_\_ in informal conversations among faculty members

\_\_\_ Other (please specify) \_\_\_\_\_

\_\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

To ensure current changes, traditions and teaching methods are infused in the course syllabi.

## College of Engineering and Computer Science

| College/Degree: Engineering & Computer Science, Master of Computer Science<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>Outcome 1  |   |  |   |
|--|---|--|---|
| Program Outcome  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results/Improvement                        |
| <b>Cycle 1 (Year:2012-13)</b>  |   |  |   |
| Students will demonstrate the ability to apply knowledge and skills necessary to identify research or project by conducting a literature review, by developing hypotheses or objectives, and by applying research and techniques to the field of study or CS project | <b>(AM)</b><br>1) <b>Skills assessment by using rubrics</b><br>2) Thesis or Project Evaluation by using rubrics<br><br><b>(T)</b><br>All students will demonstrate more than adequate ability in achieving Outcome 1. | Students achieved the target threshold in CMPS 574, 599 and 600. | No action immediately is required, target is met. |
| <b>Cycle 2: (Year:2013-14)</b>   |   |  |   |
| Students will demonstrate the ability to apply knowledge and skills necessary to identify research or project by conducting a literature review, by developing hypotheses or objectives, and by applying research and techniques to the field of study or CS project | <b>(AM)</b><br>1) <b>Skills assessment by using rubrics</b><br>2) Thesis or Project Evaluation by using rubrics<br><br><b>(T)</b><br>All students will demonstrate more than adequate ability in achieving Outcome 1. | Students achieved the target threshold in CMPS 574, 599 and 600. | No action immediately is required, target is met. |
| <b>Cycle 3 (Year:2014-15)</b>  |   |  |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Engineering & Computer Science, Master of Computer Science<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>Outcome 1  |   |  |   |
|--|---|--|---|
| Program Outcome  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results/Improvement                        |
| Students will demonstrate the ability to apply knowledge and skills necessary to identify research or project by conducting a literature review, by developing hypotheses or objectives, and by applying research and techniques to the field of study or CS project | <b>(AM)</b><br>1) <b>Skills assessment by using rubrics</b><br>2) Thesis or Project Evaluation by using rubrics<br><br><b>(T)</b><br>All students will demonstrate more than adequate ability in achieving Outcome 1. | Students achieved the target threshold in CMPS 574, 599 and 600. | No action immediately is required, target is met. |

| College/Degree: Engineering & Computer Science, Master of Computer Science<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>Outcome 2  |   |  |   |
|--|---|--|---|
| Program Outcome  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results/Improvement                        |
| <b>Cycle 1 (Year:2012-13)</b>  |   |  |   |
| Students will demonstrate the ability to design and conduct experiments on CS project by analyzing and interpreting data in oral and written while demonstrating ethical responsibilities. | <b>(AM)</b><br>3) <b>Skills assessment by using rubrics</b><br>4) Thesis or Project Evaluation by using rubrics<br><br><b>(T)</b><br>All students will demonstrate more than adequate ability in achieving Outcome 2. | Students achieved the target threshold in CMPS 574, 599 and 600. | No action immediately is required, target is met. |
| <b>Cycle 2: (Year:2013-14)</b>   |   |  |   |
| Students will demonstrate the ability to design and conduct experiments on CS project by analyzing and   | <b>(AM)</b><br>3) <b>Skills assessment by using</b>   | Students achieved the target threshold in CMPS 574, 599 and 600. | No action immediately is required, target is met. |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/Degree: Engineering & Computer Science, Master of Computer Science<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>Outcome 2  |  |  |   |
|--|--|--|---|
| Program Outcome  | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results/Improvement                        |
| interpreting data in oral and written while demonstrating ethical responsibilities.  | <b>RUBRICS</b><br>4) Thesis or Project Evaluation by using rubrics<br><br>(T)<br>All students will demonstrate more than adequate ability in achieving Outcome 2.  |  |   |
| <b>Cycle 3 (Year:2014-15)</b>  |  |  |   |
| Students will demonstrate the ability to design and conduct experiments on CS project by analyzing and interpreting data in oral and written while demonstrating ethical responsibilities. | <b>(AM)</b><br>3) <b>Skills assessment by using rubrics</b><br>4) Thesis or Project Evaluation by using rubrics<br><br>(T)<br>All students will demonstrate more than adequate ability in achieving Outcome 2. | Students achieved the target threshold in CMPS 574, 599 and 600. | No action immediately is required, target is met. |

## PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ In departmental assessment committee meetings
- ☐ In other departmental committee meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook

- ☒ In informal conversations among faculty members
- ☐ Other (please specify)
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Each academic year constitutes an assessment cycle. Three assessment cycles constitute an assessment phase. The assessment phase is used to measure the degree of attainment of the learning outcomes and to recommend appropriate corrective actions. At the end of each semester, assessment forms and reports are completed by students and instructors. Assessment data are analyzed and presented in chart forms for an assessment cycle during the annual May Action Day. The results are used to check whether the target set for each outcome is met. Recommendations are provided based on assessment results indicating the percentage of achievement of the outcomes in comparison with the target. For outcomes with lower levels of achievement after three assessment cycles (assessment phase), the Course Coordinator in consultation with the Chairperson and Assessment Coordinator use the recommendations to address any short comings and to improve the teaching and learning process.

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

**PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br><br>(Course?<br>LiveText?<br>Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>   |
|---|--|---|--|
| CMPS 574  | LiveText<br>Dr. Salam  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| CMPS 599  | LiveText<br>Dr. Khosravi   | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| CMPS 600  | LiveText<br>Dr. Khosravi   | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
|   |  |   |  |
|   |  |   |  |
|   |  |   |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments).  
Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b>         |   |  |  |
|---|---|--|--|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and<br/>Targets<br/>(T)</b>  | <b>Results</b>   | <b>Use of Results for Improvement</b>                          |
| <b>Outcome 1*</b>   |   |  |  |
| Students will demonstrate the ability to apply knowledge of math, science, and engineering. | <b>(AM)</b><br>1) Skills assessment by using rubrics<br>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)<br>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects<br><br><b>(T)</b><br>All students will demonstrate an adequate ability in achieving Outcome 1. | Cycle 1 (Fall 2012 - Spring 2013):<br>The data for Spring 2013 was above the threshold of 70% by 18%. So, data will be monitored to see if the results remain the same for Cycle 2.<br><br>Cycle 2 (Fall 2013 - Spring 2014):<br>The data for Spring 2014 digressed several percentage points (6%) below the previous cycle's value. These values suggest that no action is necessary at this time. Monitoring of next cycle's data will continue.<br><br>Cycle 3 (Fall 2014 - Spring 2015):<br>The data for Spring 2015 moved several points higher than the previous cycle for all subcategories. These values suggest that no action is necessary at this time. | These values suggest that no action is necessary at this time. |

\*Outcome 1 is also known as Program (or ABET [Accreditation Board of Engineering and Technology] EAC [Engineering Accreditation Commission]) Outcome 'a'

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

**Summary of Program Assessment Phase 2: (Cycles 2012-13, 2013-14, 2014**

| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b>                               |  |  |   |
|---|--|--|---|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>   | <b>Use of Results for Improvement</b>   |
| <b>Outcome 2<sup>a</sup></b>  |  |  |   |
| Students will demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data. | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 2.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>The target of 70% during Cycle 1 (Fall 2012) was fully met for all outcome subcategories. No action is required. Monitoring of the data will continue.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>The data for Fall 2013 digressed several percentage points (7 to 11%) below the previous cycle's value. These values suggest that no action is necessary at this time. The results are still well over the target value of 70%.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):<br/>The data for Fall 2014 dipped again several percentage points (13 to 7%) below the previous cycle's value. Again, the results are still over the target value of 70%.</p> | These values at the end of Cycle 3 suggest that no immediate action is necessary at this time, but the data will be monitored very early within the next cycle to determine if this is a trend or an anomaly. Routine actions which could be taken by the faculty include, emphasizing the importance of hands on laboratory experience and perhaps an additional performance grade in their courses could be provided. These activities could affect next cycle's results. |

<sup>a</sup>Outcome 2 is also known as Program (or ABET EAC) Outcome 'b'

**College/School/Unit: Engineering and Computer Science/Mechanical Engineering**

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| Program Learning Outcomes   | Assessment Methods (AM) and<br>Targets<br>(T)  | Results   | Use of Results for Improvement  |
|---|--|---|---|
| <b>Outcome 3<sup>#</sup></b>  |  |   |   |
| Students will demonstrate an ability to design a system, component, or process to meet desired needs. | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 3.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>The data in all subcategories for Spring 2013 were above the threshold of 70%. Future data will be monitored to see if the results remain the same or change for Spring 2014.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>The results from Spring 2014 were slightly better than the previous cycle. No actions are required. Monitoring of the data will continue.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):<br/>The data for Spring 2015 indicates drop in all categories by 16% percentage points below the previous cycle's value. The results are still well over the target value of 70%.</p> | This data seems to indicate that there are no issues. Therefore, no action is necessary at this time. This will be monitored in the next cycle. |

<sup>#</sup>Outcome 3 is also known as Program (or ABET EAC) Outcome 'c'

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b> |  |   |  |
|---|--|---|--|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and<br/>Targets<br/>(T)</b>   | <b>Results</b>  | <b>Use of Results for Improvement</b>  |
| <b>Outcome 4<sup>s</sup></b>  |  |   |  |
| Students will demonstrate an ability to function on multi-disciplinary teams        | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 4.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>The data in all subcategories for Spring 2013 were decently above the threshold of 70%. Future data will be monitored to see if the results remain the same or change for the next cycle. No actions are required.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>The data for Spring 2014 improved a few percentage points in all categories. Therefore, the results suggest that no immediate action is necessary at this time.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):<br/>The data for Spring 2015 for all subcategories showed a decline of 18%. However, the results remained over</p> | Because of the drop in the results for Cycle 3, this outcome will be closely monitored over the next cycle. No corrective actions are required at this time. |

Note: The Assessment Process is described in the Program Assessment Sourcebook



**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

|  |  |   |  |
|--|--|---|--|
|  |  | the target of 70%. Because of the drop, this outcome should be closely monitored over the next cycle. No actions are required at this time. |  |
|--|--|---|--|

§Outcome 4 is also known as Program (or ABET EAC) Outcome 'd'

| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b> |  |                |                                       |
|---|--|----------------|---------------------------------------|
|   |  |                |                                       |
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (<u>AM</u>) and Targets<br/>(<u>T</u>)</b> | <b>Results</b> | <b>Use of Results for Improvement</b> |
| <b>Outcome 5*</b>   |  |                |                                       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

|  |   |   |  |
|--|---|---|--|
| <p>Students will demonstrate an ability to identify, formulate, and solve engineering problems</p> | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b></p> <p>All students will demonstrate an adequate ability in achieving Outcome 5.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):</p> <p>The data in all subcategories for Spring 2013 were above the target value of 70% by 20%. No actions are required. The data for the next cycle will be monitored to see if there any changes in the results.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):</p> <p>The data for Spring 2014 slightly dipped in all of the subcategories by 8 to 10%. Therefore, the results suggest that no immediate action is necessary at this time. However, the data will be monitored over the next cycle to determine if any actions are required.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):</p> <p>The data for Spring 2015 show a 6 to 8% improvement fall all subcategories. This is a good thing.</p> | <p>No actions are required. The outcome will be monitored over the next cycle.</p> |
|--|---|---|--|

\*Outcome 5 is also known as Program (or ABET EAC) Outcome 'e'

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

**Summary of Program Assessment Phase 2: (Cycles 2012-13, 2013-14, 2014)**

| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b> |  |                |                                       |
|---|--|----------------|---------------------------------------|
|   |  |                |                                       |
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (<u>AM</u>) and<br/>Targets<br/>(<u>T</u>)</b> | <b>Results</b> | <b>Use of Results for Improvement</b> |
| <b>Outcome 6<sup>†</sup></b>  |  |                |                                       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

|  |   |   |  |
|--|---|---|--|
| <p>Students will demonstrate an understanding of professional and ethical responsibility</p> | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b></p> <p>All students will demonstrate an adequate ability in achieving Outcome 6.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):</p> <p>The raw data indicates that all 100% of the student's assessment were at the "Adequate or Greater" level. So, the target value of 70% was completely met. But in an effort to toward continuous improvement, data which shows the percentage of the results at the "More than adequate and greater" rubric level was examined. The data (93% at the "Practitioner or Expert level") indicates that our students are doing well with this outcome. The data for the next cycle will be monitored to see if there are changes in the results. No actions are required.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):</p> <p>Once again, the target value of 70% at the "adequate or greater level" by 100% of the students assessed was met during this term. As before, the results are very similar to Cycle 1. No actions are required. The data for the next cycle will be monitored to see if there are changes in the results.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):</p> <p>The data in the two subcategories for Spring 2015 repeat the same positive trends of the first two cycles.</p> | <p>This data seems to indicate that there are no issues. Therefore, no action is necessary. However, monitoring of the data over the next cycle will continue.</p> |
|--|---|---|--|

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

†Outcome 6 is also known as Program (or ABET EAC) Outcome 'f'

Note: The Assessment Process is described in the Program Assessment Sourcebook

Summary of Program Assessment

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Phase 2: (Cycles 2012-13, 2013-14, 2014

| College/School/Unit: Engineering and Computer Science/Mechanical Engineering |  |  |   |
|--|--|--|---|
| Program Learning Outcomes  | Assessment Methods (AM) and<br>Targets<br>(T)  | Results  | Use of Results for Improvement  |
| Outcome 7**  |  |  |   |
| Students will demonstrate an ability to communicate effectively              | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 7.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>The data in the three subcategories for Spring 2013 were well above the target value of 70% by at least 27%. The data for the next cycle will be monitored to see if there are changes in the results.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>The data in all subcategories for Spring 2014 fell from the previous semester by 8%, but was still above the target value by 19%. No actions are required. However, the data for the next cycle will be monitored to see if there are improvements in the results.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):<br/>The data in the subcategories for Spring 2015 remained basically as the previous cycle. No actions are required.</p> | This data seems to indicate that there are no apparent issues. Therefore, no action is necessary. Monitoring of the data over the next cycle will continue. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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\*\*Outcome 7 is also known as Program (or ABET EAC) Outcome 'g'

### Summary of Program Assessment Phase 2: (Cycles 2012-13, 2013-14, 2014

| College/School/Unit: Engineering and Computer Science/Mechanical Engineering   |  |  |  |
|--|--|--|--|
| Program Learning Outcomes  | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results for Improvement   |
| Outcome 8 <sup>™</sup>   |  |  |  |
| Students will demonstrate the broad education necessary to understand the impact of engineering solutions in a global and societal context | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 8.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>The data in the two subcategories for Spring 2013 were well above the target value of 70%. The data for the next cycle will be monitored to see if there are changes in the results. No actions are required.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>The data in the two subcategories for Spring 2014 fell slightly below (2%) the target value of 70%. No actions are required. The data for the next cycle will be closely monitored to see if there are changes in the results.</p> | No actions are required. Monitoring of the data over the next cycle will continue. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  |  |  |
|--|--|--|--|
|  |  | <p>Cycle 3 (Fall 2014 - Spring 2015):<br/>The data in the two subcategories for Spring 2015 returned to the same positive trends of the first cycle.</p> |  |
|--|--|--|--|

Outcome 8 is also known as Program (or ABET EAC) Outcome 'h'

#### Summary of Program Assessment Phase 2: (Cycles 2012-13, 2013-14, 2014

|   |
|---|
| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b> |
|   |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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| Program Learning Outcomes  | Assessment Methods (AM) and Targets<br>(T)   | Results  | Use of Results for Improvement   |
|--|--|--|--|
| <b>Outcome 9##</b>   |  |  |  |
| Students will demonstrate a recognition of the need for, and ability to engage in life-long learning | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 9.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>The results show that 100% of the assessments were at the "Adequate or Greater" level. So, the target value of 70% was completely met. Our students seem to be doing well with this outcome. The data for the next cycle will be monitored to see if there are changes in the results. No actions are required.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>Once again, the target value of 70% at the "adequate or greater level" by 100% of the students assessed was met during this term. If plotted, the data would show results that are very similar to Cycle 1. No actions are required. The data for the next cycle will be monitored to see if there are changes in the results.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):</p> | No actions are required. However, data taken from our graduating seniors on their exit survey indicate that this outcome should be closely monitored over the next cycle. Part III (Additional Information) of this summary document provides details on how the Program and College has worked to enhance our students' performance on Outcome 9. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  | The data in the subcategories for Spring 2015 repeat the same trends of the first two cycles. |  |
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##Outcome 9 is also known as Program (or ABET EAC) Outcome 'i'

**Summary of Program Assessment Phase 2: (Cycles 2012-13, 2013-14, 2014**

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|---|
| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b> |
|   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| Program Learning Outcomes                                    | Assessment Methods (AM) and Targets<br>(T)  | Results   | Use of Results for Improvement  |
|--|---|---|---|
| <b>Outcome 10<sup>ss</sup></b>                               |   |   |   |
| Students will demonstrate a knowledge of contemporary issues | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 10.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>As with the previous outcome, the results reveal that 100% of the assessments were "Adequate or Greater." So, the target value of 70% was completely met. When plotted, the data shows the percentage of the results at the "More than adequate and greater" rubric level. The data for the next cycle will be monitored to see if there are changes in the results. No actions are required.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>The data presented in the "More than adequate or greater" for the outcome for Spring 2014 was slightly less (4%) than Cycle 1. No actions are required. The data for the next cycle will be monitored to see if there are changes in the results.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):</p> | <p>No corrective actions are required. Monitoring of the data over the next cycle will continue. Such results may indicate that a higher target value may need to be considered for the next cycle.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  | <p>The outcome data for Spring 2015 slightly falls several points once again from Cycle 2.</p> |  |
|--|--|--|--|

\$\$Outcome 10 is also known as Program (or ABET EAC) Outcome 'j'

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**Summary of Program Assessment Phase 2: (Cycles 2012-13, 2013-14, 2014**

| <b>College/School/Unit: Engineering and Computer Science/Mechanical Engineering</b>   |   |   |  |
|---|---|---|--|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and<br/>Targets<br/>(T)</b>  | <b>Results</b>  | <b>Use of Results for Improvement</b>  |
| <b>Outcome 11**</b>   |   |   |  |
| Students will demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate an adequate ability in achieving Outcome 11.</p> | <p>Cycle 1 (Fall 2012 - Spring 2013):<br/>The data in the three subcategories for Spring 2013 were above the target value of 70%. The data for the next cycle will be monitored to see if there are changes in the results. No actions are required.</p> <p>Cycle 2 (Fall 2013 - Spring 2014):<br/>The data in all subcategories for Spring 2014 fell below the previous' cycle's value, but the overall results indicate that the target value is met. No actions will be taken, but the data for the next cycle will be watched to see if there are any changes in the results.</p> <p>Cycle 3 (Fall 2014 - Spring 2015):</p> | No corrective actions are required, but monitoring of the Outcome 11 data over the next cycle will continue. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  |   |  |
|--|--|---|--|
|  |  | <p>The data in the subcategories for Spring 2015 remained relatively at the same level as cycle 2 with slight gains (+1%) and one dip (-2%) in value.</p> |  |
|--|--|---|--|

**\*\*Outcome 11 is also known as Program (or ABET EAC) Outcome 'k'**

**Note:** The Assessment Process is described in the Program Assessment Sourcebook

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## PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment \_\_\_\_\_
- ☒ as an agenda item in program or departmental meetings \_\_\_\_\_ in departmental assessment committee meetings \_\_\_\_\_ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☒ Other (please specify) College of Engineering Meetings
- Assessment findings have not been discussed by program faculty this Semester

\_\_\_\_\_

### How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)

Every academic year constitutes an assessment cycle. **Three assessment cycles** are used to gather data for **each assessment method (Phase)**. The assessment method is used to measure the degree of attainment of the learning outcomes and to recommend appropriate corrective actions. At the end of each semester, assessment forms and reports are completed by students and instructors. Assessment data are analyzed and presented in chart forms for an assessment cycle during the annual May Action Day. The results are used to check whether the target set for each outcome is met. Recommendations are provided based on assessment results indicating the percentage of achievement of the outcomes in comparison with the target. For outcomes with lower levels of achievement after three assessment cycles, the Course Coordinator in consultation with the Chairperson and Assessment Coordinator use the recommendations to address any short comings and to improve the teaching and learning process.

Note: The Assessment Process is described in the Program Assessment Sourcebook

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## PART II: PLANNING FOR NEXT COURSE OFFERING

| Key course tasks assessed next course offering | Where will you assess this task?<br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning  |
|--|---|--|--|
| MEEN 225 – Dynamics                            | LiveText<br>Dr. H. D. Jerro   | Assessment rubrics and surveys   | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| MEEN 252 – Intro to CADD                       | LiveText<br>Dr. E. Blevins  | Assessment rubrics and surveys   | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| MEEN 301 – Thermodynamics II                   | LiveText<br>Dr. C. L. Huang   | Assessment rubrics and surveys   | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| MEEN 335 – Materials Processing                | LiveText<br>Dr. G. Joshi  | Assessment rubrics and surveys   | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| MEEN 365 – Machine Design                      | LiveText<br>Dr. G. Joshi  | Assessment rubrics and surveys   | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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|---|--|---|--|
| MEEN 442 –<br>Heat Transfer                           | LiveText<br>Dr. P. Mensah  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br>(Course? LiveText? Instructor?) | <b>Assessment methods and tools used*</b><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>   |
| MEEN 450 –<br>ME Senior Design I                      | LiveText<br>Dr. S. Ibekwe  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| MEEN 451 –<br>ME Senior Design II                     | LiveText<br>Dr. S. Ibekwe  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

**Enhancement of Students' Ability to Engage in Lifelong Learning and Knowledge of Contemporary Issues-** Results of various surveys indicated that we are well aware of the contemporary issues facing the engineering majors. It was also revealed that more than 70% of the graduates participated in professional/lifelong learning activities while admitting that a broad education is necessary to understand the impact of engineering solutions in global and societal context. Engineering Alumni and the Advisory Board Members

Note: The Assessment Process is described in the Program Assessment Sourcebook

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suggested that a lifelong learning environment be created at the college. They emphasized that participating in ongoing, lifelong learning experiences is an important step in effective career development.

To enhance the preparation of our students to achieve objectives related to lifelong learning and professional development, our faculty members have expected and encouraged their students to engage in the following activities:

- Participating in ongoing research projects.
- Participating the student organizations and attending at least one regional or national conference.
- Reading selected books to learn how to widen their scope of knowledge and enhance their lifelong learning experiences
- Adopting a willingness to take risks and go out of their way to get out of their comfort zone to learn.
- Volunteering in teaching and tutoring; teaching is probably the best way to learn.
- Accepting that lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills or behaviors

**College-wide Freshman Day-** at the beginning of every semester all freshman students in the college are invited to a “get to know” gathering to promote retention. Students have a chance to meet university administrators, college faculty and staff to discuss academic advisement resources, tutoring and mentoring, scholarships, internship, career planning and any other academic issues. This orientation allowed the freshmen to have the tools necessary to succeed during their matriculation in the engineering program.

**Concerted effort to increase involvement in student organizations-** Student organizations are an important part of the community at the College of Engineering and Computer Science. Student organizations provide a means outside the classroom for students to make new connections, discover and develop their individual skills and abilities, learn from their peers and interact with alumni and corporate representatives.

The college assists student groups that provide professional development and service opportunities. Many organizations are student chapters of national and international professional engineering organizations. Major influences on students during their involvement with student organizations include the interactions with the organization’s advisors and their fellow students. *“Informal faculty-student*

Note: The Assessment Process is described in the Program Assessment Sourcebook

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*contact beyond the classroom fostered feelings of affirmation, confidence, and self-worth ...* and contributed to knowledge acquisition and the development of academic skills.” The informal contacts that faculty and students have, which, in some instances, are in the form of student organizations, have a tremendous impact on the student’s development. Additionally, advising can directly affect students’ persistence and probability of graduating, or have indirect effects through grades, intentions, or satisfaction with the student role. The following engineering and computer science student organizations are active in the college:

- American Society of Mechanical Engineers (ASME)
- Pi Tau Sigma (PTS — Mechanical Engineering Honor Society)
- National Society of Black Engineers (NSBE)
- Society of Women Engineers (SWE)
- American Society of Civil Engineers (ASCE)
- Eta Kappa Nu (HKN - ECE Honor Society)
- Institute of Electrical & Electronics Engineers (IEEE)
- Association for Computing Machinery (ACM)

| College/Degree: Engineering/BS   |   |   |   |
|--|---|---|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |   |   |   |
| ABET Outcome b: an ability to design and conduct experiments, as well as to analyze and interpret data |   |   |   |
| Student Outcome b  | Assessment Methods (AM) and Targets (T)   | Results                                   | Use of Results/Improvement  |
| <i>Cycle 1 (Year:2012-13)</i>  |   |   |   |
| Graduates will be able to design and conduct experiments, as well as to analyze and interpret data     | <b>(AM)</b><br>ABET Outcome b Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome b. | The target was achieved for cycle 1 to be | <input type="checkbox"/> No action immediately is required by meeting the 70% target.<br><br><input type="checkbox"/> However, data will continue monitored to ensure the results consistently remain above the 70% target –approaching 100% success. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |                                     |  |
|--|---|-------------------------------------|--|
| <b>Cycle 2: (Year:2013-14)</b>   |   |                                     |  |
| Graduates will be able to design and conduct experiments, as well as to analyze and interpret data | <b>(AM)</b><br>ABET Outcome b Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome b. | The target was achieved for cycle 2 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul> |
| <b>Cycle 3 (Year:2014-15)</b>  |   |                                     |  |
| Graduates will be able to design and conduct experiments, as well as to analyze and interpret data | <b>(AM)</b><br>ABET Outcome b Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome b. | The target was achieved for cycle 3 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul> |

| College/Degree: Engineering/BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome c: an ability to design a system, component, or process to meet desired needs |                                       |         |                            |
|--|---------------------------------------|---------|----------------------------|
| Student Outcome c  | Assessment Method (AM) and Target (T) | Results | Use of Results/Improvement |
| <b>Cycle 1 (Year: 2012-13)</b>   |                                       |         |                            |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |   |                                     |   |
|--|---|-------------------------------------|---|
| Graduates will be able to design a system, component, or process to meet desired needs   | <b>(AM)</b><br>ABET Outcome c Rubric<br><br><b>(T)</b><br><br>70% of students will demonstrate average or above ability in achieving Outcome c. | The target was achieved for cycle 1 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success.</li> </ul> |
| Graduates will be able to design a system, component, or process to meet desired needs   | <b>(AM)</b><br>ABET Outcome c Rubric<br><br><b>(T)</b><br><br>70% of students will demonstrate average or above ability in achieving Outcome c. | The target was achieved for cycle 2 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target – approaching 100% success</li> </ul> |
| Graduates will be able to design a system, component, or process to meet desired needs   | <b>(AM)</b><br>ABET Outcome c Rubric<br><br><b>(T)</b><br><br>70% of students will demonstrate average or above ability in achieving Outcome c. | The target was achieved for cycle 3 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target</li> </ul>                            |
| <p style="text-align: center;"><b>College/Degree: Engineering/BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome c: an ability to design a system, component, or process to meet desired needs</b></p> |   |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| Student Outcome c | Assessment Method (AM) and Target (T) | Results | Use of Results/Improvement |
|-------------------|---------------------------------------|---------|----------------------------|
|                   |                                       |         | –approaching 100% success  |

| College/Degree: Engineering/BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome d: an ability to function on multi-disciplinary teams |  |                                     |   |
|--|--|-------------------------------------|---|
| Student Outcome d  | Assessment Methods (AM) and Targets (T)  | Results                             | Use of Results/Improvement  |
| <i>Cycle 1 (Year:2012-13)</i>  |  |                                     |   |
| Graduates will be able to function on multi-disciplinary teams   | <b>(AM)</b><br>ABET Outcome d Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome d | The target was achieved for cycle 1 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success.</li> </ul> |
| <i>Cycle 2: (Year:2013-14)</i>   |  |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| Graduates will be able to function on multi-disciplinary teams   | <b>(AM)</b><br>ABET Outcome d Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome d | The target was achieved for cycle 2 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently</li> </ul>   |
|--|--|-------------------------------------|--|
| <p style="text-align: center;"><b>College/Degree: Engineering/BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome d: an ability to function on multi-disciplinary teams</b></p> |  |                                     |  |
| Student Outcome d  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results                             | Use of Results/Improvement   |
|  |  |                                     | remain above the 70% target – approaching 100% success   |
| <b>Cycle 3 (Year:2014-15)</b>  |  |                                     |  |
| Graduates will be able to function on multi-disciplinary teams   | <b>(AM)</b><br>ABET Outcome d Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome d | The target was achieved for cycle 3 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering/BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome e: an ability to identify, formulate, and solve engineering problems |  |                                     |  |
|---|--|-------------------------------------|--|
| Student Outcome e   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results                             | Use of Results/Improvement   |
| <i>Cycle 1 (Year:2012-13)</i>   |  |                                     |  |
| Graduates will be able to identify, formulate, and solve engineering problems   | <b>(AM)</b><br>ABET Outcome e Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome e | The target was achieved for cycle 1 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target</li> </ul> |
| College/Degree: Engineering/BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome e: an ability to identify, formulate, and solve engineering problems |  |                                     |  |
| Student Outcome e   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results                             | Use of Results/Improvement   |
|   |  |                                     | –approaching 100% success.   |
| <i>Cycle 2: (Year:2013-14)</i>  |  |                                     |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



|   |   |                                     |  |
|---|---|-------------------------------------|--|
| Graduates will be able to identify, formulate, and solve engineering          | <b>(AM)</b><br>ABET Outcome e Rubric problems<br><br><b>(T)</b><br><br>70% of students will demonstrate average or above ability in achieving Outcome e | The target was achieved for cycle 2 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul> |
| <b>Cycle 3 (Year:2014-15)</b>   |   |                                     |  |
| Graduates will be able to identify, formulate, and solve engineering problems | <b>(AM)</b><br>ABET Outcome e Rubric<br><br><b>(T)</b><br><br>70% of students will demonstrate average or above ability in achieving Outcome e          | The target was achieved for cycle 3 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul> |

| College/Degree: Engineering/BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome g: an ability to communicate effectively |   |         |                            |
|---|---|---------|----------------------------|
| Student Outcome g   | Assessment Methods <u>(AM)</u> and <u>Targets (T)</u> | Results | Use of Results/Improvement |
| <b>Cycle 1 (Year:2012-13)</b>   |   |         |                            |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |                                     |   |
|---|--|-------------------------------------|---|
| Graduates will be able to communicate effectively | <p><b>(AM)</b><br/>ABET Outcome g Rubric</p> <p><b>(T)</b><br/>70% of students will demonstrate average or above ability in achieving Outcome g.</p> | The target was achieved for cycle 1 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success.</li> </ul> |
| <b>Cycle 2: (Year:2013-14)</b>                    |  |                                     |   |
| Graduates will be able to communicate effectively | <p><b>(AM)</b><br/>ABET Outcome g Rubric</p> <p><b>(T)</b><br/>70% of students will demonstrate average or above ability in achieving Outcome g.</p> | The target was achieved for cycle 2 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul>  |
| <b>Cycle 3 (Year:2014-15)</b>                     |  |                                     |   |
| Graduates will be able to communicate effectively | <p><b>(AM)</b><br/>ABET Outcome g Rubric</p> <p><b>(T)</b><br/>70% of students will demonstrate average or above ability in achieving Outcome g.</p> | The target was achieved for cycle 3 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul>  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering/BS  |   |         |                            |
|---|---|---------|----------------------------|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT  |   |         |                            |
| ABET Outcome k: an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice |   |         |                            |
| Student Outcome k   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results | Use of Results/Improvement |
| Cycle 1 (Year:2012-13)  |   |         |                            |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |                                     |   |
|--|---|-------------------------------------|---|
| Graduates will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice  | <b>(AM)</b><br>ABET Outcome k Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome k. | The target was achieved for cycle 1 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success.</li> </ul> |
| <b>Cycle 2: (Year:2013-14)</b>   |   |                                     |   |
| Graduates will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice  | <b>(AM)</b><br>ABET Outcome k Rubric<br><br><b>(T)</b>  | The target was achieved for cycle 2 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue</li> </ul>   |
| <b>College/Degree: Engineering/BS</b><br><b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br><b>ABET Outcome k: an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice</b> |   |                                     |   |
| <b>Student Outcome k</b>   | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>                      | <b>Use of Results/Improvement</b>   |
|  | 70% of students will demonstrate average or above ability in achieving Outcome k.   |                                     | to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success  |
| <b>Cycle 3 (Year:2014-15)</b>  |   |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |                                     |  |
|---|--|-------------------------------------|--|
| Graduates will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice | <p><b>(AM)</b> ABET Outcome k Rubric</p> <p><b>(T)</b> 70% of students will demonstrate average or above ability in achieving Outcome k.</p> | The target was achieved for cycle 3 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 70% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 70% target –approaching 100% success</li> </ul> |
|---|--|-------------------------------------|--|

#### PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☒ in program or department meetings devoted entirely to assessment

☒ as an agenda item in program or departmental meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook

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- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☒ Other (please specify) College of Engineering Meetings
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Each academic year constitutes an assessment cycle. Three assessment cycles constitute an assessment phase. The assessment phase is used to measure the degree of attainment of the learning outcomes and to recommend appropriate corrective actions. At the end of each semester, assessment forms and reports are completed by students and instructors. Assessment data are analyzed and presented in chart forms for an assessment cycle during the annual May Action Day. The results are used to check whether the target set for each outcome is met. Recommendations are provided based on assessment results indicating the percentage of achievement of the outcomes in comparison with the target. For outcomes with lower levels of achievement after three assessment cycles (assessment phase), the Course Coordinator in consultation with the Chairperson and Assessment Coordinator use the recommendations to address any shortcomings and to improve the teaching and learning process.

**PART II: PLANNING FOR NEXT COURSE OFFERING**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br><br>(Course? LiveText? Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>   |
|---|--|---|--|
| <b>CIEN 224</b>                                       | <b>LiveText<br/>Dr. Joseph</b>   | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| <b>CIEN 321</b>                                       | <b>LiveText<br/><br/>Dr. Joseph</b>  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| <b>CIEN 327</b>                                       | <b>LiveText<br/><br/>Dr. Shin</b>  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| <b>CIEN 361</b>                                       | <b>LiveText<br/><br/>Mr. Lawson</b>  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|                     |  |                                |  |
|---------------------|--|--------------------------------|--|
| <b>CIEN 381</b>     | <b>LiveText</b><br><br><b>Dr. Shin</b>     | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| <b>CIEN 421</b>     | <b>LiveText</b>                            | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make                           |
|                     | <b>Dr. Onu</b>                             |                                | improvement if necessary.  |
| <b>CIEN 424</b>     | <b>LiveText</b><br><br><b>Dr. Yin</b>      | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| <b>CIEN 482/483</b> | <b>LiveText</b><br><br><b>Dr. Carriere</b> | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

Note: The Assessment Process is described in the Program Assessment Sourcebook



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### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

| College/Degree: Computer Science/BS  |   |         |                            |
|--|---|---------|----------------------------|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |   |         |                            |
| ABET Outcome a: an ability to apply knowledge of computing and mathematics appropriate to the discipline |   |         |                            |
| Student Outcome a  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results | Use of Results/Improvement |
| Cycle 1 (Year:2012-13)   |   |         |                            |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Computer Science/BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br><b>ABET Outcome a:</b> an ability to apply knowledge of computing and mathematics appropriate to the discipline |   |  |   |
|--|---|--|---|
| Student Outcome a  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results/Improvement  |
| Graduates will be able to apply knowledge of computing and mathematics   | <b>(AM)</b><br>ABET Outcome a Rubric.<br>Graduating Senior Survey.<br>Departmental Comprehensive Exam.<br>Number of Students taken GRE.<br><br><b>(T)</b><br>75% of students will demonstrate average or above ability in achieving Outcome a | Results of Departmental Comprehensive Exams indicate that more than 75% pass the first time, and with retake, 100% pass. | Additional student oral presentations will be required in upper level courses.<br><br>Extra coaching to be provided for students in Freshman and Sophomore levels, undertaken through student members of professional organizations. Preparation sessions for Comprehensive Exam scheduled.<br><br>Enhanced Senior Seminar course. This course will be extended to 2 semesters (2 hours in semester one and 1 hour in the next semester). This course will be rotated among faculty to expose students to various area of computer science expertise. |
| <b>Cycle 2: (Year:2013-14)</b>   |   |  |   |
| Graduates will be able to apply knowledge of computing and mathematics   | <b>(AM)</b><br>ABET Outcome a Rubric.<br>Graduating Senior Survey.<br>Departmental Comprehensive Exam.<br>Number of Students taken GRE.<br><br><b>(T)</b>   | The target was achieved for cycle 2  | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 75% target.</li> <li>However, data will continue to be monitored to ensure the results consistently</li> </ul>  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <p style="text-align: center;"><b>College/Degree: Computer Science/BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome a: an ability to apply knowledge of computing and mathematics appropriate to the discipline</b></p> |  |                                     |  |
|---|--|-------------------------------------|--|
| <b>Student Outcome a</b>  | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>                      | <b>Use of Results/Improvement</b>  |
|   | 75% of students will demonstrate average or above ability in achieving Outcome a   |                                     | remain above the 75% target<br>–approaching 100% success   |
| <b><i>Cycle 3 (Year:2014-15)</i></b>  |  |                                     |  |
| Graduates will be able to apply knowledge of computing and mathematics  | <p><b>(AM)</b><br/>           ABET Outcome a Rubric.<br/>           Graduating Senior Survey.<br/>           Departmental Comprehensive Exam.<br/>           Number of Students taken GRE.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome a</p> | The target was achieved for cycle 3 | <ul style="list-style-type: none"> <li>No action immediately is required by meeting the 75% target.</li> <li>However, data will continue to be monitored to ensure the results consistently remain above the 75% target –approaching 100% success</li> </ul> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <p style="text-align: center;"><b>College/Degree: Computer Science/BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome b: an ability to analyze a problem, and identify and define the computing requirements appropriate to its solution</b></p> |   |  |   |
|--|---|--|---|
| <b>Student Outcome b</b>   | <b>Assessment Methods (<u>AM</u>) and Targets (<u>T</u>)</b>  | <b>Results</b>   | <b>Use of Results/Improvement</b>   |
| <b><i>Cycle 1 (Year:2012-13)</i></b>   |   |  |   |
| Graduates will be able to appropriately analyze problems and identify requirements for their solution  | <p><b>(AM)</b><br/>           ABET Outcome b Rubric.<br/>           Alumni and industrial interviews.<br/>           Graduating Senior Survey.<br/>           Problem solving skills assessed in CMPS 190, 191, 370, 371, 378, 387, 420, and 450.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome b</p> | Students are not exposed enough to large-scale programming, and systems-based programming. | <p>Improve teaching methods in problem-solving algorithms courses, CMPS 190, CMPS 191, CMPS 370 and 371 Object-oriented programming courses.</p> <p>Larger-scale programming assignments and systems programming will be new requirements in Junior and Senior level courses CMPS 370, 371, 378, 420, and 450.</p> <p>New core undergraduate requirement CMPS 378 (Software Engineering).</p> |
| <b><i>Cycle 2: (Year:2013-14)</i></b>  |   |  |   |
| Graduates will be able to appropriately analyze problems and identify requirements for their solution  | <p><b>(AM)</b><br/>           ABET Outcome b Rubric.<br/>           Alumni and industrial interviews.<br/>           Graduating Senior Survey.<br/>           Problem solving skills assessed in CMPS 190, 191, 370, 371, 378, 387, 420, and 450.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome b</p> | The target was achieved for cycle 2  | <p>No action immediately is required by meeting the 75% target.</p> <p>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success</p>  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Computer Science/BS   |   |                                     |  |
|---|---|-------------------------------------|--|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT  |   |                                     |  |
| ABET Outcome b: an ability to analyze a problem, and identify and define the computing requirements appropriate to its solution |   |                                     |  |
| Student Outcome b   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement   |
| <i>Cycle 3 (Year:2014-15)</i>   |   |                                     |  |
| Graduates will be able to appropriately analyze problems and identify requirements for their solution                           | <p><b>(AM)</b><br/>ABET Outcome b Rubric.<br/>Alumni and industrial interviews.<br/>Graduating Senior Survey.<br/>Problem solving skills assessed in CMPS 190, 191, 370, 371, 378, 387, 420, and 450.</p> <p><b>(T)</b><br/><br/>75% of students will demonstrate average or above ability in achieving Outcome b</p> | The target was achieved for cycle 3 | <p>No action immediately is required by meeting the 75% target.</p> <p>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success</p> |

| College/Degree: Computer Science /BS  |   |         |                            |
|---|---|---------|----------------------------|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT  |   |         |                            |
| ABET Outcome c: an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs |   |         |                            |
| Student Outcome c   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results | Use of Results/Improvement |
| <i>Cycle 1 (Year:2012-13)</i>   |   |         |                            |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Computer Science /BS   |  |                                     |   |
|--|--|-------------------------------------|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |  |                                     |   |
| <b>ABET Outcome c:</b> an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs |  |                                     |   |
| Student Outcome c  | Assessment Methods (AM) and Targets (T)  | Results                             | Use of Results/Improvement  |
| Graduates will be able to design, implement, and evaluate computer-based systems   | <b>(AM)</b><br>ABET Outcome c Rubric.<br>Alumni and industrial interviews.<br>Graduating Senior Survey.<br>Problem solving skills assessed in CMPS 190, 191, 370, 371, 378, 387, 420, and 450.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome c | As for Student Outcome b.           | As for Student Outcome b.   |
| <b>Cycle 2: (Year:2013-14)</b>   |  |                                     |   |
| Graduates will be able to design, implement, and evaluate computer-based systems   | <b>(AM)</b><br>ABET Outcome c Rubric.<br>Alumni and industrial interviews.<br>Graduating Senior Survey.<br>Problem solving skills assessed in CMPS 190, 191, 370, 371, 378, 387, 420, and 450.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome c | The target was achieved for cycle 2 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |
| <b>Cycle 3 (Year:2014-15)</b>  |  |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Computer Science /BS   |  |                                     |   |
|--|--|-------------------------------------|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |  |                                     |   |
| <b>ABET Outcome c:</b> an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs |  |                                     |   |
| Student Outcome c  | Assessment Methods (AM) and Targets (T)  | Results                             | Use of Results/Improvement  |
| Graduates will be able to design, implement, and evaluate computer-based systems   | <b>(AM)</b><br>ABET Outcome c Rubric.<br>Alumni and industrial interviews.<br>Graduating Senior Survey.<br>Problem solving skills assessed in CMPS 190, 191, 370, 371, 378, 387, 420, and 450.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome c | The target was achieved for cycle 3 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |

| College/Degree: Computer Science /BS   |   |         |                            |
|--|---|---------|----------------------------|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |   |         |                            |
| <b>ABET Outcome d:</b> an ability to function effectively on teams to accomplish a common goal |   |         |                            |
| Student Outcome d  | Assessment Methods (AM) and Targets (T) | Results | Use of Results/Improvement |
| <i>Cycle 1 (Year:2012-13)</i>  |   |         |                            |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <p style="text-align: center;"><b>College/Degree: Computer Science /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome d: an ability to function effectively on teams to accomplish a common goal</b></p> |  |   |  |
|---|--|---|--|
| <b>Student Outcome d</b>  | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>  | <b>Use of Results/Improvement</b>  |
| Graduates will be able to work effectively on teams   | <p><b>(AM)</b><br/>           ABET Outcome d Rubric.<br/>           Alumni Survey.<br/>           Graduating Senior Survey.<br/>           Speaking, writing, and presentations skills assessed in: CMPS 110, 111, 334, 433, 420, 450, and others.<br/>           Co-op Supervisor Evaluation.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome d</p> | Students are encouraged to seek out Co-op assignments with leading research firms. There are many opportunities that are readily available for our students. Thirty (30) students worked at research institutions or leading corporations since the Summer of 2007. | <p>Develop and support enhanced learning and innovative teaching: experiment with various class size/delivery methods to improve overall program delivery.</p> <p>CMPS 302, 334, 433, 450 requiring presentations and more significant writing assignment.</p> <p>Enhanced Senior Seminar course. This course will be extended to 2 semesters (2 hours in semester one and 1 hour in the next semester). This course will be rotated among faculty to expose students to various area of computer science expertise.</p> |
| <b>Cycle 2: (Year:2013-14)</b>  |  |   |  |
| Graduates will be able to work effectively on teams   | <p><b>(AM)</b><br/>           ABET Outcome d Rubric.<br/>           Alumni Survey.<br/>           Graduating Senior Survey.<br/>           Speaking, writing, and presentations skills assessed in: CMPS 110, 111, 334, 433, 420, 450, and others.<br/>           Co-op Supervisor Evaluation.</p>   | The target was achieved for cycle 2   | <p>No action immediately is required by meeting the 75% target.</p> <p>However, data will continue to be monitored to ensure the results consistently remain</p>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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| <p style="text-align: center;"><b>College/Degree: Computer Science /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome d: an ability to function effectively on teams to accomplish a common goal</b></p> |  |                                     |  |
|---|--|-------------------------------------|--|
| <b>Student Outcome d</b>  | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>                      | <b>Use of Results/Improvement</b>  |
|   | <p><b>(T)</b></p> <p>75% of students will demonstrate average or above ability in achieving Outcome d</p>  |                                     | above the 75% target – approaching 100% success  |
| <b><i>Cycle 3 (Year:2014-15)</i></b>  |  |                                     |  |
| Graduates will be able to work effectively on teams   | <p><b>(AM)</b></p> <p>ABET Outcome d Rubric.<br/> Alumni Survey.<br/> Graduating Senior Survey.<br/> Speaking, writing, and presentations skills assessed in: CMPS 110, 111, 334, 433, 420, 450, and others.<br/> Co-op Supervisor Evaluation.</p> <p><b>(T)</b></p> <p>75% of students will demonstrate average or above ability in achieving Outcome d</p> | The target was achieved for cycle 3 | <p>No action immediately is required by meeting the 75% target.</p> <p>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <p style="text-align: center;"><b>College/Degree: Computer Science /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome e: an understanding of professional, ethical, legal, security and social issues and responsibilities</b></p> |   |  |  |
|---|---|--|--|
| <b>Student Outcome e</b>  | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>   | <b>Use of Results/Improvement</b>  |
| <b><i>Cycle 1 (Year:2012-13)</i></b>  |   |  |  |
| Graduates will have an understanding of professional, ethical, legal, security, and social issues and responsibilities  | <p><b>(AM)</b><br/>           ABET Outcome e Rubric.<br/>           Alumni Survey.<br/>           Graduating Senior Survey.<br/>           Research skills assessed in CMPS 450 and other upper level courses.<br/>           Academic integrity assessed in all courses.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome e</p> | Undergraduate student participation at professional conferences is lacking. Only graduate students working under funded projects actively participate. | <p>Extra coaching to be provided for students in Freshman and Sophomore levels, undertaken through student members of professional organizations.</p> <p>Students are encouraged to participate more actively in professional conferences, such as Louisiana Academy of Sciences. Incentives include research credit in upper-level programming courses CMPS 370, 371, 378, 387, 420, and 450.</p> |
| <b><i>Cycle 2: (Year:2013-14)</i></b>   |   |  |  |
| Graduates will have an understanding of professional, ethical, legal, security, and social issues and responsibilities  | <p><b>(AM)</b><br/>           ABET Outcome e Rubric.<br/>           Alumni Survey.<br/>           Graduating Senior Survey.<br/>           Research skills assessed in CMPS 450 and other upper level courses.<br/>           Academic integrity assessed in all courses.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome e</p> | The target was achieved for cycle 2  | <p>No action immediately is required by meeting the 75% target.</p> <p>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success</p>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Computer Science /BS   |  |                                     |   |
|--|--|-------------------------------------|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |  |                                     |   |
| ABET Outcome e: an understanding of professional, ethical, legal, security and social issues and responsibilities      |  |                                     |   |
| Student Outcome e  | Assessment Methods (AM) and Targets (T)  | Results                             | Use of Results/Improvement  |
| <i>Cycle 3 (Year:2014-15)</i>  |  |                                     |   |
| Graduates will have an understanding of professional, ethical, legal, security, and social issues and responsibilities | <b>(AM)</b><br>ABET Outcome e Rubric.<br>Alumni Survey.<br>Graduating Senior Survey.<br>Research skills assessed in CMPS 450 and other upper level courses.<br>Academic integrity assessed in all courses.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome e | The target was achieved for cycle 3 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |

| College/Degree: Computer Science /BS  |   |         |                            |
|---|---|---------|----------------------------|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT                                    |   |         |                            |
| ABET Outcome f: an ability to communicate effectively with a range of audiences |   |         |                            |
| Student Outcome f   | Assessment Methods (AM) and Targets (T) | Results | Use of Results/Improvement |
| <i>Cycle 1 (Year:2012-13)</i>   |   |         |                            |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <b>College/Degree: Computer Science /BS</b><br><b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br><b>ABET Outcome f: an ability to communicate effectively with a range of audiences</b> |   |                                     |   |
|--|---|-------------------------------------|---|
| <b>Student Outcome f</b>   | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>                      | <b>Use of Results/Improvement</b>   |
| Graduates will be able to communicate effectively  | <b>(AM)</b><br>ABET Outcome f Rubric.<br>Alumni Survey.<br>Graduating Senior Survey.<br>Speaking, writing, and presentations skills assessed in: CMPS 110, 111, 334, 433, 420, 450, and others.<br>Co-op Supervisor Evaluation.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome f | As in Student Outcome d.            | As in Student Outcome d.  |
| <b>Cycle 2: (Year:2013-14)</b>   |   |                                     |   |
| Graduates will be able to communicate effectively  | <b>(AM)</b><br>ABET Outcome f Rubric.<br>Alumni Survey.<br>Graduating Senior Survey.<br>Speaking, writing, and presentations skills assessed in: CMPS 110, 111, 334, 433, 420, 450, and others.<br>Co-op Supervisor Evaluation.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome f | The target was achieved for cycle 2 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |
| <b>Cycle 3 (Year:2014-15)</b>  |   |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <b>College/Degree: Computer Science /BS</b><br><b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br><b>ABET Outcome f: an ability to communicate effectively with a range of audiences</b> |   |                                     |   |
|--|---|-------------------------------------|---|
| <b>Student Outcome f</b>   | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>                      | <b>Use of Results/Improvement</b>   |
| Graduates will be able to communicate effectively  | <b>(AM)</b><br>ABET Outcome f Rubric.<br>Alumni Survey.<br>Graduating Senior Survey.<br>Speaking, writing, and presentations skills assessed in: CMPS 110, 111, 334, 433, 420, 450, and others.<br>Co-op Supervisor Evaluation.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome f | The target was achieved for cycle 3 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |

| <b>College/Degree: Computer Science /BS</b><br><b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br><b>ABET Outcome g: an ability to analyze the local and global impact of computing on individuals, organizations, and society</b> |  |                |                                   |
|--|--|----------------|-----------------------------------|
| <b>Student Outcome g</b>   | <b>Assessment Methods (AM) and Targets (T)</b> | <b>Results</b> | <b>Use of Results/Improvement</b> |
| <i>Cycle 1 (Year:2012-13)</i>  |  |                |                                   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <p style="text-align: center;"><b>College/Degree: Computer Science /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome g: an ability to analyze the local and global impact of computing on individuals, organizations, and society</b></p> |  |   |  |
|---|--|---|--|
| <b>Student Outcome g</b>  | <b>Assessment Methods (<u>AM</u>) and Targets (<u>T</u>)</b>   | <b>Results</b>  | <b>Use of Results/Improvement</b>  |
| Graduates will be able to analyze local and global impact of computing  | <p><b>(AM)</b><br/>           ABET Outcome g Rubric.<br/>           Academic Advisement List.<br/>           Graduating Senior Survey.<br/>           Number of Student taken GRE.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome g</p> | <p>Currently, most students only see their advisors once when they are admitted to the department, and once again only when they are about to graduate.</p> <p>The number of students taking the GRE and passing it with the required scores remained steady during the academic years 2007-2013. Of the 129 graduates, 68 took the GRE. Most passed the test with an average score above the required level for the sum of the verbal and quantitative scores. In addition, it may be noted that all of those students are in graduate school.</p> | <p>Students will be required to see their academic advisors at least once a semester, and provide documentation.</p> <p>Enhanced Senior Seminar course. This course will be extended to 2 semesters (2 hours in semester one and 1 hour in the next semester). This course will be rotated among faculty to expose students to various area of computer science expertise.</p> |
| <b>Cycle 2: (Year:2013-14)</b>  |  |   |  |
| Graduates will be able to analyze local and global impact of computing  | <p><b>(AM)</b><br/>           ABET Outcome g Rubric.<br/>           Academic Advisement List.<br/>           Graduating Senior Survey.<br/>           Number of Student taken GRE.</p>   | The target was achieved for cycle 2   | No action immediately is required by meeting the 75% target.   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Computer Science /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome g: an ability to analyze the local and global impact of computing on individuals, organizations, and society |   |                                     |   |
|---|---|-------------------------------------|---|
| Student Outcome g   | Assessment Methods (AM) and Targets (T)   | Results                             | Use of Results/Improvement  |
|   | (T)<br><br>75% of students will demonstrate average or above ability in achieving Outcome g   |                                     | However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success   |
| <b>Cycle 3 (Year:2014-15)</b>   |   |                                     |   |
| Graduates will be able to analyze local and global impact of computing  | (AM)<br>ABET Outcome g Rubric.<br>Academic Advisement List.<br>Graduating Senior Survey.<br>Number of Student taken GRE.<br><br>(T)<br><br>75% of students will demonstrate average or above ability in achieving Outcome g | The target was achieved for cycle 3 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <p style="text-align: center;"><b>College/Degree: Computer Science /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome h: recognition of the need for and an ability to engage in continuing professional development</b></p> |   |  |   |
|---|---|--|---|
| <b>Student Outcome h</b>  | <b>Assessment Methods (<u>AM</u>) and Targets (<u>T</u>)</b>  | <b>Results</b>   | <b>Use of Results/Improvement</b>   |
| <b><i>Cycle 1 (Year:2012-13)</i></b>  |   |  |   |
| Graduates will recognize the need for continuing professional development   | <p><b>(AM)</b><br/>           ABET Outcome h Rubric.<br/>           Scholarship Students with 3.0 GPA.<br/>           Alumni and Industrial Interviews.<br/>           Graduating Senior Survey.<br/>           Membership in professional organizations ACM, AITP.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome h</p> | Less than 25 undergraduate students are currently members of ACM and AITP. | <p>Membership and attendance at professional meetings and organization to be encouraged, particular for junior and senior level students. Incentives include extra credit in research-oriented courses for use of online research offered by these organizations.</p> <p>Extra coaching to be provided for students in Freshman and Sophomore levels, undertaken through student members of professional organizations.</p> <p>Enhanced Senior Seminar course. This course will be extended to 2 semesters (2 hours in semester one and 1 hour in the next semester). This course will be rotated among faculty to expose students to various area of computer science expertise.</p> |
| <b><i>Cycle 2: (Year:2013-14)</i></b>   |   |  |   |
| Graduates will recognize the need for continuing professional development   | <p><b>(AM)</b><br/>           ABET Outcome h Rubric.<br/>           Scholarship Students with 3.0 GPA.<br/>           Alumni and Industrial Interviews.</p>   | The target was achieved for cycle 2  | No action immediately is required by meeting the 75% target.  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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| <p align="center"><b>College/Degree: Computer Science /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome h: recognition of the need for and an ability to engage in continuing professional development</b></p> |  |                                     |   |
|--|--|-------------------------------------|---|
| <b>Student Outcome h</b>   | <b>Assessment Methods (<u>AM</u>) and Targets (<u>T</u>)</b>   | <b>Results</b>                      | <b>Use of Results/Improvement</b>   |
|  | Graduating Senior Survey.<br>Membership in professional organizations ACM, AITP.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome h   |                                     | However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success   |
| <b><i>Cycle 3 (Year:2014-15)</i></b>   |  |                                     |   |
| Graduates will recognize the need for continuing professional development  | <b>(AM)</b><br>ABET Outcome h Rubric.<br>Scholarship Students with 3.0 GPA.<br>Alumni and Industrial Interviews.<br>Graduating Senior Survey.<br>Membership in professional organizations ACM, AITP.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome h | The target was achieved for cycle 3 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <p style="text-align: center;"><b>College/Degree: Computer Science /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome i: an ability to use current techniques, skills, and tools necessary for computing practice</b></p> |  |  |   |
|--|--|--|---|
| <b>Student Outcome i</b>   | <b>Assessment Methods (<u>AM</u>) and Targets (<u>T</u>)</b>   | <b>Results</b>   | <b>Use of Results/Improvement</b>   |
| <b><i>Cycle 1 (Year:2012-13)</i></b>   |  |  |   |
| Graduates will be able to use current technologies, skills, and tools for effective computing  | <p><b>(AM)</b><br/>           ABET Outcome i Rubric.<br/>           Alumni and Industrial Interviews.<br/>           Departmental Comprehensive Exam.<br/>           Graduating Senior Survey.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome i</p> | Results of Departmental Comprehensive Exams indicate that more than 75% pass the first time, and with retake, 100% pass. | <p>Extra coaching to be provided for students in Freshman and Sophomore levels, undertaken through student members of professional organizations.</p> <p>Enhanced Senior Seminar course. This course will be extended to 2 semesters (2 hours in semester one and 1 hour in the next semester). This course will be rotated among faculty to expose students to various area of computer science expertise.</p> |
| <b><i>Cycle 2: (Year:2013-14)</i></b>  |  |  |   |
| Graduates will be able to use current technologies, skills, and tools for effective computing  | <p><b>(AM)</b><br/>           ABET Outcome i Rubric.<br/>           Alumni and Industrial Interviews.<br/>           Departmental Comprehensive Exam.<br/>           Graduating Senior Survey.</p> <p><b>(T)</b><br/>           75% of students will demonstrate average or above ability in achieving Outcome i</p> | The target was achieved for cycle 2  | <p>No action immediately is required by meeting the 75% target.</p> <p>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success</p>  |
| <b><i>Cycle 3 (Year:2014-15)</i></b>   |  |  |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Computer Science /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome i: an ability to use current techniques, skills, and tools necessary for computing practice |   |                                     |   |
|--|---|-------------------------------------|---|
| Student Outcome i  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement  |
| Graduates will be able to use current technologies, skills, and tools for effective computing  | <b>(AM)</b><br>ABET Outcome i Rubric.<br>Alumni and Industrial Interviews.<br>Departmental Comprehensive Exam.<br>Graduating Senior Survey.<br><br><b>(T)</b><br><br>75% of students will demonstrate average or above ability in achieving Outcome i | The target was achieved for cycle 3 | No action immediately is required by meeting the 75% target.<br><br>However, data will continue to be monitored to ensure the results consistently remain above the 75% target – approaching 100% success |

**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| College/School/Unit: Engineering/Electrical Engineering |   |         |                                |
|---|---|---------|--------------------------------|
| Program Learning Outcomes                               | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results | Use of Results for Improvement |
| Outcome 1   |   |         |                                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>                              |   |   |   |
|---|---|---|---|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>  | <b>Use of Results for Improvement</b>   |
| Students will demonstrate the ability to apply knowledge of math, science, and engineering. | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate more than adequate ability in achieving Outcome 1.</p> | <p>The data for cycle 1 was mostly above the threshold of 70%. Two of the three areas (applies knowledge of mathematics, and applies knowledge of engineering) were approximately 10% above the accepted target values, whereas the other area (applies knowledge of science) was 1% below the target value. These values suggest that no action is necessary, however, data will be monitored to ensure that the results consistently stay above the target value of 70%.</p> <p>All of the data for cycle 2 was above the threshold of 70%. Two of the three areas (applies knowledge of mathematics, and applies knowledge of engineering) were approximately 10% above the accepted target values, whereas the other area (applies knowledge of science) was right at the target value of 70%. These values suggest that no action is necessary.</p> <p>The data for cycle 3 was mostly above the threshold of 70%. Two of the three areas (applies knowledge of mathematics, and applies knowledge of engineering) were approximately 10% above the accepted target values, whereas the other area (applies knowledge of science) was 1% below the target value. These values suggest that no action is necessary, however, data will be monitored to ensure that the results consistently stay above the target value of 70%.</p> | This data seems to indicate that students are borderline in their ability to 'apply science'. However, when data from senior design projects and reports was analyzed, students overwhelmingly satisfied the criteria. Therefore, students are able to 'apply science' at the time of graduation, so no corrective action is necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b> |   |         |                                |
|--|---|---------|--------------------------------|
| Program Learning Outcomes                                      | Assessment Methods (AM) and Targets (T) | Results | Use of Results for Improvement |
|  |   |         |                                |

**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b> |   |           |                                |
|--|---|-----------|--------------------------------|
| Program Learning Outcomes                                      | Assessment Methods (AM) and Targets (T) | Results   | Use of Results for Improvement |
|  |   | Outcome 2 |                                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>  |  |   |  |
|---|--|---|--|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>  | <b>Use of Results for Improvement</b>  |
| Students will demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data. | <p>(AM)</p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p>(T)</p> <p>All students will demonstrate more than adequate ability in achieving Outcome 2.</p> | <p>The data for cycle 1 was well above the threshold of 70%. All four areas were 9% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 2 was well above the threshold of 70%. All four areas were approximately 19% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 2 was well above the threshold of 70%. All four areas were approximately 23% above the accepted target values. These values suggest that no action is necessary.</p> | This data seems to indicate that there are no issues. Therefore, no action is necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>  |   |  |  |
|---|---|--|--|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>   | <b>Use of Results for Improvement</b>  |
| <b>Outcome 3</b>  |   |  |  |
| Students will demonstrate an ability to design a system, component, or process to meet desired needs. | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate more than adequate ability in achieving Outcome 3.</p> | <p>The data for cycle 1 was well above the threshold of 70%. All four areas were approximately 16% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 2 was well above the threshold of 70%. All four areas were approximately 15% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 3 was well above the threshold of 70%. All four areas were approximately 15% above the accepted target values. These values suggest that no action is necessary.</p> | This data seems to indicate that there are no issues. Therefore, no action is necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>               |   |  |  |
|--|---|--|--|
| <b>Program Learning Outcomes</b>   | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>   | <b>Use of Results for Improvement</b>  |
| <b>Outcome 4</b>   |   |  |  |
| Students will demonstrate an ability to function on multi-disciplinary teams | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate more than adequate ability in achieving Outcome 4.</p> | <p>The data for cycle 1 was well below the threshold of 70%. All three areas were 14% below the accepted target value. Efforts will be made to alert instructors of this deficiency in the program and data will be monitored to ensure that the results will move above the target value of 70%.</p> <p>All of the data for cycle 2 was above the threshold of 70%. All three areas were approximately 9% above the accepted target values. It appeared that there were no longer issues from cycle 1, however, data will be monitored to ensure that the results stay above the target value of 70%.</p> <p>The data for cycle 3 was well above the threshold of 70%. All three areas were 25% above the accepted target values. These values suggest that no action is necessary.</p> | <p>This data seems to indicate that students were well below average for cycle 1, during cycles 2 the students were above the threshold, and for cycle 3 the students were significantly above the criteria. It appears that there is no issue. However, when data from senior design projects and reports was analyzed, students overwhelmingly satisfied the criteria. Therefore, students satisfied this performance outcome at the time of graduation, so no corrective action is necessary.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook



**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>                              |  |  |  |
|---|--|--|--|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>   | <b>Use of Results for Improvement</b>  |
| <b>Outcome 5</b>  |  |  |  |
| Students will demonstrate an ability to identify, formulate, and solve engineering problems | <p>(AM)</p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p>(T)</p> <p>All students will demonstrate more than adequate ability in achieving Outcome 5.</p> | <p>The data for cycle 1 was above the threshold of 70%. All three of the areas were approximately 9% above the accepted target value. These values suggest that no action is necessary.</p> <p>All of the data for cycle 2 was below the threshold of 70%. The three areas were approximately 6% below the accepted target value. Since the data for cycle 1 was above the threshold, the data for cycle 3 will be monitored to see if corrective action is necessary.</p> <p>The data for cycle 3 was above the threshold of 70%. All three of the areas were approximately 11% above the accepted target value. The data exceeds the threshold, so no action is necessary.</p> | <p>This data seems to indicate that students were well above average for cycle 1, during cycles 2 they slipped below the threshold, and for cycle 3 the students were back above the standard. It appears that there is no issue. However, when data from senior design projects and reports was analyzed, students overwhelmingly satisfied the criteria. Therefore, students satisfied this performance outcome at the time of graduation, so no corrective action is necessary.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>                        |  |  |  |
|---|--|--|--|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>   | <b>Use of Results for Improvement</b>  |
| <b>Outcome 6</b>  |  |  |  |
| Students will demonstrate an understanding of professional and ethical responsibility | <p>(AM)</p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p>(T)</p> <p>All students will demonstrate more than adequate ability in achieving Outcome 6.</p> | <p>The data for cycle 1 was above the threshold of 70%. Both areas were 7% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 2 was well above the threshold of 70%. Both areas were 12% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 3 far exceeded the threshold of 70%. Both areas were 24% above the accepted target values. These values suggest that no action is necessary.</p> | This data seems to indicate that there are no issues. Therefore, no action is necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>  |   |   |  |
|---|---|---|--|
| Program Learning Outcomes                                       | Assessment Methods <u>(AM)</u> and Targets <u>(T)</u>   | Results   | Use of Results for Improvement   |
| <b>Outcome 7</b>  |   |   |  |
| Students will demonstrate an ability to communicate effectively | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate more than adequate ability in achieving Outcome 7.</p> | <p>The data for cycle 1 was well above the threshold of 70%. All three areas were 19% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 2 was well above the threshold of 70%. All three areas were 18% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 3 far exceeded the threshold of 70%. All three areas were approximately 24% above the accepted target values. These values suggest that no action is necessary.</p> | This data seems to indicate that there are no issues. Therefore, no action is necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>   |   |  |  |
|--|---|--|--|
| <b>Program Learning Outcomes</b>   | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>   | <b>Use of Results for Improvement</b>  |
| <b>Outcome 8</b>   |   |  |  |
| Students will demonstrate the broad education necessary to understand the impact of engineering solutions in a global and societal context | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate more than adequate ability in achieving Outcome 8.</p> | <p>The data for cycle 1 was above the threshold of 70%. Both areas were 7% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 2 was well above the threshold of 70%. Both areas were 21% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 3 far exceeded the threshold of 70%. Both areas were 30% above the accepted target values. These values suggest that no action is necessary.</p> | This data seems to indicate that there are no issues. Therefore, no action is necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>                                       |  |  |  |
|--|--|--|--|
| <b>Program Learning Outcomes</b>   | <b>Assessment Methods (AM) and Targets (T)</b>   | <b>Results</b>   | <b>Use of Results for Improvement</b>  |
| <b>Outcome 9</b>   |  |  |  |
| Students will demonstrate a recognition of the need for, and ability to engage in life-long learning | <p>(AM)</p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p>(T)</p> <p>All students will demonstrate more than adequate ability in achieving Outcome 9.</p> | <p>The data for cycle 1 was above the threshold of 70%. Both areas were 5% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 2 was above the threshold of 70%. Both areas were 8% above the accepted target values. These values suggest that no action is necessary.</p> <p>The data for cycle 3 was well above the threshold of 70%. Both areas were 13% above the accepted target values. These values suggest that no action is necessary.</p> | This data seems to indicate that there are no issues. Therefore, no action is necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b> |  |   |   |
|--|--|---|---|
| <b>Program Learning Outcomes</b>                               | <b>Assessment Methods <u>(AM)</u> and Targets <u>(T)</u></b>   | <b>Results</b>  | <b>Use of Results for Improvement</b>   |
| <b>Outcome 10</b>  |  |   |   |
| Students will demonstrate a knowledge of contemporary issues   | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p><b>(T)</b><br/>All students will demonstrate more than adequate ability in achieving Outcome 10.</p> | <p>The data for cycle 1 was below the threshold of 70%. The result was 7% below the accepted target value. Efforts will be made to alert instructors of this deficiency in the program and data will be monitored to ensure that the results will move above the target value of 70%.</p> <p>The data for cycle 2 was above the threshold of 70%. The result was 7% above the accepted target value. It appeared that there were no longer issues from cycle 1, however, data will be monitored to ensure that the results stay above the target value of 70%..</p> <p>The data for cycle 3 was we;; above the threshold of 70%. The result was 23% above the accepted target value. This value suggests that no action is necessary, however, data will be monitored to ensure that the results consistently stay above the target value of 70%.</p> | <p>This data seems to indicate that students were below average for cycle 1, during cycles 2 the students were above the threshold, and for cycle 3 the students were significantly above the criteria. It appears that there is no issue. However, when data from senior design projects and reports was analyzed, students overwhelmingly satisfied the criteria. Therefore, students satisfied this performance outcome at the time of graduation, so no corrective action is necessary.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**Summary of Program Assessment**  
**Phase 2: (Cycles 2012-13, 2013-14, 2014-15)**

| <b>College/School/Unit: Engineering/Electrical Engineering</b>  |   |  |   |
|---|---|--|---|
| <b>Program Learning Outcomes</b>  | <b>Assessment Methods (AM) and Targets (T)</b>  | <b>Results</b>   | <b>Use of Results for Improvement</b>   |
| <b>Outcome 11</b>   |   |  |   |
| Students will demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice | <p>(AM)</p> <ol style="list-style-type: none"> <li>1) Skills assessment by using rubrics</li> <li>2) Course Survey by seeking student's opinion on Perceived Level of Learning (PLL) and the Emphasis Given to Topics (EGT)</li> <li>3) Department Comprehensive Exam (DCE) by assessing the performance of engineering students in fundamental subjects</li> </ol> <p>(T)</p> <p>All students will demonstrate more than adequate ability in achieving Outcome 11.</p> | <p>The data for cycle 1 was below the threshold of 70%. The result was 7% below the accepted target value. Efforts will be made to alert instructors of this deficiency in the program and data will be monitored to ensure that the results will move above the target value of 70%.</p> <p>The data for cycle 2 was above the threshold of 70%. The result was 7% above the accepted target value. It appeared that there were no longer issues from cycle 1, however, data will be monitored to ensure that the results stay above the target value of 70%.</p> <p>The data for cycle 3 was well above the threshold of 70%. The result was 13% above the accepted target value. This value suggests that no action is necessary, however, data will be monitored to ensure that the results consistently stay above the target value of 70%.</p> | <p>This data seems to indicate that students were well below average for cycle 1, during cycles 2 the students were above the threshold, and for cycle 3 the students were well above the criteria. It appears that there is no issue. However, when data from senior design projects and reports was analyzed, students overwhelmingly satisfied the criteria. Therefore, students satisfied this performance outcome at the time of graduation, so no corrective action is necessary.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☒ in program or department meetings devoted entirely to assessment

☒ as an agenda item in program or departmental meetings

☐ in departmental assessment committee meetings

☐ in other departmental committee meetings

☐ in informal conversations among faculty members

☒ Other (please specify) College of Engineering Meetings

☐ Assessment findings have not been discussed by program faculty this Semester

### **How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Every academic year constitutes an assessment cycle. **Three assessment cycles** are used to gather data for **each assessment method (Phase)**. The assessment method is used to measure the degree of attainment of the learning outcomes and to recommend appropriate corrective actions. At the end of each semester, assessment forms and reports are completed by students and instructors. Assessment data are analyzed and presented in chart forms for an assessment cycle during the annual May Action Day. The results are used to check whether the target set for each outcome is met. Recommendations are provided based on assessment results indicating the percentage of achievement of the outcomes in comparison with the target. For outcomes with lower levels of achievement after three assessment cycles, the Course Coordinator in consultation with the Chairperson and Assessment Coordinator use the recommendations to address any short comings and to improve the teaching and learning process.

Note: The Assessment Process is described in the Program Assessment Sourcebook



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## PART II: PLANNING FOR NEXT COURSE OFFERING

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br>(Course? LiveText? Instructor?) | <b>Assessment methods and tools used*</b><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>   |
|---|--|---|--|
| ElEn 208 – Electrical Circuits I                      | LiveText<br>Dr. H. Majleseini  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| ElEn 209 – Electrical Circuits II                     | LiveText<br>Dr. E. Shaban  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| ElEn 312 – Engineering Electronics I                  | LiveText<br>Dr. E. Shaban  | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| ElEn 313 – Engineering Electronics II                 | LiveText<br>Dr. J. Luo   | Assessment rubrics and surveys  | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |                           |                                |  |
|--|---------------------------|--------------------------------|--|
| EIE 314 –<br>Engineering<br>Electronics<br>Lab. I  | LiveText<br>Dr. E. Shaban | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| EIE 315 –<br>Engineering<br>Electronics<br>Lab. II | LiveText<br>Dr. J. Luo    | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| EIE 493 –<br>Senior Design<br>Project I            | LiveText<br>Dr. J. Luo    | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| EIE 494 –<br>Senior Design<br>Project II           | LiveText<br>Dr. R. Smith  | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Engineering Technology /BS   |   |                                     |   |
|--|---|-------------------------------------|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |   |                                     |   |
| ABET Outcome a: an appropriate mastery of the knowledge, techniques, skills, and modern tools of their disciplines.      |   |                                     |   |
| Student Outcome a  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement  |
| <i>Cycle 1 (Year:2012-13)</i>  |   |                                     |   |
| Graduates will be able to appropriately master the knowledge, techniques, skills, and modern tools of their disciplines. | <b>(AM)</b><br>TAC Outcome a Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome a | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <i>Cycle 2: (Year:2013-14)</i>   |   |                                     |   |
| Graduates will be able to appropriately master the knowledge, techniques, skills, and modern tools of their disciplines. | <b>(AM)</b><br>TAC Outcome a Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome a | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <i>Cycle 3 (Year:2014-15)</i>  |   |                                     |   |
| Graduates will be able to appropriately master the knowledge, techniques, skills, and modern tools of their disciplines. | <b>(AM)</b><br>TAC Outcome a Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome a | The target was achieved for cycle 3 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS  |   |                                     |   |
|---|---|-------------------------------------|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT  |   |                                     |   |
| ABET Outcome b: an ability to apply current knowledge and adapt to emerging applications of math, science, engineering and technology.    |   |                                     |   |
| Student Outcome b   | Assessment Methods (AM) and Targets (T)   | Results                             | Use of Results/Improvement  |
| <i>Cycle 1 (Year:2012-13)</i>   |   |                                     |   |
| Graduates will have an ability to apply current knowledge and adapt to emerging applications of math, science, engineering and technology | <b>(AM)</b><br>TAC Outcome b Rubric<br><br><b>(T)</b><br><br>70% of students will demonstrate average or above ability in achieving Outcome b | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <i>Cycle 2: (Year:2013-14)</i>  |   |                                     |   |
| Graduates will have an ability to apply current knowledge and adapt to emerging applications of math, science, engineering and technology | <b>(AM)</b><br>TAC Outcome b Rubric<br><br><b>(T)</b><br><br>70% of students will demonstrate average or above ability in achieving Outcome b | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <i>Cycle 3 (Year:2014-15)</i>   |   |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Engineering Technology /BS  |   |                                     |  |
|---|---|-------------------------------------|--|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT  |   |                                     |  |
| <b>ABET Outcome b:</b> an ability to apply current knowledge and adapt to emerging applications of math, science, engineering and technology. |   |                                     |  |
| Student Outcome b   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement   |
| Graduates will have an ability to apply current knowledge and adapt to emerging applications of math, science, engineering and technology     | <b>(AM)</b><br>TAC Outcome b Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome b | The target was achieved for cycle 3 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success |

| College/Degree: Engineering Technology /BS   |   |                                     |   |
|--|---|-------------------------------------|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT   |   |                                     |   |
| <b>ABET Outcome c:</b> an ability to conduct, analyze and interpret experiments, and apply experimental results to improve processes |   |                                     |   |
| Student Outcome c  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement  |
| <i>Cycle 1 (Year:2012-13)</i>  |   |                                     |   |
| Graduates will be able to conduct, analyze and interpret experiments, and apply experimental results to improve processes            | <b>(AM)</b><br>TAC Outcome c Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome c | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS  |   |                                     |   |
|---|---|-------------------------------------|---|
| SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT  |   |                                     |   |
| ABET Outcome c: an ability to conduct, analyze and interpret experiments, and apply experimental results to improve processes |   |                                     |   |
| Student Outcome c   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement  |
| <i>Cycle 2: (Year:2013-14)</i>  |   |                                     |   |
| Graduates will be able to conduct, analyze and interpret experiments, and apply experimental results to improve processes     | <b>(AM)</b><br>TAC Outcome c Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome c | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <i>Cycle 3 (Year:2014-15)</i>   |   |                                     |   |
| Graduates will be able to conduct, analyze and interpret experiments, and apply experimental results to improve processes     | <b>(AM)</b><br>TAC Outcome c Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome c | The target was achieved for cycle 3 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <p style="text-align: center;"><b>College/Degree: Engineering Technology /BS</b><br/> <b>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT</b><br/> <b>ABET Outcome d:</b> an ability to apply creativity in the design of systems, components, or processes appropriate to program educational objectives</p> |   |                                     |   |
|---|---|-------------------------------------|---|
| <b>Student Outcome d</b>  | <b>Assessment Methods (<u>AM</u>) and Targets (<u>T</u>)</b>  | <b>Results</b>                      | <b>Use of Results/Improvement</b>   |
| <b><i>Cycle 1 (Year:2012-13)</i></b>  |   |                                     |   |
| Graduates will be able to apply creativity in the design of systems, components, or processes appropriate to program educational objectives   | <b>(AM)</b><br>TAC Outcome d Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome d | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b><i>Cycle 2: (Year:2013-14)</i></b>   |   |                                     |   |
| Graduates will be able to apply creativity in the design of systems, components, or processes appropriate to program educational objectives   | <b>(AM)</b><br>TAC Outcome d Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome d | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b><i>Cycle 3 (Year:2014-15)</i></b>  |   |                                     |   |
| Graduates will be able to apply creativity in the design of systems, components, or processes appropriate to program educational objectives   | <b>(AM)</b><br>TAC Outcome d Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome d | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome e: an ability to function effectively on teams |   |                                     |   |
|---|---|-------------------------------------|---|
| Student Outcome e   | Assessment Methods (AM) and Targets (T)   | Results                             | Use of Results/Improvement  |
| <b>Cycle 1 (Year:2012-13)</b>   |   |                                     |   |
| Graduates will be able to function effectively on teams   | <b>(AM)</b><br>TAC Outcome e Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome e | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b>Cycle 2: (Year:2013-14)</b>  |   |                                     |   |
| Graduates will be able to function effectively on teams   | <b>(AM)</b><br>TAC Outcome e Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome e | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b>Cycle 3 (Year:2014-15)</b>   |   |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome e: an ability to function effectively on teams |   |                                     |   |
|---|---|-------------------------------------|---|
| Student Outcome e   | Assessment Methods (AM) and Targets (T)   | Results                             | Use of Results/Improvement  |
| Graduates will be able to function effectively on teams   | (AM)<br>TAC Outcome e Rubric<br><br>(T)<br>70% of students will demonstrate average or above ability in achieving Outcome e | The target was achieved for cycle 3 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |

| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome f: an ability to identify, analyze and solve technical problems |   |                                     |   |
|--|---|-------------------------------------|---|
| Student Outcome f  | Assessment Methods (AM) and Targets (T)   | Results                             | Use of Results/Improvement  |
| <i>Cycle 1 (Year:2012-13)</i>  |   |                                     |   |
| Graduates will be able to identify, analyze and solve technical problems   | (AM)<br>TAC Outcome f Rubric<br><br>(T)<br>70% of students will demonstrate average or above ability in achieving Outcome f | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome f: an ability to identify, analyze and solve technical problems |   |   |  |
|--|---|---|--|
| Student Outcome f  | Assessment Methods (AM) and Targets (T)   | Results                                 | Use of Results/Improvement   |
| <i>Cycle 2: (Year:2013-14)</i>   |   |   |  |
| Graduates will be able to identify, analyze and solve technical problems   | <b>(AM)</b><br>TAC Outcome f Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome f | The target was not achieved for cycle 2 | In cycle 2, the target was not achieved in the three performance indicators. We will address failure by increasing emphasis on identifying, formulating, and problem solving. More time will be devoted on problem solving and feedback on homework and quizzes. Data will be compared in cycle 3. |
| <i>Cycle 3 (Year:2014-15)</i>  |   |   |  |
| Graduates will be able to identify, analyze and solve technical problems   | <b>(AM)</b><br>TAC Outcome f Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome f | The target was achieved for cycle 3     | No immediate action is required by meeting the 70% target. However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success.   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome g: an ability to communicate effectively |   |                                     |   |
|---|---|-------------------------------------|---|
| Student Outcome g   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement  |
| <b><i>Cycle 1 (Year:2012-13)</i></b>  |   |                                     |   |
| Graduates will be able to communicate effectively   | <b>(AM)</b><br>TAC Outcome g Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome g | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b><i>Cycle 2: (Year:2013-14)</i></b>   |   |                                     |   |
| Graduates will be able to communicate effectively   | <b>(AM)</b><br>TAC Outcome g Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome g | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b><i>Cycle 3 (Year:2014-15)</i></b>  |   |                                     |   |
| Graduates will be able to communicate effectively   | <b>(AM)</b><br>TAC Outcome g Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome g | The target was achieved for cycle 3 | No immediate action is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success.   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome h: a recognition of the need for, and an ability to engage in lifelong learning. |   |                                     |   |
|---|---|-------------------------------------|---|
| Student Outcome h   | Assessment Methods (AM) and Targets (T)   | Results                             | Use of Results/Improvement  |
| <b>Cycle 1 (Year:2012-13)</b>   |   |                                     |   |
| Graduates will have a recognition of the need for, and an ability to engage in lifelong learning.   | <b>(AM)</b><br>TAC Outcome h Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome h | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b>Cycle 2: (Year:2013-14)</b>  |   |                                     |   |
| Graduates will have a recognition of the need for, and an ability to engage in lifelong learning  | <b>(AM)</b><br>TAC Outcome h Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome h | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b>Cycle 3 (Year:2014-15)</b>   |   |                                     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome h: a recognition of the need for, and an ability to engage in lifelong learning. |   |                                     |  |
|---|---|-------------------------------------|--|
| Student Outcome h   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement   |
| Graduates will have a recognition of the need for, and an ability to engage in lifelong learning  | <b>(AM)</b><br>TAC Outcome h Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome h | The target was achieved for cycle 3 | No immediate action is required by meeting the 70% target. However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |

| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome i: an ability to understand professional, ethical and social responsibilities |   |                                     |  |
|--|---|-------------------------------------|--|
| Student Outcome i  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement   |
| <i>Cycle 1 (Year:2012-13)</i>  |   |                                     |  |
| Graduates will have an ability to understand professional, ethical and social responsibilities.  | <b>(AM)</b><br>TAC Outcome I Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome i | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target. However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome i: an ability to understand professional, ethical and social responsibilities |   |                                     |   |
|--|---|-------------------------------------|---|
| Student Outcome i  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement  |
| <i>Cycle 2: (Year:2013-14)</i>   |   |                                     |   |
| Graduates will have an ability to understand professional, ethical and social responsibilities.  | <b>(AM)</b><br>TAC Outcome i Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome i | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <i>Cycle 3 (Year:2014-15)</i>  |   |                                     |   |
| Graduates will have an ability to understand professional, ethical and social responsibilities.  | <b>(AM)</b><br>TAC Outcome i Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome i | The target was achieved for cycle 3 | No immediate action is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success.   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome j: a respect for diversity and knowledge of contemporary professional, societal and global issues. |   |                                     |   |
|---|---|-------------------------------------|---|
| Student Outcome j   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results                             | Use of Results/Improvement  |
| <b>Cycle 1 (Year:2012-13)</b>   |   |                                     |   |
| Graduates will have a respect for diversity and knowledge of contemporary professional, societal and global issues.   | <b>(AM)</b><br>TAC Outcome j Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome j | The target was achieved for cycle 1 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b>Cycle 2: (Year:2013-14)</b>  |   |                                     |   |
| Graduates will have a respect for diversity and knowledge of contemporary professional, societal and global issues.   | <b>(AM)</b><br>TAC Outcome j Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome j | The target was achieved for cycle 2 | No action immediately is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success. |
| <b>Cycle 3 (Year:2014-15)</b>   |   |                                     |   |
| Graduates will have a respect for diversity and knowledge of contemporary professional, societal and global issues.   | <b>(AM)</b><br>TAC Outcome j Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome j | The target was achieved for cycle 3 | No immediate action is required by meeting the 70% target.<br>However, data will continue to be monitored to ensure the results consistently remain above 70% target.<br>-Approaching 100% success.   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/Degree: Engineering Technology /BS<br>SUMMARY OF STUDENT OUTCOME ASSESSMENT REPORT<br>ABET Outcome k: a commitment to quality, timeliness, and continuous improvement |   |   |  |
|---|---|---|--|
| Student Outcome k   | Assessment Methods (AM) and Targets (T)   | Results                                 | Use of Results/Improvement   |
| <b><i>Cycle 1 (Year:2012-13)</i></b>  |   |   |  |
| Graduates will have a commitment to quality, timeliness, and continuous improvement.  | <b>(AM)</b><br>TAC Outcome k Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome k | The target was not achieved for cycle 1 | In cycle 1, the target was not achieved. The three indicators were below target goal by 31%. Need to stress more emphasis on the quality, timeliness, and continuous improvement of the senior design project. Data will be compared in cycle 2. |
| <b><i>Cycle 2: (Year:2013-14)</i></b>   |   |   |  |
| Graduates will have a commitment to quality, timeliness, and continuous improvement.  | <b>(AM)</b><br>TAC Outcome k Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome k | The target was achieved for cycle 2     | No action immediately is required by meeting the 70% target. However, data will continue to be monitored to ensure the results consistently remain above 70% target. -Approaching 100% success.  |
| <b><i>Cycle 3 (Year:2014-15)</i></b>  |   |   |  |
| Graduates will have a commitment to quality, timeliness, and continuous improvement.  | <b>(AM)</b><br>TAC Outcome k Rubric<br><br><b>(T)</b><br>70% of students will demonstrate average or above ability in achieving Outcome k | The target was achieved for cycle 3     | No immediate action is required by meeting the 70% target. However, data will continue to be monitored to ensure the results consistently remain above 70% target. -Approaching 100% success.  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☐ in program or department meetings devoted entirely to assessment

☐ as an agenda item in program or departmental meetings

☐ in departmental assessment committee meetings

☐ in other departmental committee meetings

☐ in informal conversations among faculty members

☐ Other (please specify) \_\_\_\_\_

☒ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Our Program has not discussed current or past assessment findings this semester to improve student learning  
Because different courses are being taught this semester (Spring 2016) than in the fall semester 2015.

Note: The Assessment Process is described in the Program Assessment Sourcebook

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## PART II: PLANNING FOR NEXT COURSE OFFERING

| Key course tasks assessed next course offering                           | Where will you assess this task?<br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br>(How will you assess this student task?)                                      | Use of Assessment Results to Improve Student Learning                   |
|--|---|---|---|
| Fall 2016<br>Access a-k student outcome rubrics for each selected course | At course level, in live-text and by course instructor.             | ABET Student Outcome rubrics<br><br>70% of students will demonstrate average or above ability in achieving outcomes | Evaluation and Action plan to improve target for each assessment cycle. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  |  |  |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here. **none**

#### Summary of Program Assessment Phase 2: (Cycles 2012-13, 2013-14, 2014-15)

| College/School/Unit: Engineering/Master of Engineering |   |         |                                |
|--|---|---------|--------------------------------|
| Program Learning Outcomes                              | Assessment Methods (AM) and Targets (T) | Results | Use of Results for Improvement |
| Outcome 1  |   |         |                                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)

| College/School/Unit: Engineering/Master of Engineering   |   |   |                                       |
|--|---|---|---------------------------------------|
| Program Learning Outcomes  | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results for Improvement        |
| Students will demonstrate the ability to apply knowledge and skills necessary to identify research or project by conducting a literature review, by developing hypotheses or objectives, and by applying research or engineering methods and techniques to the field of study or engineering project | <p>(AM)</p> <ol style="list-style-type: none"> <li>4) Skills assessment by using rubrics</li> <li>5) Thesis or Project Evaluation by using rubrics</li> <li>6) Graduating Student Exit Survey (GSES) by seeking graduate student' opinion on the program outcomes</li> </ol> <p>(T)</p> <p>All students will demonstrate more than adequate ability in achieving Outcome 1.</p> | Students achieved the target threshold in CIEN 599 and 600, MEEN 599 and 600, and ELEN 599 and 600 and CIEN 577.  | Target is met. No Action is required. |
| Outcome 2  |   |   |                                       |
| Students will demonstrate the ability to design and conduct experiments or engineering project by analyzing and interpreting data in oral, written, and graphical formats while demonstrating ethical responsibilities.  | <p>(AM)</p> <ol style="list-style-type: none"> <li>1. Skills assessment by using rubrics</li> <li>2. Thesis or Project Evaluation by using rubrics</li> <li>3. Graduating Student Exit Survey (GSES) by seeking graduate student' opinion on the program outcomes</li> </ol> <p>(T)</p> <p>All students will demonstrate more than adequate ability in achieving Outcome 2.</p> | Students achieved the target threshold in CIEN 599, and 600, MEEN 599 and 600, and ELEN 599 and 600 and CIEN 577. | Target is met. No Action is required. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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Summary of Program Assessment  
Phase 2: (Cycles 2012-13, 2013-14, 2014-15)

| College/School/Unit: Engineering/Master of Engineering |   |         |                                |
|--|---|---------|--------------------------------|
| Program Learning Outcomes                              | Assessment Methods (AM) and Targets (T) | Results | Use of Results for Improvement |
|  |   |         |                                |

**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☒ Other (please specify) College of Engineering Meetings
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Each academic year constitutes an assessment cycle. Three assessment cycles constitute an assessment phase. The assessment phase is used to measure the degree of attainment of the learning outcomes and to recommend appropriate corrective actions. At the end of each semester, assessment forms and reports are completed by students and instructors. Assessment data are analyzed and presented in chart forms for an assessment cycle during the annual May Action Day. The results are used to check whether the target set for each outcome is met. Recommendations are provided based on assessment results indicating the percentage of achievement of the outcomes in comparison with the target. For outcomes with lower levels of achievement after three assessment cycles (assessment phase), the Course

Note: The Assessment Process is described in the Program Assessment Sourcebook

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Coordinator in consultation with the Chairperson and Assessment Coordinator use the recommendations to address any short comings and to improve the teaching and learning process.

## PART II: PLANNING FOR NEXT COURSE OFFERING

| Key course tasks assessed next course offering | Where will you assess this task?<br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning  |
|--|---|--|--|
| CIEN 577                                       | LiveText<br>Dr. Carriere  | Assessment rubrics and surveys   | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| CIEN 599                                       | LiveText<br>Dr. Carriere  | Assessment rubrics and surveys   | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| CIEN 600                                       | LiveText<br>Dr. Carriere  |  | Three assessment cycles will be used to gather data for each assessment method to measure the degree   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|          |                          |                                |  |
|----------|--------------------------|--------------------------------|--|
|          |                          | Assessment rubrics and surveys | of attainment of the learning outcomes and make improvement if necessary.  |
| ELEN 599 | LiveText                 | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| ELEN 600 | Dr. Carriere             | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| MEEN 599 | LiveText<br>Dr. Carriere | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |
| MEEN 600 | LiveText<br>Dr. Carriere | Assessment rubrics and surveys | Three assessment cycles will be used to gather data for each assessment method to measure the degree of attainment of the learning outcomes and make improvement if necessary. |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

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## College of Nursing and Allied Health

### A Summary of Program Assessment

College/School/Unit: College of Nursing and Allied Health; Graduate Nursing: **MSN Program**

| Outcomes   | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results  |
|--|--|---|---|
| <b>Year: 2009 - 2010</b>   |  |   |   |
| <p>(1) Synthesize relevant knowledge and skills from nursing science and related disciplines for advanced family health nursing practice.</p> <p>(2) Evaluate family nursing systems in order to provide nursing care in an advanced practice role.</p> <p>(3) Initiate collaboration efforts in the health care delivery system to promote family health.</p> <p>(4) Analyze ethical-legal issues that impact family health and wellness with accountability to self, the family, and the profession.</p> <p>(5) Evaluate multiple cultural variables that effect the achievement of family health.</p> <p>(6) Formulate and test hypothesis to validate theoretical constructs of advanced family health nursing practice.</p> <p>(7) Propose leadership strategies, which influence health care policy, that impact family health.</p> <p>(8) Develop a functional role as a teacher, administrator, family nurse practitioner, nurse practitioner, or clinical nurse specialist.</p> | <p><b>EXIT SURVEY</b><br/>(AM) 80% of graduates will rate their perception of meeting the program objectives (#1-9) as Satisfactory or above<br/>(T) Students)</p> <p><b>COMPREHENSIVE EXAMINATIONS</b><br/>(AM) 86% or Above Performance Score (initial or retake examination)<br/>(T) Students</p> <p><b>FAMILY NURSE PRACTITIONER (FNP) CERTIFICATION EXAMINATION</b><br/>(AM) 90% pass rate<br/>(T) Graduates</p> <p><b>ALUMNI SURVEYS</b><br/>(AM) Mean Rating of <b>4.0 (Good)</b> or above on a 7 point Likert Scale (1=Very Poor to 7=Exceptional)<br/>(T) Students</p> <p><b>EMPLOYER SURVEYS</b></p> | <p>Insert MSN Graduate Exit Survey Data</p> <p>100% of students passed the exam with a performance score of 86% or above</p> <p>100% Pass Rate Achieved*</p> <p>Mean Rating of 5.43 or above</p> <p>Mean Rating of 4.0 or above</p> | <p>Continue to collect and monitor data. Data reflect that the MSN program objectives have been satisfactorily met.</p> <p>*Scores are above the National Average</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <p>(9) Develop a base for advanced study at the postmaster's, pre-doctoral, and doctoral studies levels</p>  | <p>(AM) Group Mean of <b>3.0 (Good)</b> or above on a Likert Scale of 1-5 (1=Needs Improvement to 5=Exceptional)<br/>(T) Graduates</p> <p><b>PRECEPTOR EVALUATIONS OF MSN STUDENT LEARNING OUTCOMES</b><br/>(AM) Group Mean Rating of 2 (Good) or above on a Likert Scale of 1-3 (1=Unacceptable to 3=Above Average)<br/>(T) Students</p>  | <p>Mean Rating of 2.0 or Above</p>  |  |
|--|--|---|--|
| <p><b>Year: 2010-2011</b></p>  | <p><b>Assessment Methods</b></p>   | <p><b>Results</b></p>   | <p><b>Use of Results</b></p>   |
| <p>(1) Synthesize relevant knowledge and skills from nursing science and related disciplines for advanced family health nursing practice.</p> <p>(2) Evaluate family nursing systems in order to provide nursing care in an advanced practice role.</p> <p>(3) Initiate collaboration efforts in the health care delivery system to promote family health.</p> <p>(4) Analyze ethical-legal issues that impact family health and wellness with accountability to self, the family, and the profession.</p> <p>(5) Evaluate multiple cultural variables that effect the achievement of family health.</p> | <p><b>EXIT SURVEY</b><br/>(AM) 80% of graduates will rate their perception of meeting the program objectives (#1-9) as Satisfactory or above<br/>T (Students)</p> <p><b>COMPREHENSIVE EXAMINATIONS</b><br/>(AM) 86% or Above Performance Score (initial or retake examination)<br/>(T) Students</p> <p><b>FAMILY NURSE PRACTITIONER (FNP) CERTIFICATION EXAMINATION</b><br/>(AM) 90% pass rate<br/>(T) Graduates</p> <p><b>ALUMNI SURVEYS</b><br/>(AM) Group Mean Rating of <b>4.0 (Good)</b> or above on a 7 point Likert Scale (1=Very Poor to 7=Exceptional)<br/>(T) Students</p> | <p>Insert MSN Graduate Exit Survey Data</p> <p>100% of students passed the exam with a performance score of 86% or above</p> <p>93% Pass Rate Achieved*</p> <p>Mean Rating of 5.00 or above</p> | <p>Continue to collect and monitor data. Data reflect that the MSN program objectives have been satisfactorily met.</p> <p>* Scores are Above the National Average</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <p>(6) Formulate and test hypothesis to validate theoretical constructs of advanced family health nursing practice.</p> <p>(7) Propose leadership strategies, which influence health care policy, that impact family health.</p> <p>(8) Develop a functional role as a teacher, administrator, family nurse practitioner, nurse practitioner, or clinical nurse specialist.</p> <p>(9) Develop a base for advanced study at the postmaster's, pre-doctoral, and doctoral studies levels</p> | <p><b>EMPLOYER SURVEYS</b><br/>(AM) Group Mean Rating of <b>3.0 (Good)</b> or above on a Likert Scale of 1-5 (1=Needs Improvement to 5=Exceptional)<br/>(T) Students</p> <p><b>PRECEPTOR EVALUATIONS OF MSN STUDENT LEARNING OUTCOMES</b><br/>(AM) Group Mean Rating of 2 (Good) or above on a Likert Scale of 1-3 (1=Unacceptable to 3=Above Average)<br/>(T) Student</p>   | <p>Mean Rating of 4.00 or above</p> <p>Mean Rating of 2.00 or Above</p>  |  |
|---|--|--|--|
| <i>Year: 2011-2012</i>  | <i>Assessment Methods</i>  | <i>Results</i>   | <i>Use of Results</i>  |
| <p>Synthesize relevant knowledge and skills from nursing science and related disciplines for advanced family health nursing practice.</p> <p>Evaluate family nursing systems in order to provide nursing care in an advanced practice role.</p> <p>Initiate collaboration efforts in the health care delivery system to promote family health.</p> <p>Analyze ethical-legal issues that impact family health and wellness with</p>  | <p><b>EXIT SURVEY</b><br/>(AM) 80% of graduates will rate their perception of meeting the program objectives (#1-9) as Satisfactory or above<br/>T (Students)</p> <p><b>COMPREHENSIVE EXAMINATIONS</b><br/>(AM) 86% or Above Performance Score (initial or retake examination)<br/>(T) Students</p> <p><b>FAMILY NURSE PRACTITIONER (FNP) CERTIFICATION EXAMINATION</b><br/>(AM) 90% pass rate<br/>(T) Graduates</p> | <p>Insert MSN Graduate Exit Survey Data</p> <p>100% of students passed the exam with a performance score of 86% or above</p> <p>94% Pass Rate Achieved *</p> | <p>Continue to collect and monitor data. Data reflect that the MSN program objectives have been satisfactorily met.</p> <p>* Scores are Above the National Average</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  |   |  |
|--|--|---|--|
| <p>accountability to self, the family, and the profession.</p> <p>Evaluate multiple cultural variables that effect the achievement of family health.</p> <p>Formulate and test hypothesis to validate theoretical constructs of advanced family health nursing practice.</p> <p>Propose leadership strategies, which influence health care policy, that impact family health.</p> <p>Develop a functional role as a teacher, administrator, family nurse practitioner, nurse practitioner, or clinical nurse specialist.</p> <p>Develop a base for advanced study at the postmaster's, pre-doctoral, and doctoral studies levels</p> | <p><b>ALUMNI SURVEYS</b><br/>(AM) Group Mean Rating of <b>4.0 (Good)</b> or above on a 7 point Likert Scale (1=Very Poor to 7=Exceptional)<br/>(T) Graduates</p> <p><b>EMPLOYER SURVEYS</b><br/>(AM) Group Mean Rating of <b>3.0 (Good)</b> or above on a Likert Scale of 1-5 (1= Needs Improvement to 5=Exceptional)<br/>(T) Graduates</p> <p><b>PRECEPTOR EVALUATIONS OF MSN STUDENT LEARNING OUTCOMES</b><br/>(AM) Group Mean Rating of 2 (Good) or above on a Likert Scale of 1-3 (1=Unacceptable to 3=Above Average)<br/>(T) Students</p> | <p>Mean Rating of 5.00 or above</p> <p>Mean Rating of 4.00 or above</p> <p>Mean Rating of 2.00 or Above</p> |  |
|--|--|---|--|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

#### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☒ X in program or department meetings devoted entirely to assessment

Note: The Assessment Process is described in the Program Assessment Sourcebook

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☒ as an agenda item in program or departmental meetings

☐ in departmental assessment committee meetings

☐ in other departmental committee meetings

☒ in informal conversations among faculty members

☐ Other (please specify) \_\_\_\_\_

☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

MSN program and course assessment data are reviewed on an on-going basis by the Curriculum Committee. The Evaluation Plan is reviewed on an annual or as needed basis to ensure its congruence with current CCNE, LSBN, SACS COC and SUBR-SUSON Strategic Plan

**PART II: PLANNING FOR NEXT COURSE OFFERING**

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br>(Course? LiveText? Instructor?) | <b>Assessment methods and tools used*</b><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>                       |
|---|--|---|--|
| FNP certification                                     | Instructor   | Evaluation of certification results   | Results are used for curriculum review and revision                                |
| Preceptor Evaluations                                 | Instructor   | Preceptor Evaluations<br>Graduate Exit survey results                                 | Results will be used to evaluate student performance in meeting program objectives |
| MSN Comprehensive Exam                                | Course   | MSN Comprehensive Exam results  | Results will be used for curriculum review and revision                            |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

**College/School/Unit: College of Nursing and Allied Health; Graduate Nursing; DNP Program**

| Outcomes  | Assessment Methods ( <u>AM</u> )<br>and Targets ( <u>T</u> )   | Results (Examples)  | Use of Results   |
|---|--|---|--|
| <b>Year: 2012 - 2013</b>  |  |   |  |
| <p>Analyze data for practice by integrating knowledge from arts and sciences within the context of nursing's philosophical framework and scientific foundation,</p> <p>Synthesize theory, research knowledge and methods to create, implement, and evaluate practice interventions and health-delivery systems,</p> <p>Integrate nursing science with knowledge from the organizational, biophysical, psychological, and analytical sciences as the basis for evidenced-base practice,</p> <p>Utilize information systems/technology and patient care technology to improve and transform health care,</p> <p>Integrate health policy and ethics to improve health care outcomes through advocacy roles,</p> <p>Provide leadership to foster inter-collaboration that uses critical and reflective thinking,</p> <p>Apply clinical investigative skills for evaluation of health outcomes at the patient,</p> | <p><b>COMPREHENSIVE EXAMINATIONS</b><br/>(AM) 86% or Above Performance Score (initial or retake examination)<br/>(T) Students</p> <p><b>EXIT SURVEY</b><br/>(AM) 80% of graduates will rate their perception of meeting the program objectives (#1-8) as Satisfactory or above. A Mean Score of 3 (Agree) or above on a Likert Scale of 1-4 (1=Strongly Disagree to 4=Strongly Agree)<br/>T (Students)</p> <p><b>COMPLETION and ORAL DEFENSE of Capstone Project</b> (AM) Pass or Fail (on the initial or retake)<br/>(T) Students</p> <p><b>PRECEPTOR EVALUATIONS OF DNP STUDENT LEARNING OUTCOMES</b><br/>(AM) Group Mean Rating of 3 (Average) or above on a Likert Scale of 1-4 (1=Unacceptable to 4=Above Average)</p> <p><b>ALUMNI SURVEYS</b><br/>(AM) Mean Rating of <b>4.0 (Good)</b> or above on a 7 point Likert Scale (1=Very Poor to 7=Exceptional)</p> | <p>100% of students passed the exam with a performance score of 86% or above<br/><b>Benchmark Met</b></p> <p>Graduates rated attainment of program objectives with a Mean rating of 3 or above<br/><b>Benchmark Met</b></p> <p>Mean Rating of 3 or above<br/><b>Benchmark Met</b></p> | <p>Continue monitoring exam and results to ensure 100% benchmark met</p> <p>Data obtained through ongoing program evaluation and analysis is used by faculty to ensure that program outcomes and student learning needs are consistently met</p> <p>Review curriculum plan with close examination of timeline for capstone project</p> <p>End-of-Program Evaluations to be tabulated and submitted to Assessment Committee for Review and Analysis</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| family, population, clinical unit, systems, and /or community level  | <b>(T) Students</b><br><b>EMPLOYER SURVEYS</b><br>(AM) Group Mean of <b>3.0 (Good)</b> or above on a Likert Scale of 1-5 (1= Needs Improvement to 5=Exceptional)  |   |  |
|--|---|---|--|
| <i><b>Year: 2013 – 2014</b></i>  | <i><b>Assessment Methods</b></i>  | <i><b>Results (Examples)</b></i>  | <i><b>Use of Results</b></i>   |
| <p>Analyze data for practice by integrating knowledge from arts and sciences within the context of nursing's philosophical framework and scientific foundation,</p> <p>Synthesize theory, research knowledge and methods to create, implement, and evaluate practice interventions and health-delivery systems,</p> <p>Integrate nursing science with knowledge from the organizational, biophysical, psychological, and analytical sciences as the basis for evidenced-base practice,</p> <p>Utilize information systems/technology and patient care technology to improve and transform health care,</p> <p>Integrate health policy and ethics to improve health care outcomes through advocacy roles,</p> <p>Provide leadership to foster inter-collaboration that uses critical and reflective thinking,</p> | <p><b>COMPREHENSIVE EXAMINATIONS</b><br/>         (AM) 86% or Above Performance Score (initial or retake examination)<br/>         (T) Students</p> <p><b>EXIT SURVEY</b><br/>         (AM) 80% of graduates will rate their perception of meeting the program objectives (#1-8) as Satisfactory or above. A Mean Score of 3 (Agree) or above on a Likert Scale of 1-4 (1=Strongly Disagree to 4=Strongly Agree)<br/>         (T) Students</p> <p><b>PRECEPTOR EVALUATIONS OF DNP STUDENT LEARNING OUTCOMES</b><br/>         (AM) Group Mean Rating of 3 (Average) or above on a Likert Scale of 1-4 (1=Unacceptable to 4=Above Average)<br/>         (T) Students</p> <p><b>ALUMNI SURVEYS??</b><br/>         (AM) Mean Rating of <b>4.0 (Good)</b> or above on a 7 point Likert Scale (1=Very Poor to 7=Exceptional)<br/>         (T) Graduates</p> | <p>100% of students passed the exam with a performance score of 86% or above<br/> <b>Benchmark Met</b></p> <p>Graduates rated attainment of program objectives with a Mean rating of 3 or above. <b>Benchmark Met</b></p> <p>Mean Rating of 3 or above.<br/> <b>Benchmark Met</b></p> | <p>Continue monitoring exam and results to ensure 100% benchmark met</p> <p>Data obtained through ongoing program evaluation and analysis is used by faculty to ensure that program outcomes and student learning needs are consistently met</p> <p>Review curriculum plan with close examination of timeline for capstone project</p> <p>End-of-Program Evaluations to be tabulated and submitted to Assessment Committee for Review and Analysis</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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|   |   |                           |                       |
|---|---|---------------------------|-----------------------|
| Apply clinical investigative skills for evaluation of health outcomes at the patient, family, population, clinical unit, systems, and /or community level | <b>EMPLOYER SURVEYS</b><br>(AM) Group Mean of <b>3.0 (Good)</b> or above on a Likert Scale of 1-5 (1=Needs Improvement to 5=Exceptional)<br>(T) Graduates |                           |                       |
| <b>Year: 2014 – 2015</b>  | <b>Assessment Methods</b>   | <b>Results (Examples)</b> | <b>Use of Results</b> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |  |   |
|--|---|--|---|
| <p>Analyze data for practice by integrating knowledge from arts and sciences within the context of nursing's philosophical framework and scientific foundation,</p> <p>Synthesize theory, research knowledge and methods to create, implement, and evaluate practice interventions and health-delivery systems,</p> <p>Integrate nursing science with knowledge from the organizational, biophysical, psychological, and analytical sciences as the basis for evidenced-based practice,</p> <p>Utilize information systems/technology and patient care technology to improve and transform health care,</p> <p>Integrate health policy and ethics to improve health care outcomes through advocacy roles,</p> <p>Provide leadership to foster inter-collaboration that uses critical and reflective thinking,</p> <p>Apply clinical investigative skills for evaluation of health outcomes at the patient, family, population, clinical unit, systems, and /or community level</p> | <p><b>COMPREHENSIVE EXAMINATIONS</b><br/>(AM) 86% or Above Performance Score (initial or retake examination)<br/>(T) Students</p> <p><b>EXIT SURVEY</b><br/>(AM) 80% of graduates will rate their perception of meeting the program objectives (#1-8) as Satisfactory or above. A Mean Score of 3 (Agree) or above on a Likert Scale of 1-4 (1=Strongly Disagree to 4=Strongly Agree)<br/>T (Students)</p> <p><b>PRECEPTOR EVALUATIONS OF DNP STUDENT LEARNING OUTCOMES</b><br/>(AM) Group Mean Rating of 3 (Average) or above on a Likert Scale of 1-4 (1=Unacceptable to 4=Above Average)</p> <p><b>ALUMNI SURVEYS</b><br/>(AM) Mean Rating of <b>4.0 (Good)</b> or above on a 7 point Likert Scale (1=Very Poor to 7=Exceptional)<br/>(T) Students</p> <p><b>EMPLOYER SURVEYS</b><br/>(AM) Group Mean of <b>3.0 (Good)</b> or above on a Likert Scale of 1-5 (1= Needs Improvement to 5=Exceptional)</p> | <p>100% of students passed the exam with a performance score of 86%<br/><b>Benchmark Met</b></p> <p>Graduates rated attainment of program objectives with a Mean rating of 3 or above<br/><b>Benchmark Met</b></p> <p>Mean Rating of 3 or above<br/><b>Benchmark Met</b></p> | <p>Continue monitoring exam and results to ensure 100% benchmark met</p> <p>Data obtained through ongoing program evaluation and analysis is used by faculty to ensure that program outcomes and student learning needs are consistently met</p> <p>Reevaluate DNP curriculum plan<br/>Revise timeline for completion of capstone project<br/>Continue monitoring end of course student evaluation feedback</p> <p>End-of-Program Evaluations to be tabulated and submitted to Assessment Committee for Review and Analysis</p> |
|--|---|--|---|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

Note: The Assessment Process is described in the Program Assessment Sourcebook

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## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)** Although our Quantitative bench marks were met, we used feedback obtained from qualitative data to facilitate program improvements in the following areas: Findings obtained from direct and indirect measures, end-of-semester course evaluations by student and faculty, surveys completed by students, faculty, employers and alumni, and annual review of courses are analyzed in relation to expected student outcomes. Aggregate data are used to foster ongoing improvement of educational programs to enhance the school's achievement of its mission. For the DNP program changes were made in methods for scheduling classes after students expressed that course schedule times were not conducive for working health professional graduate students. The DNP students were allowed to revise their course schedule times and the department chair was able to attain approval from all faculty involved.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| Key course tasks assessed next course offering | Where will you assess this task?<br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning  |
|--|---|--|--|
| Program Length                                 | Course, instructor  | Examine program completion rate of all DNP graduates                           | Possible revision of DNP curriculum plan   |
| DNP capstone project                           | Course, instructor  | Student focus group with the collection of qualitative data                    | Possible revision of DNP curriculum plan related to variable credits for DNP Capstone Project. |
|  |   |  |  |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

Note: The Assessment Process is described in the Program Assessment Sourcebook

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## PART IA: CURRENT KEY FINDINGS

**College/School/Unit: College of Nursing and Allied Health: **Nursing PhD Program****

| Outcomes  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results   | Use of Results   |
|---|--|---|--|
| <b>Year: 2009 - 2010</b>  |  |   |  |
| Synthesize knowledge from nursing as well the biological and behavioral phenomena relevant to the discipline of nursing   | <b>PHD GRADUATE EXIT SURVEY</b><br>(AM) Group Mean of a minimum of 3.0 (Satisfactory) on a Likert Scale of 1-4 (1=Poor to 4=Excellent)<br>(T) Students | <b>Satisfactory and above scores</b> on student exit surveys  | Use Curriculum mapping to ensure that student coursework build on requisite knowledge  |
| Conduct independently, and communicate research that advances the body of scientific nursing knowledge.   | <b>QUALIFYING (COMPREHENSIVE) EXAMINATION</b><br>(AM) 86.0% or above Score (on the initial or retake)<br>(T) Students                                  | 100% pass rates on PhD Qualifying Exam  | Data obtained through ongoing program evaluation and analysis is used by faculty to ensure that program outcomes and student learning needs are consistently met |
| Integrate advanced knowledge of nursing and related disciplines to construct, analyze, and test theoretical models that are pertinent to the practice of nursing. | <b>ORAL DEFENSE OF RESEARCH PROPOSAL</b><br>(AM) Pass or Fail (on the initial or retake)<br>(T) Students   | 100% Pass rate on dissertation research proposal oral defense   | Monitor student response to academic advisement for adherence to approved doctoral degree plan of study  |
| Apply knowledge of philosophical and ethical principles and methods in analyzing health related issues and practice dilemmas.                                     | <b>FINAL DISSERTATION DEFENSE</b><br>(AM) Pass or Fail (on the initial or retake)<br>(T) Students  | 100% Pass rate on Final dissertation defense  | Incorporate feedback from dissertation research advisors into curriculum planning, discussion and recommendations for program improvement.                       |
| Provide leadership for nursing in clinical, academic, and/or political settings.  | <b>ALUMNI SURVEY</b><br>(AM) Mean Group Rating of 3.0 (Good) or above on a Likert Scale of 1-5 (1=Poor to 5=Excellent)                                 | Mean rating of 3.0 (good)and above on Alumni survey reports   |  |
| Integrate in-depth knowledge of theory and research into a substantive field of study.  | <b>EMPLOYER SURVEY</b><br>(AM) Mean Group Rating of 3.0 (Moderately Satisfied) or above on a Likert Scale of 1=4 (1=Very Dissatisfied to 4= Satisfied) | Mean rating of 3.0 or above reflecting that the employers were at a minimum moderately satisfied with the student meeting the Program Learning Outcomes |  |
| Seek new opportunities for exploring phenomena of concern to nursing and health care.   |  |   |  |
| <b>Year: 2010-2011</b>  | <b>Assessment Methods</b>  | <b>Results</b>  | <b>Use of Results</b>  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |  |  |
|--|--|--|--|
| <p>Synthesize knowledge from nursing as well the biological and behavioral phenomena relevant to the discipline of nursing</p> <p>Conduct independently, and communicate research that advances the body of scientific nursing knowledge.</p> <p>Integrate advanced knowledge of nursing and related disciplines to construct, analyze, and test theoretical models that are pertinent to the practice of nursing.</p> <p>Apply knowledge of philosophical and ethical principles and methods in analyzing health related issues and practice dilemmas.</p> <p>Provide leadership for nursing in clinical, academic, and/or political settings.</p> <p>Integrate in-depth knowledge of theory and research into a substantive field of study.</p> <p>Seek new opportunities for exploring phenomena of concern to nursing and health care.</p> | <p><b>PHD GRADUATE EXIT SURVEY</b><br/>(AM) Group Mean of a minimum of 3.0 (Satisfactory) on a Likert Scale of 1-4 (1=Poor to 4=Excellent)<br/>(T) Students</p> <p><b>QUALIFYING (COMPREHENSIVE) EXAMINATION</b><br/>(AM) 86.0% or above Score (on the initial or retake)<br/>(T) Students</p> <p><b>ORAL DEFENSE OF RESEARCH PROPOSAL</b><br/>(AM) Pass or Fail (on the initial or retake)<br/>(T) Students</p> <p><b>FINAL DISSERTATION DEFENSE</b><br/>(AM) Pass or Fail (on the initial or retake)<br/>(T) Students</p> <p><b>ALUMNI SURVEY</b><br/>(AM) Mean Group Rating of 3.0 (Good) or above on a Likert Scale of 1-5 (1=Poor to 5=Excellent)</p> <p><b>EMPLOYER SURVEY</b><br/>(AM) Mean Group Rating of 3.0 (Moderately Satisfied) or above on a Likert Scale of 1=4 (1=Very Dissatisfied to 4=Satisfied)</p> | <p><b>Satisfactory and above scores</b> on student exit surveys</p> <p>100% pass rate on PhD Qualifying Exam</p> <p>100% Pass rate on dissertation research proposal oral defense</p> <p>100% Pass rate on Final dissertation defense</p> <p>Mean rating of 3.0 (good) and above on Alumni survey reports</p> <p>Mean rating of 3.0 or above reflecting that the employers were at a minimum moderately satisfied with the student meeting the Program Learning Outcomes</p> | <p>Use curriculum mapping to ensure that student coursework builds on requisite knowledge</p> <p>Data obtained through ongoing program evaluation and analysis is used by faculty to ensure that program outcomes and student learning needs are consistently met</p> <p>Monitor student response to academic advisement for adherence to approved doctoral degree plan of study</p> <p>Incorporate feedback from dissertation research advisors into curriculum planning, discussion and recommendations for program improvement.</p> |
|--|--|--|--|

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <i>Year: 2011-2012</i>   | <i>Assessment Methods</i>  | <i>Results</i>   | <i>Use of Results</i>  |
|--|--|--|--|
| <p>Synthesize knowledge from nursing as well the biological and behavioral phenomena relevant to the discipline of nursing</p> <p>Conduct independently, and communicate research that advances the body of scientific nursing knowledge.</p> <p>Integrate advanced knowledge of nursing and related disciplines to construct, analyze, and test theoretical models that are pertinent to the practice of nursing.</p> <p>Apply knowledge of philosophical and ethical principles and methods in analyzing health related issues and practice dilemmas.</p> <p>Provide leadership for nursing in clinical, academic, and/or political settings.</p> <p>Integrate in-depth knowledge of theory and research into a substantive field of study.</p> <p>Seek new opportunities for exploring phenomena of concern to nursing and health care.</p> | <p><b>PHD GRADUATE EXIT SURVEY</b><br/>(AM) Group Mean of a minimum of 3.0 (Satisfactory) on a Likert Scale of 1-4 (1=Poor to 4=Excellent)<br/>(T) Students</p> <p><b>QUALIFYING (COMPREHENSIVE) EXAMINATION</b><br/>(AM) 86.0% or above Score (on the initial or retake)<br/>(T) Students</p> <p><b>ORAL DEFENSE OF RESEARCH PROPOSAL</b><br/>(AM) Pass or Fail (on the initial or retake)<br/>(T) Students</p> <p><b>FINAL DISSERTATION DEFENSE</b><br/>(AM) Pass or Fail (on the initial or retake)<br/>(T) Students</p> <p><b>ALUMNI SURVEY</b><br/>(AM) Mean Group Rating of 3.0 (Good) or above on a Likert Scale of 1-5 (1=Poor to 5=Excellent)</p> <p><b>EMPLOYER SURVEY</b><br/>(AM) Mean Group Rating of 3.0 (Moderately Satisfied) or above on a Likert Scale of 1=4 (1=Very Dissatisfied to 4=Satisfied)</p> | <p><b>Satisfactory and above scores</b> on student exit surveys</p> <p>100% pass rate on PhD Qualifying Exam</p> <p>100% Pass rate on dissertation research proposal oral defense</p> <p>100% Pass rate on Final dissertation defense</p> <p>Mean rating of 3.0 (good) and above on Alumni survey reports</p> <p>Mean rating of 3.0 or above reflecting that the employers were at a minimum moderately satisfied with the student meeting the Program Learning Outcomes</p> | <p>Use curriculum mapping to ensure that students coursework build on requisite knowledge</p> <p>Data obtained through ongoing program evaluation and analysis is used by faculty to ensure that program outcomes and student learning needs are consistently met</p> <p>Monitor student response to academic advisement for adherence to approved doctoral degree plan of study</p> <p>Incorporate feedback from dissertation research advisors into curriculum planning, discussion and recommendations for program improvement.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

)  
\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

#### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☒ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

PhD program and course assessment data are reviewed on an on-going basis by the Curriculum Committee and based on recommendations, the establishment of an assessment committee to review existing program evaluation instruments, and course assessment findings for coherence. The Evaluation Plan is reviewed on an annual and as needed basis to ensure its congruence with current LSBN, SACS COC and SUBR-SUSON Strategic Plan. Based on assessment data and analysis of student learning outcomes, a PhD qualifying exam orientation and test blueprint was developed and implemented for doctoral students. Nursing education cognate courses (N706 and N708) in nursing were developed and offered in response to the decreased supply and increased demand for PhD prepared nurse educators. Funding support for full time PhD student scholarships Historically Black Granting Institutes (HBGI) and

Note: The Assessment Process is described in the Program Assessment Sourcebook



- ) HRSA continued. Improved access and upgrades to the Graduate Student Computer Lab including an increase in seating capacity, additional computers and printers and software for qualitative data analysis and upgraded SSPS data analysis software.

## PART II: PLANNING FOR NEXT COURSE OFFERING

| Key course tasks assessed next course offering | Where will you assess this task?<br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning                                      |
|--|---|--|--|
| PhD Qualifying Exam                            | Course, instructors   | Grading rubric; student surveys, faculty surveys                               | Identify faculty development needs and instructional resources to support student learning |
| Dissertation Completion                        | Course, instructors   | Student, faculty and committee feedback  | Identify faculty development needs and instructional resources to support student learning |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|             |        |                 |  |
|-------------|--------|-----------------|--|
| Instruction | Course | Peer evaluation | Identify faculty development needs and instructional resources to support student learning |
|-------------|--------|-----------------|--|

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Program Assessment Course-Based Student Learning Outcomes Summative Report

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |  |           |  |
|--|--|-----------|--|
| Learning Outcomes  | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results   |
| <b>2012-2013</b>   |  |           |  |
| -To formulate case notes and service plans for clients in the  | <u>Related Institutional Student Learning Outcome(s) (check all that apply)</u><br><input checked="" type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Communication Skills | Findings: | As students exceeded target for this assignment, instructor will |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |  |                       |                  |                     |                       |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
|--|---|--|-----------------------|------------------|---------------------|-----------------------|------|------|-------|--|----|---|---|-------|-------|-------|-----------------------------|---|---|---|-------|-------|-------|--------------------------------|---|----|---|-------|-------|-------|--------|---|---|---|-------|-------|-------|---|---|---|---|-------|-------|-------|------------------|----|---|---|-------|-------|-------|------------|----|---|---|-------|-------|-------|---------------|---|---|---|-------|-------|-------|---|
|  |   |  |                       |                  |                     |                       |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Learning Outcomes  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results        |                  |                     |                       |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| rehabilitation service profession.<br><br>(CORE.REHB.C10.KA.1-Case and Caseload management)                                | <div>[ ] Cultural Literacy</div> <div>[ ] Mathematical and Science Reasoning</div> <div>[ ] Wellness</div> <div>[ ] Ethical Behavior and Values</div> <div>[ ] Informational Technology Literacy</div><br><b>Assessment Method:</b><br><br>Rubric in Livetext<br><b>Target:</b><br>Average score of 80%<br><br>Criteria: See Rubric to view criteria for rubric indicators. | <p>The students scored an average of 34.0 out of 40 points for this assignment with a standard deviation of 5.5. This score shows that students exceeded the target of 80% by average 85% on the assignment.</p> <p>Rubric: Rubric for Case Plan</p> <table><thead><tr><th></th><th>Excellent (0pts)</th><th>Satisfactory (0pts)</th><th>Unsatisfactory (0pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Completion of all 11 mini assignments...</td><td>10</td><td>6</td><td>3</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Intake Interview Report ...</td><td>7</td><td>8</td><td>4</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Community Resources Report ...</td><td>6</td><td>10</td><td>3</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>IPE...</td><td>9</td><td>6</td><td>4</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Appropriate Supplemental Information...</td><td>9</td><td>9</td><td>1</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Organization ...</td><td>13</td><td>6</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Grammar...</td><td>16</td><td>3</td><td>0</td><td>0.000</td><td>0.000</td><td>0.000</td></tr><tr><td>Creativity...</td><td>7</td><td>9</td><td>3</td><td>0.000</td><td>0.000</td><td>0.000</td></tr></tbody></table> |                       | Excellent (0pts) | Satisfactory (0pts) | Unsatisfactory (0pts) | Mean | Mode | Stdev | Completion of all 11 mini assignments... | 10 | 6 | 3 | 0.000 | 0.000 | 0.000 | Intake Interview Report ... | 7 | 8 | 4 | 0.000 | 0.000 | 0.000 | Community Resources Report ... | 6 | 10 | 3 | 0.000 | 0.000 | 0.000 | IPE... | 9 | 6 | 4 | 0.000 | 0.000 | 0.000 | Appropriate Supplemental Information... | 9 | 9 | 1 | 0.000 | 0.000 | 0.000 | Organization ... | 13 | 6 | 0 | 0.000 | 0.000 | 0.000 | Grammar... | 16 | 3 | 0 | 0.000 | 0.000 | 0.000 | Creativity... | 7 | 9 | 3 | 0.000 | 0.000 | 0.000 | continue providing a clear rubric for students to follow. |
|  | Excellent (0pts)  | Satisfactory (0pts)  | Unsatisfactory (0pts) | Mean             | Mode                | Stdev                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Completion of all 11 mini assignments...   | 10  | 6  | 3                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Intake Interview Report ...  | 7   | 8  | 4                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Community Resources Report ...   | 6   | 10   | 3                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| IPE...   | 9   | 6  | 4                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Appropriate Supplemental Information...  | 9   | 9  | 1                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Organization ...   | 13  | 6  | 0                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Grammar...   | 16  | 3  | 0                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |
| Creativity...  | 7   | 9  | 3                     | 0.000            | 0.000               | 0.000                 |      |      |       |  |    |   |   |       |       |       |                             |   |   |   |       |       |       |                                |   |    |   |       |       |       |        |   |   |   |       |       |       |   |   |   |   |       |       |       |                  |    |   |   |       |       |       |            |    |   |   |       |       |       |               |   |   |   |       |       |       |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |  |                |
|--|---|--|----------------|
| Learning Outcomes  | Assessment Methods (AM) and Targets (T) | Results  | Use of Results |
|  |   | <p>Completion of all 11 mini assignments...<br/>CORE-REHAB-C:10.NA.1, CORE-REHAB-C:10.NA.1A, CORE-REHAB-C:10.NA.2, CORE-REHAB-C:10.NA.2A, CORE-REHAB-C:10.NA.21</p> <p>Intake Interview Report...<br/>CORE-REHAB-C:10.NA.1, CORE-REHAB-C:10.NA.1A, CORE-REHAB-C:10.NA.2, CORE-REHAB-C:10.NA.2A, CORE-REHAB-C:10.NA.21</p> <p>Community Resources Report...<br/>CORE-REHAB-C:10.NA.1, CORE-REHAB-C:10.NA.1A, CORE-REHAB-C:10.NA.2, CORE-REHAB-C:10.NA.2A, CORE-REHAB-C:10.NA.21</p> <p>IPE...<br/>CORE-REHAB-C:10.NA.1, CORE-REHAB-C:10.NA.1A, CORE-REHAB-C:10.NA.2, CORE-REHAB-C:10.NA.2A, CORE-REHAB-C:10.NA.21</p> <p>Appropriate Supplemental Information...</p> <p>Organization ...</p> <p>Grammar...</p> <p>Creativity...</p> <p> <span>Excellent</span> <span>Satisfactory</span> <span>Unsatisfactory</span> </p> |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling   |   |  |                          |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
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|  |   |  |                          |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Learning Outcomes  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results           |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
|  |   |  |                          |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling   |   |  |                          |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
|  |   |  |                          |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Learning Outcomes  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results           |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| 2013-2014  |   |  |                          |                       |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| <p>-To formulate a theoretical framework for providing counseling services.</p> <p>(CORE.REHB.C5.KA.1 -Counseling and personality theory)</p> <p>(CORE.REHB.C8.KA.1 -Review of clinical rehabilitation literature)</p> | <p><u>Related Institutional Student Learning Outcome(s) (check all that apply)</u></p> <p>[ X] Critical Thinking<br/>[ X] Communication Skills<br/>[ ] Cultural Literacy<br/>[ ] Mathematical and Science Reasoning<br/>[ ] Wellness<br/>[ ] Ethical Behavior and Values<br/>[ ] Informational Technology Literacy</p> <p><b>Assessment Method:</b></p> <p>Rubric in Livetext</p> <p><b>Target:</b></p> <p>Average score of 80%</p> <p>Criteria: See Rubric to view criteria for rubric indicators.</p> | <p><b>Findings:</b></p> <p>First Draft:<br/>The students scored an average of 18.0 points out of 30 with a standard deviation of 5.0 for the first draft of the written assignment. Students were given feedback based on the following rubric and given the opportunity to turn in a final draft.</p> <table><tr><th></th><th>Excellent (3pts)</th><th>Satisfactory (2pts)</th><th>Needs Improvement (1pts)</th><th>Unsatisfactory (0pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr><tr><td>APA Style Title Page and Running Head...</td><td>6</td><td>4</td><td>0</td><td>1</td><td>2.364</td><td>3.000</td><td>0.881</td></tr><tr><td>Introduction ...</td><td>3</td><td>5</td><td>0</td><td>3</td><td>1.727</td><td>2.000</td><td>1.135</td></tr><tr><td>Body ...</td><td>1</td><td>5</td><td>5</td><td>0</td><td>1.636</td><td>2.000</td><td>0.643</td></tr><tr><td>Conclusion ...</td><td>1</td><td>6</td><td>2</td><td>2</td><td>1.545</td><td>2.000</td><td>0.891</td></tr><tr><td>Thoughtful Discussion Section on Rehabilitation Applications ...</td><td>1</td><td>1</td><td>6</td><td>3</td><td>1.000</td><td>1.000</td><td>0.853</td></tr><tr><td>Use of APA Style Headings ...</td><td>3</td><td>8</td><td>0</td><td>0</td><td>2.273</td><td>2.000</td><td>0.445</td></tr><tr><td>Clear and concise language...</td><td>1</td><td>9</td><td>1</td><td>0</td><td>2.000</td><td>2.000</td><td>0.426</td></tr><tr><td>Sentence Structure and Grammar...</td><td>7</td><td>4</td><td>0</td><td>0</td><td>2.636</td><td>3.000</td><td>0.481</td></tr><tr><td>In-text citations ...</td><td>2</td><td>5</td><td>3</td><td>1</td><td>1.727</td><td>2.000</td><td>0.862</td></tr><tr><td>References ...</td><td>5</td><td>0</td><td>3</td><td>3</td><td>1.636</td><td>3.000</td><td>1.298</td></tr></table> |                          | Excellent (3pts)      | Satisfactory (2pts) | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean | Mode | Stdev | APA Style Title Page and Running Head... | 6 | 4 | 0 | 1 | 2.364 | 3.000 | 0.881 | Introduction ... | 3 | 5 | 0 | 3 | 1.727 | 2.000 | 1.135 | Body ... | 1 | 5 | 5 | 0 | 1.636 | 2.000 | 0.643 | Conclusion ... | 1 | 6 | 2 | 2 | 1.545 | 2.000 | 0.891 | Thoughtful Discussion Section on Rehabilitation Applications ... | 1 | 1 | 6 | 3 | 1.000 | 1.000 | 0.853 | Use of APA Style Headings ... | 3 | 8 | 0 | 0 | 2.273 | 2.000 | 0.445 | Clear and concise language... | 1 | 9 | 1 | 0 | 2.000 | 2.000 | 0.426 | Sentence Structure and Grammar... | 7 | 4 | 0 | 0 | 2.636 | 3.000 | 0.481 | In-text citations ... | 2 | 5 | 3 | 1 | 1.727 | 2.000 | 0.862 | References ... | 5 | 0 | 3 | 3 | 1.636 | 3.000 | 1.298 | <p>Based on assessment results, instructor will spend more time review APA style and how to review and critically assess the rehabilitation counseling literature. Instructor will also continue to have students submit a first and final draft in order to improve writing and critical thinking skills.</p> |
|  | Excellent (3pts)  | Satisfactory (2pts)  | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean                | Mode                     | Stdev                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| APA Style Title Page and Running Head...   | 6   | 4  | 0                        | 1                     | 2.364               | 3.000                    | 0.881                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Introduction ...   | 3   | 5  | 0                        | 3                     | 1.727               | 2.000                    | 1.135                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Body ...   | 1   | 5  | 5                        | 0                     | 1.636               | 2.000                    | 0.643                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Conclusion ...   | 1   | 6  | 2                        | 2                     | 1.545               | 2.000                    | 0.891                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Thoughtful Discussion Section on Rehabilitation Applications ...   | 1   | 1  | 6                        | 3                     | 1.000               | 1.000                    | 0.853                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Use of APA Style Headings ...  | 3   | 8  | 0                        | 0                     | 2.273               | 2.000                    | 0.445                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Clear and concise language...  | 1   | 9  | 1                        | 0                     | 2.000               | 2.000                    | 0.426                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| Sentence Structure and Grammar...  | 7   | 4  | 0                        | 0                     | 2.636               | 3.000                    | 0.481                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| In-text citations ...  | 2   | 5  | 3                        | 1                     | 1.727               | 2.000                    | 0.862                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |
| References ...   | 5   | 0  | 3                        | 3                     | 1.636               | 3.000                    | 1.298                 |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |   |                |
|--|---|---|----------------|
| Learning Outcomes  | Assessment Methods (AM) and Targets (T) | Results   | Use of Results |
|  |   | <div><div>APA Style Title Page and Running Head...<br/><small>CORE-UG-C4.S</small></div><div><div><div>6 (54%)</div><div>4 (36%)</div><div>1 (9%)</div></div></div><div>Introduction ...</div><div><div><div>3 (27%)</div><div>5 (45%)</div><div>3 (27%)</div></div></div><div>Body ...</div><div><div><div>1 (9%)</div><div>5 (45%)</div><div>5 (45%)</div></div></div><div>Conclusion ...</div><div><div><div>1 (9%)</div><div>6 (54%)</div><div>2 (18%)</div><div>2 (18%)</div></div></div><div>Thoughtful Discussion Section on Rehabilitation Applications...</div><div><div><div>1 (9%)</div><div>1 (9%)</div><div>6 (54%)</div><div>3 (27%)</div></div></div><div>Use of APA Style Headings ...</div><div><div><div>3 (27%)</div><div>8 (72%)</div></div></div><div>Clear and concise language...</div><div><div><div>1 (9%)</div><div>9 (81%)</div><div>1 (9%)</div></div></div><div>Sentence Structure and Grammar...</div><div><div><div>7 (63%)</div><div>4 (36%)</div></div></div><div>In-text citations ...</div><div><div><div>2 (18%)</div><div>5 (45%)</div><div>3 (27%)</div><div>1 (9%)</div></div></div><div>References ...</div><div><div><div>5 (45%)</div><div>3 (27%)</div><div>3 (27%)</div></div></div><div><div>Excellent</div><div>Satisfactory</div><div>Needs Improvement</div><div>Unsatisfactory</div></div></div> <div><p>Final draft:</p><p>A target of 80% was set for the written assignment to conceptualize a theoretical framework for providing counseling services. Student scored an average of 39.1 points out of 50 with a standard deviation of 7.4 on the final draft assignment based on the following rubric. This score shows the students approached the target at 78%, and adjustments should be made for the following semester to ensure students reach target.</p></div> |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |  |                          |                       |       |       |                |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
|--|---|--|--------------------------|-----------------------|-------|-------|----------------|--|--|------------------|---------------------|--------------------------|-----------------------|------|------|-------|--|---|---|---|---|-------|-------|-------|------------------|---|---|---|---|-------|-------|-------|----------|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|--|---|---|---|---|-------|-------|-------|-------------------------------|---|---|---|---|-------|-------|-------|-------------------------------|---|---|---|---|-------|-------|-------|-----------------------------------|---|---|---|---|-------|-------|-------|-----------------------|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|-------------------------------------|---|---|---|---|-------|-------|-------|--|
|  |   |  |                          |                       |       |       |                |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Learning Outcomes  | Assessment Methods (AM) and Targets (T) | Results  |                          |                       |       |       | Use of Results |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
|  |   | <table><thead><tr><th></th><th>Excellent (3pts)</th><th>Satisfactory (2pts)</th><th>Needs Improvement (1pts)</th><th>Unsatisfactory (0pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>APA Style Title Page and Running Head...</td><td>5</td><td>4</td><td>2</td><td>0</td><td>2.273</td><td>3.000</td><td>0.750</td></tr><tr><td>Introduction ...</td><td>6</td><td>2</td><td>3</td><td>0</td><td>2.273</td><td>3.000</td><td>0.862</td></tr><tr><td>Body ...</td><td>4</td><td>6</td><td>1</td><td>0</td><td>2.273</td><td>2.000</td><td>0.617</td></tr><tr><td>Conclusion ...</td><td>4</td><td>7</td><td>0</td><td>0</td><td>2.364</td><td>2.000</td><td>0.481</td></tr><tr><td>Thoughtful Discussion Section on Rehabilitation Applications ...</td><td>5</td><td>5</td><td>1</td><td>0</td><td>2.364</td><td>3.000</td><td>0.643</td></tr><tr><td>Use of APA Style Headings ...</td><td>8</td><td>3</td><td>0</td><td>0</td><td>2.727</td><td>3.000</td><td>0.445</td></tr><tr><td>Clear and concise language...</td><td>4</td><td>7</td><td>0</td><td>0</td><td>2.364</td><td>2.000</td><td>0.481</td></tr><tr><td>Sentence Structure and Grammar...</td><td>7</td><td>4</td><td>0</td><td>0</td><td>2.636</td><td>3.000</td><td>0.481</td></tr><tr><td>In-text citations ...</td><td>3</td><td>7</td><td>1</td><td>0</td><td>2.182</td><td>2.000</td><td>0.575</td></tr><tr><td>References ...</td><td>9</td><td>2</td><td>0</td><td>0</td><td>2.818</td><td>3.000</td><td>0.386</td></tr><tr><td>Evidence of substantial revision...</td><td>2</td><td>7</td><td>2</td><td>0</td><td>2.000</td><td>2.000</td><td>0.603</td></tr></tbody></table> |                          |                       |       |       |                |  |  | Excellent (3pts) | Satisfactory (2pts) | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean | Mode | Stdev | APA Style Title Page and Running Head... | 5 | 4 | 2 | 0 | 2.273 | 3.000 | 0.750 | Introduction ... | 6 | 2 | 3 | 0 | 2.273 | 3.000 | 0.862 | Body ... | 4 | 6 | 1 | 0 | 2.273 | 2.000 | 0.617 | Conclusion ... | 4 | 7 | 0 | 0 | 2.364 | 2.000 | 0.481 | Thoughtful Discussion Section on Rehabilitation Applications ... | 5 | 5 | 1 | 0 | 2.364 | 3.000 | 0.643 | Use of APA Style Headings ... | 8 | 3 | 0 | 0 | 2.727 | 3.000 | 0.445 | Clear and concise language... | 4 | 7 | 0 | 0 | 2.364 | 2.000 | 0.481 | Sentence Structure and Grammar... | 7 | 4 | 0 | 0 | 2.636 | 3.000 | 0.481 | In-text citations ... | 3 | 7 | 1 | 0 | 2.182 | 2.000 | 0.575 | References ... | 9 | 2 | 0 | 0 | 2.818 | 3.000 | 0.386 | Evidence of substantial revision... | 2 | 7 | 2 | 0 | 2.000 | 2.000 | 0.603 |  |
|  | Excellent (3pts)                        | Satisfactory (2pts)  | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean  | Mode  | Stdev          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| APA Style Title Page and Running Head...   | 5                                       | 4  | 2                        | 0                     | 2.273 | 3.000 | 0.750          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Introduction ...   | 6                                       | 2  | 3                        | 0                     | 2.273 | 3.000 | 0.862          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Body ...   | 4                                       | 6  | 1                        | 0                     | 2.273 | 2.000 | 0.617          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Conclusion ...   | 4                                       | 7  | 0                        | 0                     | 2.364 | 2.000 | 0.481          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Thoughtful Discussion Section on Rehabilitation Applications ...   | 5                                       | 5  | 1                        | 0                     | 2.364 | 3.000 | 0.643          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Use of APA Style Headings ...  | 8                                       | 3  | 0                        | 0                     | 2.727 | 3.000 | 0.445          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Clear and concise language...  | 4                                       | 7  | 0                        | 0                     | 2.364 | 2.000 | 0.481          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Sentence Structure and Grammar...  | 7                                       | 4  | 0                        | 0                     | 2.636 | 3.000 | 0.481          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| In-text citations ...  | 3                                       | 7  | 1                        | 0                     | 2.182 | 2.000 | 0.575          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| References ...   | 9                                       | 2  | 0                        | 0                     | 2.818 | 3.000 | 0.386          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |
| Evidence of substantial revision...  | 2                                       | 7  | 2                        | 0                     | 2.000 | 2.000 | 0.603          |  |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |   |  |
|---|---|---|--|
| Learning Outcomes   | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results                               |
|   |   | <p>APA Style Title Page and Running Head... 5 (45%) 4 (36%) 2 (18%)</p> <p>Introduction... 6 (54%) 2 (18%) 3 (27%)</p> <p>Body... 4 (36%) 6 (54%) 1 (9%)</p> <p>Conclusion... 4 (36%) 7 (63%)</p> <p>Thoughtful Discussion Section on Rehabilitation Applications... 5 (45%) 5 (45%) 1 (9%)</p> <p>Use of APA Style Headings... 8 (72%) 3 (27%)</p> <p>Clear and concise language... 4 (36%) 7 (63%)</p> <p>Sentence Structure and Grammar... 7 (63%) 4 (36%)</p> <p>In-text citations... 3 (27%) 7 (63%) 1 (9%)</p> <p>References... 9 (81%) 2 (18%)</p> <p>Evidence of substantial revision... 2 (18%) 7 (63%) 2 (18%)</p> <p>Excellent Satisfactory Needs Improvement Unsatisfactory</p> |  |
| College/School/Unit: Nursing and Allied Health Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |   |  |
| Learning Outcomes   | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results                               |
| <b>2014-2015</b>  |   |   |  |
| -To formulate a theoretical framework   | <u>Related Institutional Student Learning Outcome(s) (check all that apply)</u> | Findings:<br><br>First Draft:   | Based on assessment results, instructor will |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling  |  |   |                          |                       |       |       |                |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
|---|--|---|--------------------------|-----------------------|-------|-------|----------------|------------------|---------------------|--------------------------|-----------------------|------|------|-------|--|---|---|---|---|-------|-------|-------|------------------|---|---|---|---|-------|-------|-------|----------|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|--|---|---|---|---|-------|-------|-------|-------------------------------|---|---|---|---|-------|-------|-------|-------------------------------|---|---|---|---|-------|-------|-------|-----------------------------------|---|---|---|---|-------|-------|-------|-----------------------|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|---|
|   |  |   |                          |                       |       |       |                |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Learning Outcomes   | Assessment Methods (AM) and Targets (T)  | Results   |                          |                       |       |       | Use of Results |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| for providing counseling services.<br><br>(CORE.REHB.C5.KA.1 -Counseling and personality theory)<br><br>(CORE.REHB.C8.KA.1 -Review of clinical rehabilitation literature) | <div>[ X] Critical Thinking<br/>[ X] Communication Skills<br/>[ ] Cultural Literacy<br/>[ ] Mathematical and Science Reasoning<br/>[ ] Wellness<br/>[ ] Ethical Behavior and Values<br/>[ ] Informational Technology Literacy</div> <div><b>Assessment Method:</b><br/><br/>Rubric in Livetext<br/><b>Target:</b><br/>Average score of 80%<br/><br/>Criteria: See Rubric to view criteria for rubric indicators.</div> | <div>The students scored an average of 13.4 points out of 20 with a standard deviation of 3.5 for the first draft of the written assignment. Students were given feedback based on the following rubric and given the opportunity to turn in a final draft.</div> <table><thead><tr><th></th><th>Excellent (3pts)</th><th>Satisfactory (2pts)</th><th>Needs Improvement (1pts)</th><th>Unsatisfactory (0pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>APA Style Title Page and Running Head...</td><td>4</td><td>2</td><td>2</td><td>0</td><td>2.250</td><td>3.000</td><td>0.829</td></tr><tr><td>Introduction ...</td><td>3</td><td>3</td><td>2</td><td>0</td><td>2.125</td><td>2.000</td><td>0.781</td></tr><tr><td>Body ...</td><td>1</td><td>5</td><td>2</td><td>0</td><td>1.875</td><td>2.000</td><td>0.599</td></tr><tr><td>Conclusion ...</td><td>3</td><td>1</td><td>3</td><td>1</td><td>1.750</td><td>1.000</td><td>1.090</td></tr><tr><td>Thoughtful Discussion Section on Rehabilitation Applications ...</td><td>1</td><td>4</td><td>2</td><td>1</td><td>1.625</td><td>2.000</td><td>0.857</td></tr><tr><td>Use of APA Style Headings ...</td><td>3</td><td>4</td><td>0</td><td>1</td><td>2.125</td><td>2.000</td><td>0.927</td></tr><tr><td>Clear and concise language...</td><td>1</td><td>6</td><td>1</td><td>0</td><td>2.000</td><td>2.000</td><td>0.500</td></tr><tr><td>Sentence Structure and Grammar...</td><td>2</td><td>5</td><td>1</td><td>0</td><td>2.125</td><td>2.000</td><td>0.599</td></tr><tr><td>In-text citations ...</td><td>3</td><td>3</td><td>1</td><td>1</td><td>2.000</td><td>2.000</td><td>1.000</td></tr><tr><td>References ...</td><td>7</td><td>0</td><td>1</td><td>0</td><td>2.750</td><td>3.000</td><td>0.661</td></tr></tbody></table> |                          |                       |       |       |                | Excellent (3pts) | Satisfactory (2pts) | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean | Mode | Stdev | APA Style Title Page and Running Head... | 4 | 2 | 2 | 0 | 2.250 | 3.000 | 0.829 | Introduction ... | 3 | 3 | 2 | 0 | 2.125 | 2.000 | 0.781 | Body ... | 1 | 5 | 2 | 0 | 1.875 | 2.000 | 0.599 | Conclusion ... | 3 | 1 | 3 | 1 | 1.750 | 1.000 | 1.090 | Thoughtful Discussion Section on Rehabilitation Applications ... | 1 | 4 | 2 | 1 | 1.625 | 2.000 | 0.857 | Use of APA Style Headings ... | 3 | 4 | 0 | 1 | 2.125 | 2.000 | 0.927 | Clear and concise language... | 1 | 6 | 1 | 0 | 2.000 | 2.000 | 0.500 | Sentence Structure and Grammar... | 2 | 5 | 1 | 0 | 2.125 | 2.000 | 0.599 | In-text citations ... | 3 | 3 | 1 | 1 | 2.000 | 2.000 | 1.000 | References ... | 7 | 0 | 1 | 0 | 2.750 | 3.000 | 0.661 | continue to review APA style and how to review and critically assess the rehabilitation counseling literature. As students exceeded target, instructor will also continue to have students submit a first and final draft in order to improve writing and critical thinking skills. |
|   | Excellent (3pts)   | Satisfactory (2pts)   | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean  | Mode  | Stdev          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| APA Style Title Page and Running Head...  | 4  | 2   | 2                        | 0                     | 2.250 | 3.000 | 0.829          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Introduction ...  | 3  | 3   | 2                        | 0                     | 2.125 | 2.000 | 0.781          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Body ...  | 1  | 5   | 2                        | 0                     | 1.875 | 2.000 | 0.599          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Conclusion ...  | 3  | 1   | 3                        | 1                     | 1.750 | 1.000 | 1.090          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Thoughtful Discussion Section on Rehabilitation Applications ...  | 1  | 4   | 2                        | 1                     | 1.625 | 2.000 | 0.857          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Use of APA Style Headings ...   | 3  | 4   | 0                        | 1                     | 2.125 | 2.000 | 0.927          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Clear and concise language...   | 1  | 6   | 1                        | 0                     | 2.000 | 2.000 | 0.500          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| Sentence Structure and Grammar...   | 2  | 5   | 1                        | 0                     | 2.125 | 2.000 | 0.599          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| In-text citations ...   | 3  | 3   | 1                        | 1                     | 2.000 | 2.000 | 1.000          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |
| References ...  | 7  | 0   | 1                        | 0                     | 2.750 | 3.000 | 0.661          |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |   |                |
|--|---|---|----------------|
| Learning Outcomes  | Assessment Methods (AM) and Targets (T) | Results   | Use of Results |
|  |   | <p>APA Style Title Page and Running Head...<br/>CORE-UG-GLS</p> <p>Introduction ...</p> <p>Body ...</p> <p>Conclusion ...</p> <p>Thoughtful Discussion Section on Rehabilitation Applications ...</p> <p>Use of APA Style Headings ...</p> <p>Clear and concise language...</p> <p>Sentence Structure and Grammar...</p> <p>In-text citations ...</p> <p>References ...</p> <p> <span style="color: blue;">■</span> Excellent    <span style="color: green;">■</span> Satisfactory    <span style="color: red;">■</span> Needs Improvement    <span style="color: orange;">■</span> Unsatisfactory         </p> <p><b>Final Draft:</b><br/>A target of 80% was set for the written assignment to conceptualize a theoretical framework for providing counseling services. Student scored an average of 43.3 points out of 50 with a standard deviation of 4.9 on the final draft assignment based on the following rubric. This score shows the students exceeded the target at 87%, and instructor should continue to instruct students on APA style while allowing the opportunity to submit a first and final draft.</p> |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |   |                          |                       |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
|--|---|---|--------------------------|-----------------------|-------|-------|----------------|--|------------------|---------------------|--------------------------|-----------------------|------|------|-------|--|---|---|---|---|-------|-------|-------|------------------|---|---|---|---|-------|-------|-------|----------|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|--|---|---|---|---|-------|-------|-------|-------------------------------|---|---|---|---|-------|-------|-------|-------------------------------|---|---|---|---|-------|-------|-------|-----------------------------------|---|---|---|---|-------|-------|-------|-----------------------|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|-------------------------------------|---|---|---|---|-------|-------|-------|--|---------|--|--|---------|--|--|--|------------------|----------|--|--|--|--|--|--|----------|---------|--|--|---------|--|--|--|----------------|---------|--|--|---------|--|--|--|--|---------|---------|--|--|--|--|--|-------------------------------|---------|--|--|---------|--|--|--|-------------------------------|---------|---------|--|--|--|--|--|-----------------------------------|---------|--|--|---------|--|--|--|-----------------------|---------|---------|--|---------|--|--|--|----------------|---------|--|--|---------|--|--|--|-------------------------------------|---------|---------|--|--|--|--|--|--|
|  |   |   |                          |                       |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Learning Outcomes  | Assessment Methods (AM) and Targets (T) | Results   |                          |                       |       |       | Use of Results |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
|  |   | <table><thead><tr><th></th><th>Excellent (3pts)</th><th>Satisfactory (2pts)</th><th>Needs Improvement (1pts)</th><th>Unsatisfactory (0pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>APA Style Title Page and Running Head...</td><td>7</td><td>1</td><td>0</td><td>0</td><td>2.875</td><td>3.000</td><td>0.331</td></tr><tr><td>Introduction ...</td><td>8</td><td>0</td><td>0</td><td>0</td><td>3.000</td><td>3.000</td><td>0.000</td></tr><tr><td>Body ...</td><td>6</td><td>2</td><td>0</td><td>0</td><td>2.750</td><td>3.000</td><td>0.433</td></tr><tr><td>Conclusion ...</td><td>4</td><td>4</td><td>0</td><td>0</td><td>2.500</td><td>3.000</td><td>0.500</td></tr><tr><td>Thoughtful Discussion Section on Rehabilitation Applications ...</td><td>2</td><td>6</td><td>0</td><td>0</td><td>2.250</td><td>2.000</td><td>0.433</td></tr><tr><td>Use of APA Style Headings ...</td><td>6</td><td>2</td><td>0</td><td>0</td><td>2.750</td><td>3.000</td><td>0.433</td></tr><tr><td>Clear and concise language...</td><td>3</td><td>5</td><td>0</td><td>0</td><td>2.375</td><td>2.000</td><td>0.484</td></tr><tr><td>Sentence Structure and Grammar...</td><td>6</td><td>2</td><td>0</td><td>0</td><td>2.750</td><td>3.000</td><td>0.433</td></tr><tr><td>In-text citations ...</td><td>3</td><td>3</td><td>2</td><td>0</td><td>2.125</td><td>3.000</td><td>0.781</td></tr><tr><td>References ...</td><td>7</td><td>0</td><td>1</td><td>0</td><td>2.750</td><td>3.000</td><td>0.661</td></tr><tr><td>Evidence of substantial revision...</td><td>1</td><td>7</td><td>0</td><td>0</td><td>2.125</td><td>2.000</td><td>0.331</td></tr></tbody></table><br><table><tbody><tr><td>APA Style Title Page and Running Head...</td><td>7 (87%)</td><td colspan="2"></td><td>1 (12%)</td><td colspan="3"></td></tr><tr><td>Introduction ...</td><td>8 (100%)</td><td colspan="6"></td></tr><tr><td>Body ...</td><td>6 (75%)</td><td colspan="2"></td><td>2 (25%)</td><td colspan="3"></td></tr><tr><td>Conclusion ...</td><td>4 (50%)</td><td colspan="2"></td><td>4 (50%)</td><td colspan="3"></td></tr><tr><td>Thoughtful Discussion Section on Rehabilitation Applications ...</td><td>2 (25%)</td><td colspan="2">6 (75%)</td><td colspan="4"></td></tr><tr><td>Use of APA Style Headings ...</td><td>6 (75%)</td><td colspan="2"></td><td>2 (25%)</td><td colspan="3"></td></tr><tr><td>Clear and concise language...</td><td>3 (37%)</td><td colspan="2">5 (62%)</td><td colspan="4"></td></tr><tr><td>Sentence Structure and Grammar...</td><td>6 (75%)</td><td colspan="2"></td><td>2 (25%)</td><td colspan="3"></td></tr><tr><td>In-text citations ...</td><td>3 (37%)</td><td colspan="2">3 (37%)</td><td>2 (25%)</td><td colspan="3"></td></tr><tr><td>References ...</td><td>7 (87%)</td><td colspan="2"></td><td>1 (12%)</td><td colspan="3"></td></tr><tr><td>Evidence of substantial revision...</td><td>1 (12%)</td><td colspan="2">7 (87%)</td><td colspan="4"></td></tr></tbody></table> <div><div>Excellent</div><div>Satisfactory</div><div>Needs Improvement</div><div>Unsatisfactory</div></div> |                          |                       |       |       |                |  | Excellent (3pts) | Satisfactory (2pts) | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean | Mode | Stdev | APA Style Title Page and Running Head... | 7 | 1 | 0 | 0 | 2.875 | 3.000 | 0.331 | Introduction ... | 8 | 0 | 0 | 0 | 3.000 | 3.000 | 0.000 | Body ... | 6 | 2 | 0 | 0 | 2.750 | 3.000 | 0.433 | Conclusion ... | 4 | 4 | 0 | 0 | 2.500 | 3.000 | 0.500 | Thoughtful Discussion Section on Rehabilitation Applications ... | 2 | 6 | 0 | 0 | 2.250 | 2.000 | 0.433 | Use of APA Style Headings ... | 6 | 2 | 0 | 0 | 2.750 | 3.000 | 0.433 | Clear and concise language... | 3 | 5 | 0 | 0 | 2.375 | 2.000 | 0.484 | Sentence Structure and Grammar... | 6 | 2 | 0 | 0 | 2.750 | 3.000 | 0.433 | In-text citations ... | 3 | 3 | 2 | 0 | 2.125 | 3.000 | 0.781 | References ... | 7 | 0 | 1 | 0 | 2.750 | 3.000 | 0.661 | Evidence of substantial revision... | 1 | 7 | 0 | 0 | 2.125 | 2.000 | 0.331 | APA Style Title Page and Running Head... | 7 (87%) |  |  | 1 (12%) |  |  |  | Introduction ... | 8 (100%) |  |  |  |  |  |  | Body ... | 6 (75%) |  |  | 2 (25%) |  |  |  | Conclusion ... | 4 (50%) |  |  | 4 (50%) |  |  |  | Thoughtful Discussion Section on Rehabilitation Applications ... | 2 (25%) | 6 (75%) |  |  |  |  |  | Use of APA Style Headings ... | 6 (75%) |  |  | 2 (25%) |  |  |  | Clear and concise language... | 3 (37%) | 5 (62%) |  |  |  |  |  | Sentence Structure and Grammar... | 6 (75%) |  |  | 2 (25%) |  |  |  | In-text citations ... | 3 (37%) | 3 (37%) |  | 2 (25%) |  |  |  | References ... | 7 (87%) |  |  | 1 (12%) |  |  |  | Evidence of substantial revision... | 1 (12%) | 7 (87%) |  |  |  |  |  |  |
|  | Excellent (3pts)                        | Satisfactory (2pts)   | Needs Improvement (1pts) | Unsatisfactory (0pts) | Mean  | Mode  | Stdev          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| APA Style Title Page and Running Head...   | 7                                       | 1   | 0                        | 0                     | 2.875 | 3.000 | 0.331          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Introduction ...   | 8                                       | 0   | 0                        | 0                     | 3.000 | 3.000 | 0.000          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Body ...   | 6                                       | 2   | 0                        | 0                     | 2.750 | 3.000 | 0.433          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Conclusion ...   | 4                                       | 4   | 0                        | 0                     | 2.500 | 3.000 | 0.500          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Thoughtful Discussion Section on Rehabilitation Applications ...   | 2                                       | 6   | 0                        | 0                     | 2.250 | 2.000 | 0.433          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Use of APA Style Headings ...  | 6                                       | 2   | 0                        | 0                     | 2.750 | 3.000 | 0.433          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Clear and concise language...  | 3                                       | 5   | 0                        | 0                     | 2.375 | 2.000 | 0.484          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Sentence Structure and Grammar...  | 6                                       | 2   | 0                        | 0                     | 2.750 | 3.000 | 0.433          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| In-text citations ...  | 3                                       | 3   | 2                        | 0                     | 2.125 | 3.000 | 0.781          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| References ...   | 7                                       | 0   | 1                        | 0                     | 2.750 | 3.000 | 0.661          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Evidence of substantial revision...  | 1                                       | 7   | 0                        | 0                     | 2.125 | 2.000 | 0.331          |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| APA Style Title Page and Running Head...   | 7 (87%)                                 |   |                          | 1 (12%)               |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Introduction ...   | 8 (100%)                                |   |                          |                       |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Body ...   | 6 (75%)                                 |   |                          | 2 (25%)               |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Conclusion ...   | 4 (50%)                                 |   |                          | 4 (50%)               |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Thoughtful Discussion Section on Rehabilitation Applications ...   | 2 (25%)                                 | 6 (75%)   |                          |                       |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Use of APA Style Headings ...  | 6 (75%)                                 |   |                          | 2 (25%)               |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Clear and concise language...  | 3 (37%)                                 | 5 (62%)   |                          |                       |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Sentence Structure and Grammar...  | 6 (75%)                                 |   |                          | 2 (25%)               |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| In-text citations ...  | 3 (37%)                                 | 3 (37%)   |                          | 2 (25%)               |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| References ...   | 7 (87%)                                 |   |                          | 1 (12%)               |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |
| Evidence of substantial revision...  | 1 (12%)                                 | 7 (87%)   |                          |                       |       |       |                |  |                  |                     |                          |                       |      |      |       |  |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |          |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                       |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                                     |   |   |   |   |       |       |       |  |         |  |  |         |  |  |  |                  |          |  |  |  |  |  |  |          |         |  |  |         |  |  |  |                |         |  |  |         |  |  |  |  |         |         |  |  |  |  |  |                               |         |  |  |         |  |  |  |                               |         |         |  |  |  |  |  |                                   |         |  |  |         |  |  |  |                       |         |         |  |         |  |  |  |                |         |  |  |         |  |  |  |                                     |         |         |  |  |  |  |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health      Course-Based Student Learning Outcomes: M.S. Rehabilitation Counseling |   |         |                |
|--|---|---------|----------------|
| Learning Outcomes  | Assessment Methods (AM) and Targets (T) | Results | Use of Results |
|  |   |         |                |

**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

**In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.**

- ☐ in program or department meetings devoted entirely to assessment  
☒ as an agenda item in program or departmental meetings  
☐ in departmental assessment committee meetings  
☐ in other departmental committee meetings  
☐ in informal conversations among faculty members  
☐ Other (please specify) \_\_\_\_\_  
☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

For the 2012-2013, students exceeded the 80% target by scoring at 85%. Using assessment results, instructor continued to offer detail rubrics in livetext for students so that students were clear in the criteria necessary to do well on the assignment. In the following school year of 2013-2014, students approached the target of 80% in by scoring an average of 78% on the assignment. Based on this assessment data, the instructor decided to place a more emphasis on APA style and critical assessment of the rehabilitation counseling literature. By doing so, in the 2014-2015 school year, the students exceeded the target of 80% by scoring an average of 87% on the written assignment. The instructor will continue to have students submit multiple drafts, use a structured livetext rubric, and place an emphasis on written communication style as appropriate.

Note: The Assessment Process is described in the Program Assessment Sourcebook

)

## PART II: PLANNING FOR NEXT COURSE OFFERING

| Key course tasks assessed next course offering | Where will you assess this task?<br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning   |
|--|---|--|---|
| Mock Counseling Session-50 minutes             | Livertext   | Detailed rubric provided in livertext.   | Based on student performance on assignment, alterations will be made to ensure students reach or exceed target set. |
|  |   |  |   |
|  |   |  |   |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

## PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Program Assessment

Note: The Assessment Process is described in the Program Assessment Sourcebook

## Course-Based Student Learning Outcomes Summative Report

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Nursing and Allied Health   |  | Course-Based Student Learning Outcomes: B.S. Rehabilitation Services  |                           |                        |       |       |                |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
|--|--|---|---------------------------|------------------------|-------|-------|----------------|-------------------|----------------------|---------------------------|------------------------|------|------|-------|---|---|---|---|---|-------|-------|-------|------------------|---|---|---|---|-------|-------|-------|---------------------|---|---|---|---|-------|-------|-------|---------|---|---|---|---|-------|-------|-------|---------------|---|---|---|---|-------|-------|-------|--|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|------------------------------|---|---|---|---|-------|-------|-------|-------------------------------|---|---|---|---|-------|-------|-------|-----------------------------------|---|---|---|---|-------|-------|-------|----------------------|---|---|---|---|-------|-------|-------|---|---|---|---|---|-------|-------|-------|----------------|---|---|---|---|-------|-------|-------|--|---|---|---|---|-------|-------|-------|---|--|
|  |  |   |                           |                        |       |       |                |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Learning Outcomes  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results   |                           |                        |       |       | Use of Results |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Year: 2012-2013  |  |   |                           |                        |       |       |                |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| -Articulate a knowledge of rehabilitation services and counseling research via reading peer-reviewed journal articles and composing a research paper based on current literature. (CORE-UG.C4.5-Written Communication) (CORE-UG.C3.5-Ability to understand and apply research on interventions and supports) | <p><u>Related Institutional Student Learning Outcome(s) (check all that apply)</u></p> <p>[ x ] Critical Thinking<br/>[ x ] Communication Skills<br/>[ ] Cultural Literacy<br/>[ ] Mathematical and Science Reasoning<br/>[ ] Wellness<br/>[ ] Ethical Behavior and Values<br/>[ ] Informational Technology Literacy</p> <p><b>Assessment Method:</b></p> <p>-Rubric in Livetext</p> | <p><b>Findings:</b></p> <p>The mean score from the research paper assignment was 48.5 with a standard deviation of 15.0 (Total score worth 70 pts). This figure reflects students average percentage on paper was 69%, a score approaching the target.</p> <table><thead><tr><th></th><th>Excellent (5 pts)</th><th>Satisfactory (3 pts)</th><th>Needs Improvement (1 pts)</th><th>Unsatisfactory (0 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>APA Style Title Page and Running head ...</td><td>8</td><td>2</td><td>3</td><td>0</td><td>3.769</td><td>5.000</td><td>1.671</td></tr><tr><td>Introduction ...</td><td>9</td><td>4</td><td>0</td><td>0</td><td>4.385</td><td>5.000</td><td>0.923</td></tr><tr><td>Thesis Statement...</td><td>9</td><td>4</td><td>0</td><td>0</td><td>4.385</td><td>5.000</td><td>0.923</td></tr><tr><td>Body...</td><td>6</td><td>6</td><td>1</td><td>0</td><td>3.769</td><td>5.000</td><td>1.250</td></tr><tr><td>Conclusion...</td><td>8</td><td>3</td><td>2</td><td>0</td><td>3.923</td><td>5.000</td><td>1.492</td></tr><tr><td>Thoughtful Discussion Section on Rehabilitation Applications ...</td><td>0</td><td>9</td><td>3</td><td>1</td><td>2.308</td><td>3.000</td><td>1.066</td></tr><tr><td>Page Length...</td><td>3</td><td>4</td><td>5</td><td>1</td><td>2.462</td><td>1.000</td><td>1.692</td></tr><tr><td>Use of APA Style Headings...</td><td>7</td><td>6</td><td>0</td><td>0</td><td>4.077</td><td>5.000</td><td>0.997</td></tr><tr><td>Clear and concise language...</td><td>6</td><td>6</td><td>1</td><td>0</td><td>3.769</td><td>5.000</td><td>1.250</td></tr><tr><td>Sentence Structure and Grammar...</td><td>7</td><td>6</td><td>0</td><td>0</td><td>4.077</td><td>5.000</td><td>0.997</td></tr><tr><td>In-text Citations...</td><td>2</td><td>7</td><td>4</td><td>0</td><td>2.692</td><td>3.000</td><td>1.323</td></tr><tr><td>Matching of citations and references...</td><td>8</td><td>2</td><td>3</td><td>0</td><td>3.769</td><td>5.000</td><td>1.671</td></tr><tr><td>References ...</td><td>6</td><td>2</td><td>3</td><td>2</td><td>3.000</td><td>5.000</td><td>2.038</td></tr><tr><td>Evidence of Thoughtful Revision from First Draft ...</td><td>6</td><td>4</td><td>3</td><td>0</td><td>3.462</td><td>5.000</td><td>1.599</td></tr></tbody></table> |                           |                        |       |       |                | Excellent (5 pts) | Satisfactory (3 pts) | Needs Improvement (1 pts) | Unsatisfactory (0 pts) | Mean | Mode | Stdev | APA Style Title Page and Running head ... | 8 | 2 | 3 | 0 | 3.769 | 5.000 | 1.671 | Introduction ... | 9 | 4 | 0 | 0 | 4.385 | 5.000 | 0.923 | Thesis Statement... | 9 | 4 | 0 | 0 | 4.385 | 5.000 | 0.923 | Body... | 6 | 6 | 1 | 0 | 3.769 | 5.000 | 1.250 | Conclusion... | 8 | 3 | 2 | 0 | 3.923 | 5.000 | 1.492 | Thoughtful Discussion Section on Rehabilitation Applications ... | 0 | 9 | 3 | 1 | 2.308 | 3.000 | 1.066 | Page Length... | 3 | 4 | 5 | 1 | 2.462 | 1.000 | 1.692 | Use of APA Style Headings... | 7 | 6 | 0 | 0 | 4.077 | 5.000 | 0.997 | Clear and concise language... | 6 | 6 | 1 | 0 | 3.769 | 5.000 | 1.250 | Sentence Structure and Grammar... | 7 | 6 | 0 | 0 | 4.077 | 5.000 | 0.997 | In-text Citations... | 2 | 7 | 4 | 0 | 2.692 | 3.000 | 1.323 | Matching of citations and references... | 8 | 2 | 3 | 0 | 3.769 | 5.000 | 1.671 | References ... | 6 | 2 | 3 | 2 | 3.000 | 5.000 | 2.038 | Evidence of Thoughtful Revision from First Draft ... | 6 | 4 | 3 | 0 | 3.462 | 5.000 | 1.599 | For next semester, professor will use a scaffolding approach to allow students to submit multiple drafts to receive continuous feedback on their writing style. |  |
|  | Excellent (5 pts)  | Satisfactory (3 pts)  | Needs Improvement (1 pts) | Unsatisfactory (0 pts) | Mean  | Mode  | Stdev          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| APA Style Title Page and Running head ...  | 8  | 2   | 3                         | 0                      | 3.769 | 5.000 | 1.671          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Introduction ...   | 9  | 4   | 0                         | 0                      | 4.385 | 5.000 | 0.923          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Thesis Statement...  | 9  | 4   | 0                         | 0                      | 4.385 | 5.000 | 0.923          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Body...  | 6  | 6   | 1                         | 0                      | 3.769 | 5.000 | 1.250          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Conclusion...  | 8  | 3   | 2                         | 0                      | 3.923 | 5.000 | 1.492          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Thoughtful Discussion Section on Rehabilitation Applications ...   | 0  | 9   | 3                         | 1                      | 2.308 | 3.000 | 1.066          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Page Length...   | 3  | 4   | 5                         | 1                      | 2.462 | 1.000 | 1.692          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Use of APA Style Headings...   | 7  | 6   | 0                         | 0                      | 4.077 | 5.000 | 0.997          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Clear and concise language...  | 6  | 6   | 1                         | 0                      | 3.769 | 5.000 | 1.250          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Sentence Structure and Grammar...  | 7  | 6   | 0                         | 0                      | 4.077 | 5.000 | 0.997          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| In-text Citations...   | 2  | 7   | 4                         | 0                      | 2.692 | 3.000 | 1.323          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Matching of citations and references...  | 8  | 2   | 3                         | 0                      | 3.769 | 5.000 | 1.671          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| References ...   | 6  | 2   | 3                         | 2                      | 3.000 | 5.000 | 2.038          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |
| Evidence of Thoughtful Revision from First Draft ...   | 6  | 4   | 3                         | 0                      | 3.462 | 5.000 | 1.599          |                   |                      |                           |                        |      |      |       |   |   |   |   |   |       |       |       |                  |   |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |         |   |   |   |   |       |       |       |               |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |                              |   |   |   |   |       |       |       |                               |   |   |   |   |       |       |       |                                   |   |   |   |   |       |       |       |                      |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |   |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health Course-Based Student Learning Outcomes: B.S. Rehabilitation Services |  |  |                |
|---|--|--|----------------|
| Learning Outcomes   | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results |
|   | <p><b>Target:</b></p> <p>70% on Paper Criteria: See Rubric to view criteria for rubric indicators.</p> | <p>APA Style Title Page and Running head ...<br/>CORE-UG-C4.5</p> <p>8 (61%) 2 (15%) 3 (23%)</p> <p>Introduction ...<br/>CORE-UG-C3.5, CORE-UG-C4.5</p> <p>9 (69%) 4 (30%)</p> <p>Thesis Statement...<br/>CORE-UG-C3.5, CORE-UG-C4.5</p> <p>9 (69%) 4 (30%)</p> <p>Body...<br/>CORE-UG-C3.5, CORE-UG-C4.5</p> <p>6 (46%) 6 (46%) 1 (7%)</p> <p>Conclusion...<br/>CORE-UG-C3.5, CORE-UG-C4.5</p> <p>8 (61%) 3 (23%) 2 (15%)</p> <p>Thoughtful Discussion Section on Rehabilitation Applications ...<br/>CORE-UG-C3.5, CORE-UG-C4.5</p> <p>9 (69%) 3 (23%) 1 (7%)</p> <p>Page Length...<br/>CORE-UG-C4.5</p> <p>3 (23%) 4 (30%) 5 (38%) 1 (7%)</p> <p>Use of APA Style Headings...<br/>CORE-UG-C4.5</p> <p>7 (53%) 6 (46%)</p> <p>Clear and concise language...<br/>CORE-UG-C4.5</p> <p>6 (46%) 6 (46%) 1 (7%)</p> <p>Sentence Structure and Grammar...<br/>CORE-UG-C4.5</p> <p>7 (53%) 6 (46%)</p> <p>In-text Citations...<br/>CORE-UG-C4.5</p> <p>2 (15%) 7 (53%) 4 (30%)</p> <p>Matching of citations and references...<br/>CORE-UG-C4.5</p> <p>8 (61%) 2 (15%) 3 (23%)</p> <p>References ...<br/>CORE-UG-C4.5</p> <p>6 (46%) 2 (15%) 3 (23%) 2 (15%)</p> <p>Evidence of Thoughtful Revision from First Draft...<br/>CORE-UG-C4.5</p> <p>6 (46%) 4 (30%) 3 (23%)</p> <p>Excellent Satisfactory Needs Improvement Unsatisfactory</p> |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health  |  | Course-Based Student Learning Outcomes: B.S. Rehabilitation Services   |                      |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
|---|--|--|----------------------|------------------------|------------------------------|----------------------|------------------------|------|------|-------|--|----|---|---|---|-------|--------|-----|---------------------|---|---|---|---|-------|--------|-----|--|---|---|---|---|-------|--------|-----|----------------------|---|---|---|---|-------|--------|-----|---------------------------------|---|---|---|---|-------|--------|-----|---|
| Learning Outcomes   | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results       |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| College/School/Unit: Nursing and Allied Health  |  | Course-Based Student Learning Outcomes: REHB 415-Rehabilitation Research   |                      |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| Year 2013-2014  |  |  |                      |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| <p>-Articulate a knowledge of rehabilitation services and counseling research via reading peer-reviewed journal articles and composing a research paper based on current literature. (CORE-UG.C4.5-Written Communication) (CORE-UG.C3.5-Ability to understand and apply research on interventions and supports)</p> | <p><b>Related Institutional Student Learning Outcome(s) (check all that apply)</b></p> <p><input checked="" type="checkbox"/> Critical Thinking<br/><input checked="" type="checkbox"/> Communication Skills<br/><input type="checkbox"/> Cultural Literacy<br/><input type="checkbox"/> Mathematical and Science Reasoning<br/><input type="checkbox"/> Wellness<br/><input type="checkbox"/> Ethical Behavior and Values<br/><input type="checkbox"/> Informational Technology Literacy</p> <p><b>Assessment Method:</b><br/><b>-Rubric in Livetext</b></p> <p><b>Target:</b><br/>70% on paper</p> <p>Criteria: See Rubric to view criteria for rubric indicators.</p> | <p><b>Findings:</b></p> <p>The mean score from the research paper assignment was 42.0with a standard deviation of 6.6(Total score worth 60 pts). This figure reflects students average percentage on paper was 70%, a score reaching target.</p> <p><b>Rubric: SUBR QEP Writing Across the Curriculum Rubric</b></p> <table><thead><tr><th></th><th>4 Target (4 pts)</th><th>3 Approaching Target (3 pts)</th><th>2 Acceptable (2 pts)</th><th>1 Unacceptable (1 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td><td>13</td><td>1</td><td>0</td><td>0</td><td>3.929</td><td>4.0000</td><td>258</td></tr><tr><td>Content Development</td><td>3</td><td>8</td><td>3</td><td>0</td><td>3.000</td><td>3.0000</td><td>655</td></tr><tr><td>Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</td><td>3</td><td>6</td><td>5</td><td>0</td><td>2.857</td><td>3.0000</td><td>742</td></tr><tr><td>Sources and Evidence</td><td>8</td><td>5</td><td>1</td><td>0</td><td>3.500</td><td>4.0000</td><td>627</td></tr><tr><td>Control of Syntax and Mechanics</td><td>1</td><td>9</td><td>4</td><td>0</td><td>2.786</td><td>3.0000</td><td>558</td></tr></tbody></table> <p>Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</p> <p>13 (92%) 1 (7%)</p> <p>Content Development</p> <p>3 (21%) 8 (57%) 3 (21%)</p> <p>Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</p> <p>3 (21%) 6 (42%) 5 (35%)</p> <p>Sources and Evidence</p> <p>8 (57%) 5 (35%) 1 (7%)</p> <p>Control of Syntax and Mechanics</p> <p>1 (7%) 9 (64%) 4 (28%)</p> <p>4 Target 3 Approaching Target 2 Acceptable 1 Unacceptable</p> |                      | 4 Target (4 pts)       | 3 Approaching Target (3 pts) | 2 Acceptable (2 pts) | 1 Unacceptable (1 pts) | Mean | Mode | Stdev | Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). | 13 | 1 | 0 | 0 | 3.929 | 4.0000 | 258 | Content Development | 3 | 8 | 3 | 0 | 3.000 | 3.0000 | 655 | Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). | 3 | 6 | 5 | 0 | 2.857 | 3.0000 | 742 | Sources and Evidence | 8 | 5 | 1 | 0 | 3.500 | 4.0000 | 627 | Control of Syntax and Mechanics | 1 | 9 | 4 | 0 | 2.786 | 3.0000 | 558 | <p>Students were able to submit a first draft for feedback prior to submitting the final draft (assessed via the SUBR QEP Writing Across the Curriculum Rubric). This method allowed students to do better on the paper prior to the previous semester and reach target of 70%. This method will be used in subsequent semesters.</p> |
|   | 4 Target (4 pts)   | 3 Approaching Target (3 pts)   | 2 Acceptable (2 pts) | 1 Unacceptable (1 pts) | Mean                         | Mode                 | Stdev                  |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).  | 13   | 1  | 0                    | 0                      | 3.929                        | 4.0000               | 258                    |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| Content Development   | 3  | 8  | 3                    | 0                      | 3.000                        | 3.0000               | 655                    |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).  | 3  | 6  | 5                    | 0                      | 2.857                        | 3.0000               | 742                    |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| Sources and Evidence  | 8  | 5  | 1                    | 0                      | 3.500                        | 4.0000               | 627                    |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |
| Control of Syntax and Mechanics   | 1  | 9  | 4                    | 0                      | 2.786                        | 3.0000               | 558                    |      |      |       |  |    |   |   |   |       |        |     |                     |   |   |   |   |       |        |     |  |   |   |   |   |       |        |     |                      |   |   |   |   |       |        |     |                                 |   |   |   |   |       |        |     |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit: Nursing and Allied Health Course-Based Student Learning Outcomes: B.S. Rehabilitation Services  |  |  |   |
|--|--|--|---|
| Learning Outcomes  | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results  |
|  |  |  |   |
| College/School/Unit: Nursing and Allied Health Course-Based Student Learning Outcomes: REHB 415-Rehabilitation Research  |  |  |   |
| Learning Outcomes  | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results  |
| <b>Year 2014-2015</b>  |  |  |   |
| -Articulate a knowledge of rehabilitation services and counseling research via reading peer-reviewed journal articles and composing a research paper based on current literature.<br>(CORE-UG.C4.5-Written Communication)<br>(CORE-UG.C3.5-Ability to understand and apply research on | <u>Related Institutional Student Learning Outcome(s) (check all that apply)</u><br><br><input checked="" type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Communication Skills<br><input type="checkbox"/> Cultural Literacy<br><input type="checkbox"/> Mathematical and Science Reasoning<br><input type="checkbox"/> Wellness<br><input type="checkbox"/> Ethical Behavior and Values<br><input type="checkbox"/> Informational Technology Literacy | <b>Findings:</b><br><br>The mean score from the research paper assignment was 38.9 with a standard deviation of 4.6 (Total score worth 50 pts). This figure reflects students average percentage on paper was 78%, a score above the target. | For next semester, professor will use a scaffolding approach to allow students to submit multiple drafts to receive continuous feedback on their writing style. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Nursing and Allied Health  |  |  |                      | Course-Based Student Learning Outcomes: B.S. Rehabilitation Services |       |                |                  |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
|---|--|--|----------------------|--|-------|----------------|------------------|------------------------------|----------------------|------------------------|------|------|-------|---|----|---|---|---|-------|-------|-------|------------------------|---|---|---|---|-------|-------|-------|---|---|---|---|---|-------|-------|-------|-------------------------|---|---|---|---|-------|-------|-------|------------------------------------|---|----|---|---|-------|-------|-------|--|--|
|   |  |  |                      |  |       |                |                  |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
| Learning Outcomes   | Assessment Methods (AM) and Targets (T)  | Results  |                      |  |       | Use of Results |                  |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
| interventions and supports)   | <p><b>Assessment Method:</b></p> <p>-Rubric in Livetext</p> <p><b>Target:</b></p> <p>70% on Paper Criteria: See Rubric to view criteria for rubric indicators.</p> | <p>Rubric: SUBR QEP Writing Across the Curriculum Rubric</p> <table><thead><tr><th></th><th>4 Target (4 pts)</th><th>3 Approaching Target (3 pts)</th><th>2 Acceptable (2 pts)</th><th>1 Unacceptable (1 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)....</td><td>10</td><td>1</td><td>0</td><td>0</td><td>3.909</td><td>4.000</td><td>0.287</td></tr><tr><td>Content Development...</td><td>0</td><td>6</td><td>5</td><td>0</td><td>2.545</td><td>3.000</td><td>0.498</td></tr><tr><td>Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)....</td><td>2</td><td>8</td><td>1</td><td>0</td><td>3.091</td><td>3.000</td><td>0.514</td></tr><tr><td>Sources and Evidence...</td><td>3</td><td>4</td><td>4</td><td>0</td><td>2.909</td><td>3.000</td><td>0.793</td></tr><tr><td>Control of Syntax and Mechanics...</td><td>1</td><td>10</td><td>0</td><td>0</td><td>3.091</td><td>3.000</td><td>0.287</td></tr></tbody></table> <p>Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)....<br/>LA-SUBR-LO-2</p> <p>Content Development...<br/>LA-SUBR-LO-2</p> <p>Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)....<br/>LA-SUBR-LO-2</p> <p>Sources and Evidence...<br/>LA-SUBR-LO-2</p> <p>Control of Syntax and Mechanics...<br/>LA-SUBR-LO-2</p> <p>4 Target 3 Approaching Target 2 Acceptable 1 Unacceptable</p> |                      |  |       |                | 4 Target (4 pts) | 3 Approaching Target (3 pts) | 2 Acceptable (2 pts) | 1 Unacceptable (1 pts) | Mean | Mode | Stdev | Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).... | 10 | 1 | 0 | 0 | 3.909 | 4.000 | 0.287 | Content Development... | 0 | 6 | 5 | 0 | 2.545 | 3.000 | 0.498 | Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).... | 2 | 8 | 1 | 0 | 3.091 | 3.000 | 0.514 | Sources and Evidence... | 3 | 4 | 4 | 0 | 2.909 | 3.000 | 0.793 | Control of Syntax and Mechanics... | 1 | 10 | 0 | 0 | 3.091 | 3.000 | 0.287 |  |  |
|   | 4 Target (4 pts)   | 3 Approaching Target (3 pts)   | 2 Acceptable (2 pts) | 1 Unacceptable (1 pts)   | Mean  | Mode           | Stdev            |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
| Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)....                                 | 10   | 1  | 0                    | 0  | 3.909 | 4.000          | 0.287            |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
| Content Development...  | 0  | 6  | 5                    | 0  | 2.545 | 3.000          | 0.498            |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
| Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).... | 2  | 8  | 1                    | 0  | 3.091 | 3.000          | 0.514            |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
| Sources and Evidence...   | 3  | 4  | 4                    | 0  | 2.909 | 3.000          | 0.793            |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |
| Control of Syntax and Mechanics...  | 1  | 10   | 0                    | 0  | 3.091 | 3.000          | 0.287            |                              |                      |                        |      |      |       |   |    |   |   |   |       |       |       |                        |   |   |   |   |       |       |       |   |   |   |   |   |       |       |       |                         |   |   |   |   |       |       |       |                                    |   |    |   |   |       |       |       |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

**In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.**

- ☐ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

The assessment findings from 2012-2013 school year were based on the Rehabilitation Research course that all students are required to take. The findings were used to make changes to the subsequent school year. This trend continued as each previous semester was used to make course related changes to subsequent semesters. Students approached assignment target of 70% by scoring at an average of 69%, but there were extreme scores skewing the data with students doing extremely well or extremely poor. For the 2014-2015 school year, with a target goal of 70%, the instructor spent more time covering writing style, mechanics, and APA style. Also, students were able to submit a first draft for feedback and engage in thorough revision. Thus, for the 2014-2015 school year, students earned an average of 70% on the assignment, reaching target. By the 2014-2015 school year, students grades continually improved as the instructor used a scaffolding approach (outline, references, first draft, and final draft), with the final draft assessed via the SU QEP rubric. The 2014-2015 school year grades reflect 78%- exceeding the target of 70% for the assignment.

Note: The Assessment Process is described in the Program Assessment Sourcebook

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## PART II: PLANNING FOR NEXT COURSE OFFERING

| Key course tasks assessed next course offering | Where will you assess this task?<br>(Course? LiveText? Instructor?) | Assessment methods and tools used*<br>(How will you assess this student task?) | Use of Assessment Results to Improve Student Learning  |
|--|---|--|--|
| Research Paper                                 | Livertext   | SUBR QEP Writing Across the Curriculum Rubric                                  | Based on areas of weakness from the rubric, instructor will make adjustments to course lectures in order to emphasize content that students struggle with. |
|  |   |  |  |
|  |   |  |  |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

## PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

### School of Nursing

Note: The Assessment Process is described in the Program Assessment Sourcebook

Summary of Program Assessment BSN Program

| College: School of Nursing (BSN )      Mathematical and Science Reasoning      SLO:1   |   |                 |                     |  |
|--|---|-----------------|---------------------|--|
|  |   |                 |                     |  |
| SUBR Outcomes  | SUSON Assessment Methods (AM) and Targets (T)   | Results         |                     | Plans for Improvement  |
| Year:2012-13   |   |                 |                     |  |
| Graduates will apply quantitative and qualitative <b>Mathematical and Science Reasoning</b> approaches to mathematical and/or scientific concepts. | (AM) HESI Assessment Exam: RN Exit with National Comparisons<br><br>Reliability: KR 20 = .83<br><br>SUSON (T) Equal to or higher than national means on Sub Specialty 3) Med administration | SUBR (N=59)     | National (N=55,730) | Continued to invest in program to increase human simulation and technology resources including faculty training, Reassigned faculty with experience in teaching Pharmacology content to NURS 220 |
|  |   | Mean= 837       | Mean = 853          |  |
|  |   | Target not met  |                     |  |
| Year:2013-14   |   |                 |                     |  |
| Graduates will apply quantitative and qualitative <b>Mathematical and Science Reasoning</b> approaches to mathematical and/or scientific concepts. | (AM) HESI Assessment Exam: RN Exit with National Comparisons<br><br>Reliability: KR 20 = .84<br><br>SUSON (T) Equal to or higher than national means on Sub Specialty 3) Med administration | SUBR (N=91)     | National (N=52,033) | Student attainment moved from below national mean to above national mean<br><br>Continue strategies implemented in 2009  |
|  |   | Mean= 870       | Mean = 847          |  |
|  |   | Exceeded Target |                     |  |
| Year:2014-15   |   |                 |                     |  |
| Graduates will apply quantitative and qualitative <b>Mathematical and Science Reasoning</b> approaches to mathematical and/or scientific concepts. | (AM) HESI Assessment Exam: RN Exit with National Comparisons<br><br>Reliability: KR 20 = .74  | SUBR (N=60)     | National (N=54,178) | Student attainment still above national mean<br><br>Continue strategies implemented in 2009  |
|  |   | Mean= 856       | Mean = 893          |  |
|  |   | Exceeded Target |                     |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College: School of Nursing (BSN ) Mathematical and Science Reasoning SLO:1 |   |         |                       |
|--|---|---------|-----------------------|
| SUBR Outcomes  | SUSON Assessment Methods (AM) and Targets (T)   | Results | Plans for Improvement |
|  | SUSON (T) Equal to or higher than national means on Sub Specialty 3) Med administration |         |                       |

| School of Nursing BSN Degree Safety BSN SLO: 1 Safety and Quality of Client Care  |  |  |   |
|---|--|--|---|
| Outcomes  | Assessment Methods (AM) and Targets (T)  | Results  | Plans for Improvement   |
| Year: 2014  |  |  |   |
| Demonstrates knowledge of various strategies for ensuring safety and quality of care related to clients utilizing health delivery systems | <p>(AM) Live Text Assessment Rubric (Nursing 410)<br/>(T) 78% of students will meet expectations (mean = 2)</p> <p>Obj 1. Fully identifies and explains all of the four areas specified for safety/quality of care topic (1) Definition; (2) Statistics; (3) Implications from National Priorities Partnership, National database of Nursing quality indicators (NDNQI), and National Patient Safety goals; (4) Ways to enhance safety/quality regarding assigned topic</p> <p>Obj 2. Fully describes how knowledge gained from assignment will influence the student's future nursing care to</p> | <p>Obj 1. N= 81; Mean = 2.40; 40 students exceeded expectations; 34 students met expectations; 7 student fell below expectations; and 0 students failed to meet expectations. <b>91.4% of students exceeded and met the target</b></p> <p>Obj 2. N= 81; Mean = 2.78; 69 students exceeded expectations; 7 students met expectations; 2 student fell below expectations; and 2 students failed to</p> | Maintain teaching learning strategies on safety and quality of care as it relates to clients utilizing health delivery systems. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |   |   |   |
|---|---|---|---|
|   | enhance patient safety/quality of care. Points are stated clearly; are supported by specific details, examples; and are organized logically.  | meet expectations. <b>93.8% of students exceeded and met the target.</b>  |   |
| Year: 2015  |   |   |   |
| Demonstrates knowledge of various strategies for ensuring safety and quality of care related to clients utilizing health delivery systems | <p>(AM) Live Text Assessment Rubric (Nursing 410)<br/>(T) 78% of students will meet expectations (mean = 2)</p> <p>Obj 1. Fully identifies and explains all of the four areas specified for safety/quality of care topic (1) Definition; (2) Statistics; (3) Implications from National Priorities Partnership, National database of Nursing quality indicators (NDNQI), and National Patient Safety goals; (4) Ways to enhance safety/quality regarding assigned topic</p> <p>Obj 2. Fully describes how knowledge gained from assignment will influence the student's future nursing care to enhance patient safety/quality of care. Points are stated clearly; are supported</p> | <p>Obj 1. N= 93; Mean = 2.84; 81 students exceeded expectations; 10 students met expectations; 2 student fell below expectations; and 0 students failed to meet expectations. <b>97.8% of students exceeded and met the target</b></p> <p>Obj 2. N= 93; Mean = 2.88; 84 students exceeded expectations; 7 students met expectations; 2 student fell below expectations; and 0 students failed to meet expectations. <b>97.8% of students exceeded and met the target.</b></p> | Maintain teaching learning strategies on safety and quality of care as it relates to clients utilizing health delivery systems. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|--|---|--|--|
|  | by specific details, examples; and are organized logically. |  |  |
|--|---|--|--|

**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☐ in program or department meetings devoted entirely to assessment

☒ as an agenda item in program or departmental meetings

☐ in departmental assessment committee meetings

☒ in other departmental committee meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook



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☒ \_X\_ in informal conversations among faculty members

☐ Other (please specify) \_\_\_\_\_

☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

BSN examples presented demonstrate connection between assessment and use of results for program improvement. The first evaluates student attainment of SUBR's General Education Competency Mathematical and Science Reasoning and BSN student learning outcome (SLO) number 1, using a direct measure (HESI). The review over three years of data shows that SUSON did not meet its target according to 2009-10 assessment. The national mean was higher than SUBR BSN student's mean. The resulting improvement plan included reassigning experienced faculty to the pharmacology course and incorporating pharm based software. The data collected a year later showed that SUSON students exceeded the national mean and the improvement was still evident for 2010-12. While the students did not meet the national mean in 2012-13, they did however exceed the national means 2013-2015.

The second example shows connection between assessment and use of results for program improvement using Live Text software for evaluation of students' abilities related to safety and quality of client care (BSN SLO:1). The plan in this example included maintaining teaching learning strategies on safety and quality.

**PART II: PLANNING FOR NEXT COURSE OFFERING**

| Key course tasks assessed next course offering | Where will you assess this task? (Course? LiveText? Instructor?) | Assessment methods and tools used* (How will you assess this student task?) | Use of Assessment Results to Improve Student Learning |
|--|--|---|---|
|  |  |   |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|      |           |                            |  |
|------|-----------|----------------------------|--|
| N305 | Livertext | Critique of Research Study | To determine students' writing and critical thinking skills. |
|      |           |                            |  |
|      |           |                            |  |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |  | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |   |
|--|--|--|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results  |
| <b>Year: 2012-2013</b>   |  |  |   |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and (T) 100% passage rate on the examination. | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 90% passage rate. 10% required retaking the examination | Continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis. Faculty regularly attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars in addition to meeting regularly as a team to review current status, plan, and implement revisions, as needed. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |   | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results  |
| <b>Year: 2013-2014</b>   |   |  |   |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and 100% (T) 100% passage rate on the examination. | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 100 % passage rate. | Continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis. Faculty regularly attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars in addition to meeting regularly as a team to review current status, plan, and implement revisions, as needed. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |  | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |  |
|--|--|--|--|
| Outcomes   | Assessment Methods (AM) and Targets (T)                                    | Results  | Use of Results   |
| <b>Year: 2014-2015</b>   |  |  |  |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and 100 % success rate on the examination | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 100 % passage rate. | NCTRC standards were updated in 2015. In order to make certain that the student are being evaluated on the most current information in preparation for the national examination continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis will be revisited. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health |  | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS |                |
|--|--|--|----------------|
| Outcomes                                       | Assessment Methods (AM)<br>and Targets (T) | Results  | Use of Results |
|  |  |  |                |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

#### PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook

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\_\_XX\_ in informal conversations among faculty members

\_\_ Other (please specify) \_\_\_\_\_

\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Faculty attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars, meet regularly as a team to review current status, plan, and implement revisions as needed, this is done to include changes that are made periodically to the Job Tasks and Knowledge required for competent practice by the therapeutic recreation professional.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **Summary of Program Assessment**

### **PART IA: CURRENT KEY FINDINGS**

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>College/School/Unit:</b> Nursing and Allied Health |  | <b>Program Learning Outcomes:</b> Therapeutic Recreation Leisure Studies MS |                       |
|   |  |   |                       |
| <b>Outcomes</b>                                       | <b>Assessment Methods (<u>AM</u>)<br/>and Targets (<u>T</u>)</b> | <b>Results</b>  | <b>Use of Results</b> |
| <i>Year:2012-2013</i>                                 |  |   |                       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |   | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results  |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and (T) 100% passage rated on the examination. | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 90% passage rate. 10% required retaking the examination | Continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis. Faculty regularly attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars in addition to meeting regularly as a team to review current status, plan, and implement revisions, as needed. |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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| College/School/Unit: Nursing and Allied Health   |   | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results  |
| <b>Year: 2013-2014</b>   |   |  |   |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and 100% (T) 100% passage rate on the examination. | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 100 % passage rate. | Continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis. Faculty regularly attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars in addition to meeting regularly as a team to review current status, plan, and implement revisions, as needed. |

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| College/School/Unit: Nursing and Allied Health   |  | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |  |
|--|--|--|--|
| Outcomes   | Assessment Methods (AM) and Targets (T)                                    | Results  | Use of Results   |
| <i>Year: 2014-2015</i>   |  |  |  |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and 100 % success rate on the examination | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 100 % passage rate. | NCTRC standards were updated in 2015. In order to make certain that the student are being evaluated on the most current information in preparation for the national examination continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis will be revisited. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health |  | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS |                |
|--|--|--|----------------|
| Outcomes                                       | Assessment Methods (AM)<br>and Targets (T) | Results  | Use of Results |
|  |  |  |                |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

#### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
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- ☐ in departmental assessment committee meetings
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Note: The Assessment Process is described in the Program Assessment Sourcebook

)

\_\_XX\_ in informal conversations among faculty members

\_\_\_ Other (please specify) \_\_\_\_\_

\_\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Faculty attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars, meet regularly as a team to review current status, plan, and implement revisions as needed, this is done to include changes that are made periodically to the Job Tasks and Knowledge required for competent practice by the therapeutic recreation professional.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **Summary of Program Assessment**

### **PART IA: CURRENT KEY FINDINGS**

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>College/School/Unit:</b> Nursing and Allied Health |  | <b>Program Learning Outcomes:</b> Therapeutic Recreation Leisure Studies MS |                       |
|   |  |   |                       |
| <b>Outcomes</b>                                       | <b>Assessment Methods (<u>AM</u>)<br/>and Targets (<u>T</u>)</b> | <b>Results</b>  | <b>Use of Results</b> |
| <i>Year:2012-2013</i>                                 |  |   |                       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |   | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results  |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and (T) 100% passage rated on the examination. | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 90% passage rate. 10% required retaking the examination | Continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis. Faculty regularly attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars in addition to meeting regularly as a team to review current status, plan, and implement revisions, as needed. |

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| College/School/Unit: Nursing and Allied Health   |   | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results  |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |  | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS   |  |
|--|--|--|--|
| Outcomes   | Assessment Methods (AM) and Targets (T)                                    | Results  | Use of Results   |
| <b>Year: 2014-2015</b>   |  |  |  |
| <b>Outcome #1:</b><br>Candidates will demonstrate their knowledge, skills, and disposition relative to Therapeutic Recreation and Leisure Studies. | Graduate Comprehensive Exam (AM) and 100 % success rate on the examination | Candidates were assessed on knowledge of content relating to the National Council of Therapeutic Recreation Certification (NCTRC) "Job Task Analysis." The results of the graduate program comprehensive exam indicate that the candidates met 100 % passage rate. | NCTRC standards were updated in 2015. In order to make certain that the student are being evaluated on the most current information in preparation for the national examination continuous improvement on creating assessments that are aligned with the NCTRC job tasks analysis will be revisited. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health |  | Program Learning Outcomes: Therapeutic Recreation Leisure Studies MS |                |
|--|--|--|----------------|
| Outcomes                                       | Assessment Methods (AM)<br>and Targets (T) | Results  | Use of Results |
|  |  |  |                |

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**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

#### PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
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- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook



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\_\_XX\_ in informal conversations among faculty members

\_\_\_ Other (please specify) \_\_\_\_\_

\_\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Faculty attends updating certification and NCTRC job tasks related meetings, workshops, conferences, and webinars, meet regularly as a team to review current status, plan, and implement revisions as needed, this is done to include changes that are made periodically to the Job Tasks and Knowledge required for competent practice by the therapeutic recreation professional.

## PART II: PLANNING FOR NEXT COURSE OFFERING

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Nursing and Allied Health              |  | Program Learning Outcomes: Therapeutic Recreation & Leisure Studies BS  |   |
|---|--|---|---|
| Outcomes  | Assessment Methods (AM)<br>and Targets (T)             | Results   | Use of Results  |
| <i>Year: 2012-2013</i>                                      |  |   |   |
| To prepare Competent entry-level recreational therapists in | Capstone experience, full semester in clinical setting | 90 percent of the students successfully engaged in the clinical internship, meeting all required standards. 5 percent of the students | Revision of internship manual to include information specific |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |  | Program Learning Outcomes: Therapeutic Recreation & Leisure Studies BS  |  |
|--|--|---|--|
| Outcomes   | Assessment Methods (AM) and Targets (T)                              | Results   | Use of Results   |
| the cognitive knowledge), psychomotor (skills), and affective (behavior) learning domains. | under direct supervision of a certified/licensed RT.<br>Targets 100% | did not complete the internship within the set time. 5 percent had to take the class over.  | to the current digital social media and the development a confidentiality agreement while engaging in capstone experience. |
| <b>Year: 2013-2014</b>   |  |   |  |
| To prepare competent entry-level recreational therapists in                                | Capstone experience, full semester in clinical setting               | 90% of the class successfully completed the capstone experience. 10% of the class required extension of class time in the form of an incomplete grade to successfully complete the class. | Development of a completion contract, which includes a projection of schedule daily  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health  |  | Program Learning Outcomes: Therapeutic Recreation & Leisure Studies BS |  |
|---|--|--|--|
| Outcomes  | Assessment Methods (AM) and Targets (T)                              | Results  | Use of Results   |
| the cognitive knowledge), psychomotor (skills), and affective (behavior) learning domains | under direct supervision of a certified/licensed RT.<br>Targets 100% |  | time from the beginning to the end of the 14-17 weeks to complete the capstone experience. |
| Year: 2014-2015   |  |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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| College/School/Unit: Nursing and Allied Health   |  | Program Learning Outcomes: Therapeutic Recreation & Leisure Studies BS  |  |
|--|--|---|--|
| Outcomes   | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results   |
| To prepare competent entry-level recreational therapists in the cognitive knowledge, psychomotor (skills), and affective (behavior) learning domains | Capstone experience, full semester in clinical setting under direct supervision of a certified/licensed RT<br>Targets 100% | 90% of the students successfully completed the capstone project in a timely fashion. 10% required extension of time to complete the 560 hours of clinical internship. | Reinforce the commitment of time needed to complete internship during the class TRLS310.<br>Have students engage in a project that reinforces the information. |

#### PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☐ in program or department meetings devoted entirely to assessment

☐ as an agenda item in program or departmental meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook

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- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☒ Other (please specify) Electronic messaging
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Current and past assessments were used to help students adhere to course/curriculum requirements and to comprehend and adhere to changing trends academically and societally. Once students leave the academic setting for the clinical setting, independence and application of theoretical information becomes the order of the day. Most students are successful and accomplish the task set before them. When the small fraction of students are not successful review and revisions are immediately set in place. The revisions have not only help the students who were currently undoing the stressors, which prompted change, but provided support and success for the student following them. Additionally, best practices have been the guide for assessments that have led to enhancement of curricular content of Therapeutic Recreation and Leisure Studies in preparing students for professional careers that promote leisure services for persons with special needs and that prepare students for leadership in professional organizations.

**PART II: PLANNING FOR NEXT COURSE OFFERING**

Key course tasks assessed next course offering Where will you assess this task? (Course? LiveText? Instructor?) Assessment methods and tools used\* (How will you assess this student task?) Use of Assessment Results to Improve Student Learning

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

**PART III: ADDITIONAL INFORMATION (optional)**

Note: The Assessment Process is described in the Program Assessment Sourcebook

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If you have engaged in assessment activities other than those for which information is requested above, you may include information about those

## College of Sciences and Agriculture

### Summary of Program Assessment

**Cycle(s): 2013-2014, 2014-2015, 2015-2016**

|  |  |  |                |
|--|--|--|----------------|
| College/School/Unit:   |  | Program Learning Outcomes: Department of Chemistry/Bachelor Degree |                |
| The mission of the SUBR Chemistry Department is to take students coming from diverse academic backgrounds (underachievers as well as high achievers) and make them globally competitive as chemists in particular and natural scientists in general. |  |  |                |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets (T) | Results  | Use of Results |
| Outcome 1  |  |  |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |  |   |
|---|--|--|---|
| <p><b>Proficiency in Chemistry:</b><br/>Students will demonstrate a mastery of the fundamental concepts of chemistry, as well as they will obtain mastery of the skills necessary for chemical manipulation through laboratory experimentation.</p> | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1)! Performance in General Chemistry, Organic Chem., Quantitative Analysis, Physical Chem., Biochemistry, Inorganic, and Instrumental Analysis</li> <li>2)! Departmental Comprehensive.</li> <li>3)! Completion the American Chemical Society (ACS) Certified Curriculum.)</li> <li>4)! Successful acceptance into a ternary degree program in chemistry.</li> </ol> <p><b>(T)</b><br/>At least 80% of students will achieve Outcome</p> | <ol style="list-style-type: none"> <li>1)! 80% of our undergraduates demonstrated functional competence in the core areas: General Chemistry, Organic Chem., Quantitative Analysis, Physical Chem., and Inorganic Chem.</li> <li>2)! 100% of our undergraduates passed the Departmental Comprehensive. This exam consists of the above mentioned core areas.</li> <li>3)! 80% of our undergraduates completed the ACS certified curriculum. 100% of undergraduates applied to a graduate program. 75% of our undergraduates were accepted.</li> <li>4)!</li> </ol> | <p>The department conducted a workshop that focused on the improvement of lecture instruction. As a result of this workshop, it was determined that students should be provided with online material such as homework and quizzes that re-enforced material that was presented in lecture. As well, this online content should be graded.</p> |
|---|--|--|---|

|  |  |         |                |
|--|--|---------|----------------|
| College/School/Unit:   | Program Learning Outcomes: Department of Chemistry/Bachelor Degree |         |                |
| The mission of the SUBR Chemistry Department is to take students coming from diverse academic backgrounds (underachievers as well as high achievers) and make them globally competitive as chemists in particular and natural scientists in general. |  |         |                |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )          | Results | Use of Results |
| Outcome 2  |  |         |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |   |
|--|---|---|---|
| <p><b>Proficiency in Critical Thinking:</b></p> <p>Students will demonstrate the development of critical and analytical thinking skills through core area laboratory experiences as well as Senior Research (422\423).</p> | <p><b>(AM)</b></p> <p>1)! Mastery of analytical technique/methods in the core area laboratories. (e.g. designing experiments, properly constructing experimental apparatus, and properly recording experimental data.) Develop a working understanding of the operation, manipulation, and interpretation of the essential instrumentation in the chemical sciences such as Infrared Spectroscopy, Mass Spectroscopy, and Nuclear Magnetic Spectroscopy.</p> <p>2)! Performance in Senior Research.(422\423)</p> <p>3)! Honors Thesis Research Defense (when applicable)</p> <p><b>(T)</b></p> <p>At least 80% of students will achieve Outcome</p> | <p>1)! 100% of undergraduates demonstrated a mastery of analytical techniques/methods in the core area laboratory courses.</p> <p>2)! Over 90% of undergraduates developed a working knowledge of the essential instrumentation in the chemical sciences.</p> <p>3)! 100% of undergraduates successfully performed Senior Research.</p> | <p>1) Research advisors have been advised to encourage students to work more independently so that they may develop critical thinking skills.</p> <p>2) More use of instrumentation is being incorporated into the core areas of instruction.</p> |
|--|---|---|---|

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit:   |  | Program Learning Outcomes: Department of Chemistry/Bachelor Degree  |   |
|--|--|---|---|
| The mission of the SUBR Chemistry Department is to take students coming from diverse academic backgrounds (underachievers as well as high achievers) and make them globally competitive as chemists in particular and natural scientists in general. |  |   |   |
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results   | Use of Results  |
| Outcome 3  |  |   |   |
| <b>Proficiency in Written and Oral Communication:</b><br>Students will demonstrate effective communication through oral and written communication by writing reports and making oral presentations.  | (AM)<br>1)! Receive a Pass on the university Writing Proficiency examination.<br>2)! Performance on core area laboratory reports reporting Summer Research<br>3)! Performance on “The Senior Research Paper and Presentations”.<br>4)! Honors Thesis (when applicable)<br><br>(T)<br>At least 80% of students will achieve Outcome . | 100% of undergraduates successfully passed the Writing<br>1)! Proficiency Exam.<br>100% of undergraduates made technical presentations (oral) of their Senior Research.<br>2)! 100% of our undergraduates who were members of the Honors<br>3)! College successfully completed their Honors Theses. | As result, the Chemistry faculty are continuing to incorporate written as well as oral communication into the core areas of chemical education. |

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Full\$Grasp\$

Note: The Assessment Process is described in the Program Assessment Sourcebook

# Unit 1 Chapter 1

| Topic   | Count |
|---|-------|
| Convert between the Temperature Scales: Fahrenheit, Celsius, and Kelvin | 2     |
| Report Scientific Measurements to the Correct Digit of Uncertainty      | 2     |
| Use Conversion Factors  | 3     |
| Work with Significant Figures   | 3     |
| Calculate the Density of a Substance                                    | 4     |
| Solve Problems Involving Equations                                      | 4     |
| Determine Physical and Chemical Changes and Properties                  | 8     |

86

Unit!1!Chapter!2!

!

## Assessment!

Use!the!Law!of!Definite!Proportions!

Use!the!Law!of!Multiple!Proportions!

## Predict!the!Charge!of!Ions!

## Work with Atomic Numbers, Mass Numbers, and Isotope!

Symbols! 9! 82.1! 73.6! Calculate!Atomic!Mass! 9! 65.8! 67.1! Convert!between!Mass!and!Amount!(in!Moles)!

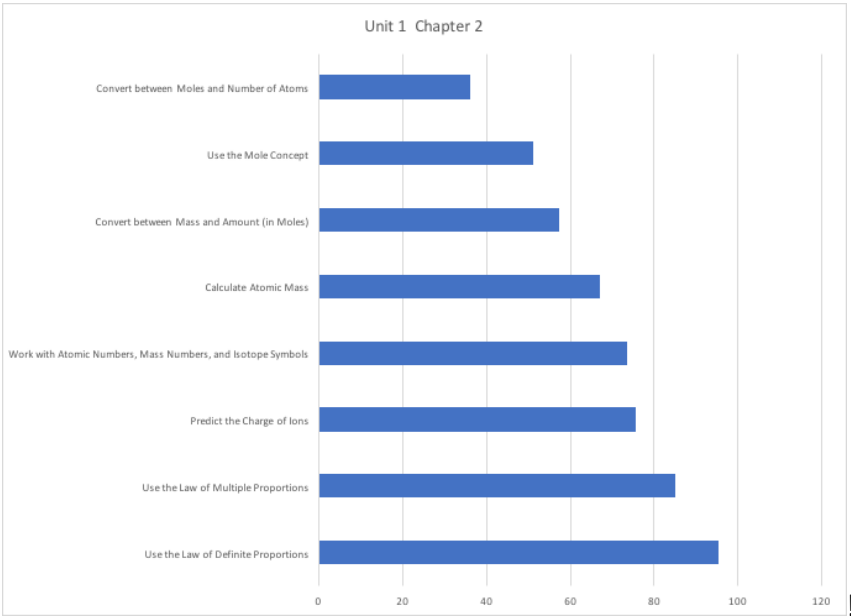
6! 69.2! 57.3! Use!the!Mole!Concept!7! 58.2! 51.1!

## Convert between Moles and Number of Atoms

!!

| Learning Outcomes | # of Items      |
|-------------------|-----------------|
| % Complete        | % Average Score |

|                    |       |       |               |
|--------------------|-------|-------|---------------|
| 2!                 | 92.3! | 95.3! | Full\$Grasp\$ |
| 4!                 | 92.3! | 85!   | Full\$Grasp\$ |
|                    |       |       | Full\$Grasp\$ |
| 7!                 |       |       |               |
|                    |       |       | Full\$Grasp\$ |
| Amount!(in!Moles)! |       |       | Full\$Grasp\$ |
|                    |       |       | Moderate\$    |
|                    |       |       | Moderate\$    |
|                    |       |       | Moderate\$    |



Unit 2 Chapter 3

Learning Outcomes

# of Items

% Complete

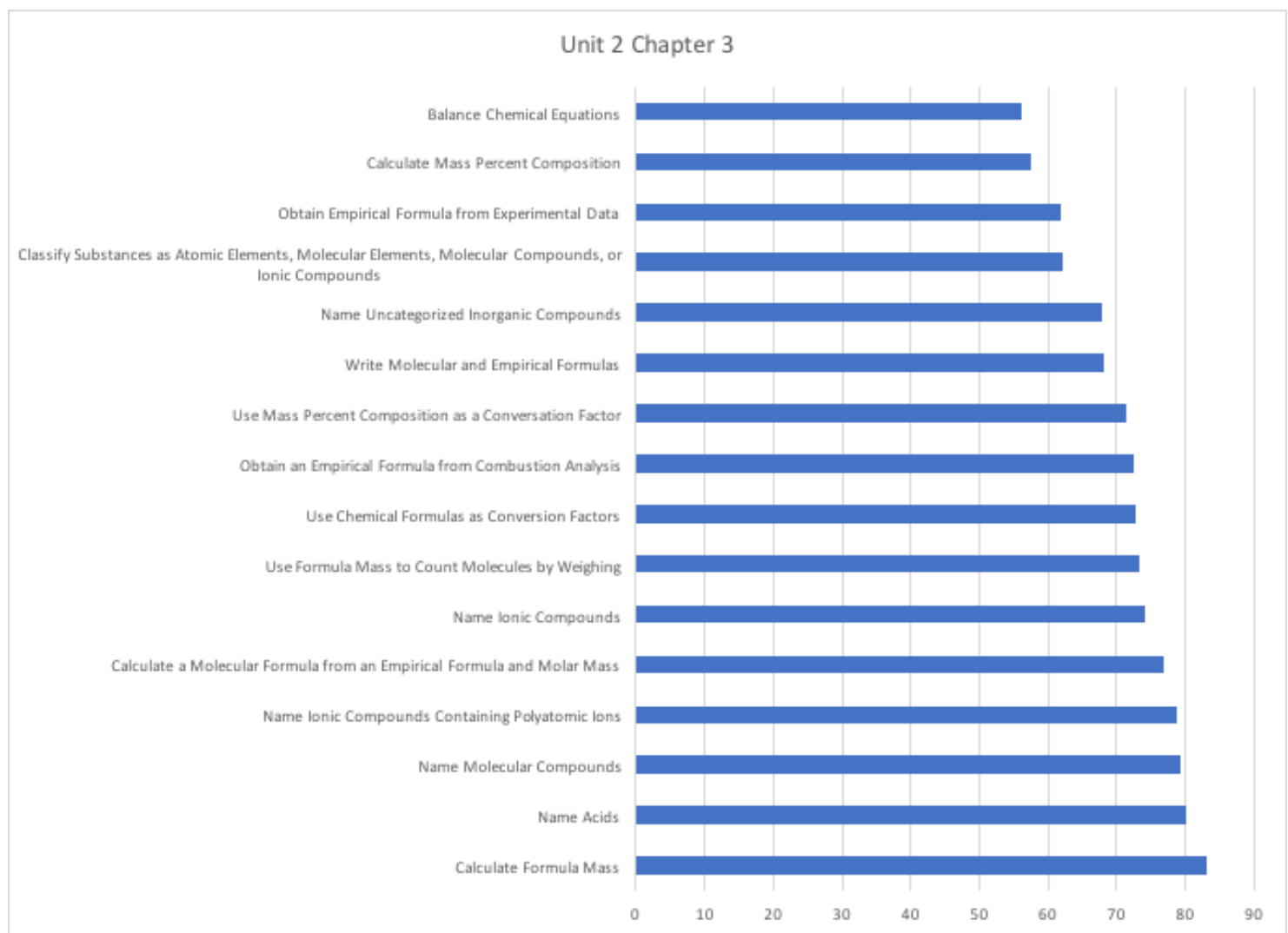
% Average Score

Assessment

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |               |
|---|---------------|
| alculate!Formula!Mass! 4! 78.8! 83.2! Name!Acids! 8! 70.2! 80.2! Name!Molecular!Compounds! 4! 78.8! 79.4!                       | Full\$Grasp\$ |
| Name!Ionic!Compounds!Containing!Polyatomic!Ions! 14! 81.9! 78.7! alculate!a!Molecular!Formula!from!an!Empirical!! 2! 96.2! 77!  | Full\$Grasp\$ |
| ormula!and!Molar!Mass!  | Full\$Grasp\$ |
| Name!Ionic!Compounds! 13! 81.1! 74.2! Use!Formula!Mass!to!Count!Molecules!by!Weighing! 9! 76.9! 73.3!                           | Full\$Grasp\$ |
| Use!Chemical!Formulas!as!Conversion!Factors! 1! 76.9! 72.7! Obtain!an!Empirical!Formula!from!Combustion!Analysis! 1! 100! 72.4! | Full\$Grasp\$ |
| Use!Mass!Percent!Composition!as!a!Conversation!Factor! 9! 76.9! 71.4! Write!Molecular!and!Empirical!Formulas! 4! 98.1! 68.1!    |               |
| Name!Uncategorized!Inorganic!Compounds! 4! 71.2! 67.8! lassify!Substances!as!Atomic!Elements,!Molecular!! 9!                    | Full\$Grasp\$ |
| 93.2! 62.2! lements,!Molecular!Compounds,!or!Ionic!Compounds!   | Full\$Grasp\$ |
| Obtain!Empirical!Formula!from!Experimental!Data! 8! 85.6! 61.8! alculate!Mass!Percent!Composition! 3! 79.5!                     | Full\$Grasp\$ |
| 57.6!   | Full\$Grasp\$ |
| alance!Chemical!Equations!  | Full\$Grasp\$ |
| !   | Full\$Grasp\$ |
| !   | Full\$Grasp\$ |
|   | Moderate\$    |
|   | Moderate\$    |
|   | Moderate\$    |
|   | Moderate\$    |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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Note: The Assessment Process is described in the Program Assessment Sourcebook

## Unit 2 Chapter 4

|   |            |            |                 | Full Grasp   |
|---|------------|------------|-----------------|--|
|   |            |            |                 | Full Grasp   |
|   |            |            |                 | Moderate   |
|   |            |            |                 | Moderate   |
|   |            |            |                 | Moderate   |
|   |            |            |                 | Moderate   |
|   |            |            |                 | Moderate   |
|   |            |            |                 | Unfamiliar   |
|   |            |            |                 | Unfamiliar   |
|   |            |            |                 | Unfamiliar   |
| Learning Outcomes   | # of Items | % Complete | % Average Score | Assessment   |
| Calculate using the Stoichiometry of a Reaction                               | 17         | 86         | 82.6            |  |
| Determine the Limiting Reactant and Calculating Theoretical and Percent Yield | 20         | 69.6       | 70.3            |  |
| Predict whether a Compound is Soluble   | 3          | 46.2       | 54.7            | Write Equations for Acid-Base Reactions                |
| Write Equations for Gas-Evolution Reactions                                   | 1          | 76.9       | 48.6            | Use Solution Stoichiometry to Find Volumes and Amounts |
| Write Equations for Precipitation Reactions                                   | 4          | 55.8       | 37.4            | Calculate and Use Molarity as a Conversion Factor      |
| Determine Solution Dilutions  | 3          | 69.2       | 22.3            | Write Complete Ionic and Net Ionic Equations           |

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Note: The Assessment Process is described in the Program Assessment Sourcebook



Note: The Assessment Process is described in the Program Assessment Sourcebook



## Unit 3 Chapter 5!

| Learning Outcomes!   | # of Items! | % Complete! | % Average Score! | Assessm   |
|--|-------------|-------------|------------------|---|
| Relate Volume and Pressure: Boyle's Law!   | 6!          | 74.4!       | 80!              |   |
| Relate the Density of a Gas to It's Molar Mass!  | 2!          | 69.2!       | 78.9!            | Convert between Pressure Units!                   |
| Calculate the Molar Mass of a Gas with the Ideal Gas Law!                              | 3!          | 69.2!       | 74.4!            |   |
| Relate Volume and Temperature: Charles's Law!  |             |             | 4!               | 75!   |
| Determine Pressure, Volume, Number of Moles, or Temperature Using the Ideal Gas Law!   | 4!          | 75!         | 65.7!            | Calculate the Root Mean Square Velocity of a Gas! |
| Calculate the Effusion Rate or the Ratio of Effusion Rates of Two Gases!               |             |             | 5!               | 83.1!   |
| Relate Volume and Moles: Avogadro's Law!   |             |             | 4!               | 75!   |
| Calculate Total pressure, Partial Pressures, and Mole Fractions of Gases in a Mixture! |             |             | 3!               | 64.1!   |
| Relate the Amounts of Reactants and Products in Gaseous Reaction: Stoichiometry!       | 3!          | 74.4!       | 52.4!            |   |

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## Unit 3 Chapter 6!

Note: The Assessment Process is described in the Program Assessment Sourcebook

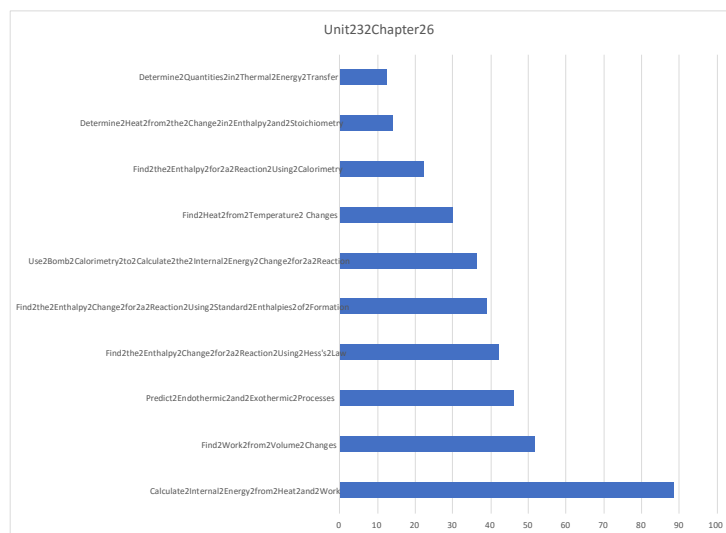
| Learning Outcomes  | # of Items | % Complete | % Average Score |
|--|------------|------------|-----------------|
| Calculate Internal Energy from Heat and Work                                   | 1          | 84.6       | 88.5            |
| Predict Endothermic and Exothermic Processes                                   | 2          | 38.5       | 46.2            |
| Find the Enthalpy Change for a Reaction Using Hess's Law                       | 2          | 30.8       | 42.3            |
| Find the Enthalpy Change for a Reaction Using Standard Enthalpies of Formation | 5          | 35.4       | 39              |
| Use Bomb Calorimetry to Calculate the Internal Energy Change for a Reaction    | 1          | 23.1       | 36.2            |
| Find Heat from Temperature Changes   | 2          | 61.5       | 30.1            |
| Determine Heat from the Change in Enthalpy and Stoichiometry                   | 2          | 34.6       | 14.2            |
| Determine Quantities in Thermal Energy Transfer                                | 4          | 57.7       | 12.4            |
| !!!  |            |            |                 |

|             |
|-------------|
| Full\$Grasp |
| Moderate\$  |
| Moderate\$  |
| Moderate\$  |
| Moderate\$  |
| Moderate\$  |
| Moderate\$  |
| Unfamiliar  |
| Unfamiliar  |
| Unfamiliar  |
| Unfamiliar  |

## Unit 4 Chapter 7!

% Average Score!

Assessment!



Learning Outcomes!

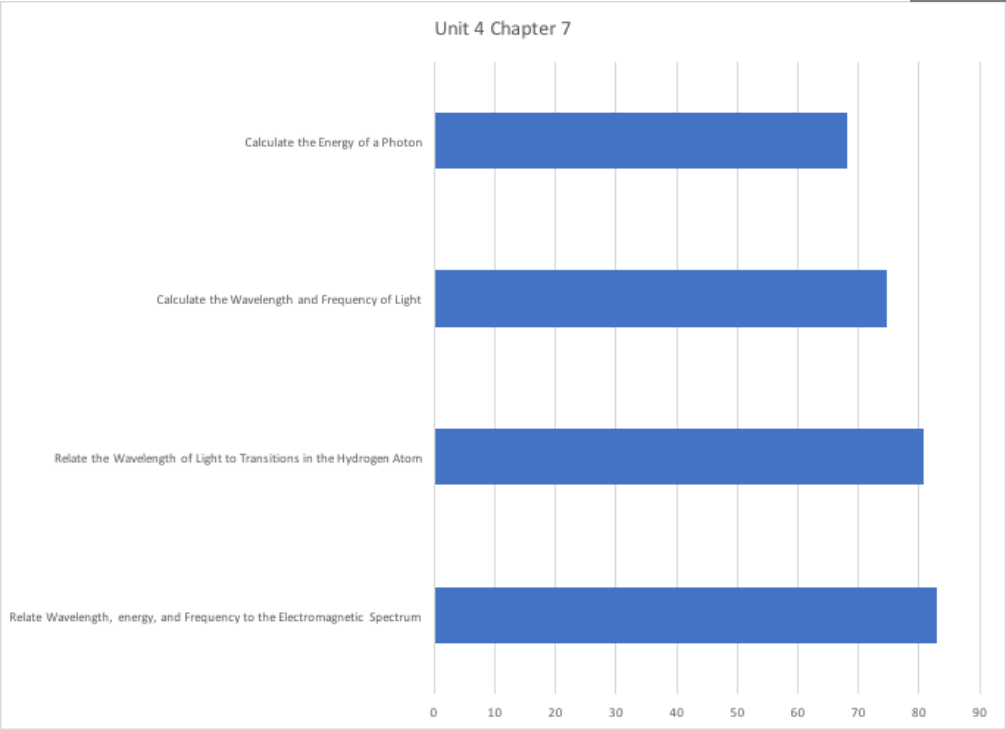
# of Items!

% Complete!

Note: The Assessment Process is described in the Program Assessment Sourcebook

Relate Wavelength, energy, and Frequency!! to the Electromagnetic Spectrum! 2! 53.8!  
83!  
Relate the Wavelength of Light to Transitions!! in the Hydrogen Atom! 1! 53.8! 80.7!  
Calculate the Wavelength and Frequency of Light! 4! 61.5! 74.7!  
Calculate the Energy of a Photon! 1! 61.5! 68.2!  
!!

|               |
|---------------|
| Full\$Grasp\$ |
| Full\$Grasp\$ |
| Full\$Grasp\$ |
| Full\$Grasp\$ |



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Summary of Program Assessment

PART IA: CURRENT KEY FINDINGS

|   |   |
|---|---|
| College/School/Unit: Family and Consumer Sciences | : |
| Program Learning Outcome                          |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| Outcomes   | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results  |
|--|--|---|---|
| <i>Year: 2012 - 2013</i>   |  |   |   |
| <p>Students will demonstrate foundation knowledge and skills in their Family and Consumer Science program area.</p> <p>Students will demonstrate the ability to engage in research aimed at improving the quality of life.</p> <p>Students will demonstrate leadership ability in their program activities</p> | <p>FCSC 354 Apparel Production and Promotion a written assignment was given. Assessment rubrics were used to rate the students performance on the assignment.</p> <p>FCSC 351History of Fashion students were assigned a research paper. Assessment rubrics were used to rate the students performance on the assignment.</p> <p>FCSC 332 - Human Nutrition and FCSC 346 - Food Service Management - Base knowledge in Human Nutrition and Food was assessed using oral quizzes and written reports. Student performance was assessed using rubrics.</p> <p>FCSC 375 - Child Development - Students were evaluated on their ability to communicate their basic knowledge of child development by doing and oral presentations. The presentations were scored using a rubric.</p> | <p>All FCSC 354 Apparel Production and Promotion students met the target performance by scoring 70% or above on all of the assignment criteria. Twenty-five percent of the students did not meet the target for writing the purpose of the magazine advertising. The lowest score on an individual criterion of the assignment was 75% on adequate information in the advertisement.</p> <p>FCSC 351History of Fashion results showed students adequately completed the assignment. Grammatical errors were present, but the instructor did not measure that aspect of the writing directly. Questionable research methods may have been present. Sentence complexity exceeded the student's typical sentence structure may have been indicative of plagiarism from</p> | <p>Current strategies for the FCSC 354 Apparel Production and Promotion class will be maintained. Emphasis will be made on identification of the target audience so that students can understand the purpose of developing a particular advisement. More time will be spent on teaching students about the copy section of print advertisement.</p> <p>Results from 351 History of Fashion showed a high failure rate on most of the abstract aspect of the assignment. These results indicates that greater emphasis should be placed on cultural analysis throughout the course to better prepare the students to write their own brief cultural comparison in the context of the assignment. A formal citation requirement should be imposed to help discourage verbatim text insertions and to check whether it has occurred.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |   |
|--|---|---|---|
|  | <p>Practicum: Teaching Young Children, FCSC 478 - Research ability was assessed through a portfolio assignment. The portfolios were assessed using rubrics.</p> <ol style="list-style-type: none"> <li>1. Assessment of student readiness for field placement</li> <li>2. Basic Skills Assessment</li> <li>3. Students are required to seek membership in CHDV related professional organizations</li> <li>4. Evaluation of verbal competencies;</li> <li>5. CHDV Lab evaluation and external placements</li> <li>6. Internal and External Student Evaluation</li> <li>7. Final Practicum Portfolio</li> </ol> <p><b>Targets</b></p> <p>A score of 70% on assessments measured the knowledge base in the discipline. All students will achieve this minimum on all assessments.</p> <p>A score of 75% on assessments measuring research ability in the discipline. All students will achieve this minimum on all assessments.</p> <p>A score of 80% or more on all measures of leadership ability. All students will achieve this target.</p> | <p>on-line sources.<br/>FCSC 332 and 346 - More than 80% of the students achieved the target for learning outcome 1.</p> <p>FCSC 375 - Child Development - Many students lacked in their abilities to effectively communicate information contained in their research projects. For the purposes of this analysis administrative components of the evaluation were omitted. Copies of actual presentation rubrics, as scored are provided. Originals documents are returned to students.</p> <p>Each student was allowed some level of constructive creativity in the development of final portfolio. Many students score within a successful range, but there is a great need for improvement in usage of knowledge obtained throughout their matriculation.</p> <p>All students fully achieved Outcome 3.</p> | <p>FCSC332: Food intake assessment project will be redesigned to improve assessment proficiency</p> <p>FCSC 346: Conduct oral quizzes more often and not limit the subject matter to just terms.</p> <p>FCSC 375 - Child Development - More frequent assessment of student research skills and abilities so that they can obtain a more broad knowledge of FCS concepts and be able to adequately report when requested or required.</p> <p>Seminar class now focuses more on knowledge usage and there will be multiple assessments prior to the completion of the comprehensive examination on first attempt.</p> <p>Further enhancement of field activities is needed. Currently, funding has been obtained to open an on-site Child Development Center to prepare students more thoroughly by providing them with experiential learning activities in all classes in a more controlled environment.</p> |
|--|---|---|---|

Note: The Assessment Process is described in the Program Assessment Sourcebook

*Year: 2013 - 2014*

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |  |
|--|---|---|--|
| <p>Students will demonstrate foundation knowledge and skills in their Family &amp; Consumer Sciences program area.</p> <p>Students will demonstrate the ability to engage in research aimed at improving the quality of life_</p> <p>Students will demonstrate leadership ability in their program activities.</p> | <p>FCSC 220 - Fundamentals of Food: Students were assigned a semester written report to assess their knowledge of the principles of food science and nutrition. An assessment rubric was used to rate the students' performance on the assignment.</p> <p>FCSC 250: Principles of Art and Design: Students completed an inspiration project via Pinterest. A rubric was used to assess the project.</p> <p>FCSC 304- Fashion Merchandising: Students were required to complete a merchandising project. A rubric was used to assess student projects .</p> <p>FCSC 309 -Apparel Selection: Student wrote an analysis of the wardrobe of another person, and presented an analysis of 5 outfits from their own wardrobe to the class to demonstrate their understanding of sociopsychological, aesthetic, and practical significance of wardrobe choice. An assessment rubric was used to assess students' performance on the project.</p> | <p>FCSC 220 - Fundamentals of Food: 100 %of students were proficient in most areas assessed (menu, equipment, time sequence, style of service, attractiveness to table, the actual meal, recipe and formatting/grammar). However, only 50% of students got acceptable scores for ' costing' and 'market order' and all students received scores below 70% in the 'references' criteria.</p> <p>FCSC 250: Principles of Art and Design: The students met expectations but the lack of familiarity with the digital tool limited instances of exceptional work. Exposing them earlier in the semester to the tool helped year or year performance though.</p> <p>FCSC 304- Fashion Merchandising: Eighty seven (87%) of the students attained the benchmark of 70% on the assessment while 13% did not attain the mark. Further analysis revealed that 26 % of the students obtained an acceptable score of about 70% while 61% has a score of good or excellent. Analysis of specific rubric items showed that students performed well on understanding the target, market merchandise strategy, and retailing and promotion strategy.</p> | <p>FCSC 220 - Fundamentals of Food: Emphasis for improvement in these areas will be done in fall 2014 for FCSC 220- Fundamentals of Food.</p> <p>FCSC 250: Principles of Art and Design: More time was given to demonstrating Polypore technique and the assignment was performed later in the semester.</p> <p>FCSC 351- 351History of Fashion. of the assignment. A formal citation requirement should be imposed to help discourage verbatim text insertions and to check whether it has occurred.</p> <p>FCSC 354 Apparel Production and Promotion: Current strategies will be maintained. Emphasis will be made on identification of the target audience so that students can understand the purpose of developing a particular advertisement. More time will be spent on teaching students about the direct advertising section of outdoor, Internet, and e-mail advertising.</p> <p>FCSC 336: Nutrition and Human Growth and Development: Students will be encouraged to follow the specified guidelines.</p> <p>FCSC 346: Current strategies will be maintained.</p> |
|--|---|---|--|

Note: The Assessment Process is described in the Program Assessment Sourcebook

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Note: The Assessment Process is described in the Program Assessment Sourcebook



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|--|---|--|--|
|  | <p>FCSC 336 - Nutrition and Human Growth and Development: A research paper was assigned to the students. An assessment rubric was used to assess their performance on the assignment.</p> <p>FCSC 346- Food Service Management: Assessment 1: Students were required to apply the course information by developing a food service operation. The project was presented orally. An oral and content presentation rubric was used to assess student performance on the assigned project.</p> <p><u>Assessment 2:</u> Students were assigned case studies. A rubric was used to assess their performance.</p> <p>FCSC 351History of Fashion students were assigned a research paper. Assessment rubrics were used to rate the students' performance on the assignment.</p> <p>FCSC 410 -Advanced Nutrition: Students completed a research paper. Their work was assessed using a rubric.</p> | <p>They however performed poorly on the item related to the sourcing strategy with 69% of the students attaining the target.</p> <p>FCSC 309 - Apparel Selection: Three fifths 3/5 of the assessed students scored in the excellent to good range. Less than 10% scored in the weak to unacceptable range.</p> <p>FCSC 336: Nutrition and Human Growth and Development: The results indicated that 75 % of the students demonstrated skills for developing a research paper following the specific guidelines.</p> <p>FCSC 346 - Food Service Management:</p> <p>All students attained the target.</p> <p>FCSC 351History of Fashion: Eightyfive (85%) of the students scored favorably in historical research. Only 23% achieved acceptable scores on the cultural analysis.</p> <p>FCSC 354 Apparel Production and Promotion most students met the target for the assessment by scoring 70% and above and on all criteria for the assignment. Twenty-seven percent of students did meet the target for writing the purpose and presentation of their magazine advertising.</p> | <p>FCSC 410 -Advanced Nutrition: Appropriate readings and class room discussion on professional delivery techniques should be included in the course to better prepare students in this area of deficit. psychological aspects of clothing will be emphasized before projects are assigned.</p> <p>FCSC 439 - Nutrition Communications: Teaching techniques for improvement in these</p> <p>FCSC 412 -Apparel and Human Behavior: Non-majors are the majority in the class. The project will be simplified to make it less abstract. Basic content in socio- areas will be reviewed and implemented for spring 2015.</p> <p>FCSC 444- Apparel Marketing and Analysis: This course will maintain current strategies. The instructor will provide additional in-class activity works to students. Findings indicate that all students performed well on five assessment measures (Mathematical Knowledge/Understanding, Calculation, Decimal System, Use of Technology, and Presentation).</p> <p>FCSC 483 - Consumer Issues: The instructor will continue to emphasize knowledge, comprehension and analytical skills to ensure that students fully understand and master the concepts.</p> |
|--|---|--|--|

Note: The Assessment Process is described in the Program Assessment Sourcebook

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|--|---|---|--|
|  | <p>FCSC 354 Apparel Production and Promotion: Students created a magazine advertisement to demonstrate their knowledge of apparel promotion. An assessment rubrics were used to rate the students' performance on the assignment.</p> <p>FCSC 412 - Apparel and Human Behavior: Students were required to complete a dress analysis. A rubric was used to assess the project.</p> <p>FCSC 439 - Nutrition Communications: Students completed a research paper. Their work was assessed using a rubric.</p> <p>FCSC 444 - Apparel Marketing and Analysis: Students completed a mathematical knowledge project. This assignment had five assessment measures: Mathematical Knowledge/Understanding, Calculation, Decimal System, Use of Technology, and Presentation. The instructor carefully checked the retail formulas (such as, unit cost, retail price, markup, and markdown) and answers. All students did excellent works.</p> <p>FCSC 483 - Consumer Issues: Students were assigned a written paper as a semester project.</p> | <p>However, most students exceeded the target performance on various items of the assessment.</p> <p>FCSC 332 and 346 - More than 80% of the students achieved the target for learning outcome 1.</p> <p>FCSC 410 -Advanced Nutrition: Students in FCSC 410 achieved 70% and better in all focus areas excepting in the area of 'tone'. The tone needed to be 'consistently professional and appropriate for an academic term paper'. 66% of the students achieved 'proficient' or higher in this area, but 33% achieved 'partially proficient'.</p> <p>FCSC 412 -Apparel and Human Behavior: Most students did not meet the criteria and were weakest in the overall quality of their project.</p> <p>FCSC 439 - Nutrition Communications: The data assessed indicated that 100 %of the students were proficient in all the focus areas, as detailed by the rubric used. Although 70% of students got acceptable scores for 'tone', 'quality of references', and 'sentence structure'.</p> <p>FCSC 444 - Apparel Marketing and Analysis: Findings indicated that all students performed well on five assessment measures</p> | <p>For students who do not meet the standards, extra tutoring by instructor and classmates will be implemented. To improve on the synthesis and evaluation, the instructor will spend additional time in explaining and also institute extra assignments to sharpen their skills.</p> <p>FCSC 497 - Special Topics in Family &amp; Consumer Sciences: The result indicated that most students met the target for the assessment by scoring 70% and above. Students exceeded the target performance on various items of the assessment. They worked hard on their project, and they had a good job in sewing and patterns making.</p> <p>FCSC 302 - Apparel Construction and Evaluation: Most current strategies will be maintained. Based on the findings of this assessment, the instructor will give the practicing assignments of zipper and waist shape or waist line in class. Hence, students can receive more feedback so that they can reach the good or excellent level of sewing skills.</p> <p>FCSC 332: Human Nutrition: Most of the current strategies will be maintained with more clarification of instructions and training on writing skills. Use of the APA style will also be reinforced.</p> <p>FCSC 405 -Textile Evaluation: Current strategies will be maintained.</p> |
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|--|---|---|---|
|  | <p>A rubric was used to assess their performance on this project.</p> <p><b><u>Indirect Assessment Methods</u></b></p> <p>FCSC 351 History of Fashion students were assigned a research paper. Assessment rubrics were used to rate the students' performance on the assignment.</p> <p>FCSC 410 -Advanced Nutrition: Students completed a research paper. Their work was assessed using a rubric.</p> <p>FCSC 354 Apparel Production and Promotion: Students created a magazine advertisement to demonstrate their knowledge of apparel promotion. An assessment rubrics were used to rate the students' performance on the assignment.</p> <p>FCSC 412 - Apparel and Human Behavior: Students were required to complete a dress analysis. A rubric was used to assess the project.</p> <p>FCSC 439 – Nutrition Communications: Students completed a research paper. Their work was assessed using a rubric.</p> | <p>(Mathematical Knowledge/ Understanding, Calculation, Decimal System, Use of Technology, and Presentation). Some students had a minor mistake in calculation area.</p> <p>FCSC 483 - Consumer Issues: Data show that 100 percent of the students were able to check and record the stock prices, 53 percent comprehended or possessed ability to clarify the transactions (buying and selling of stocks and calculating profits or loss), 37 percent had partial comprehension and 9 percent did poorly. Ninety-six percent (96%) mastered the technique of graphing, 56 percent were proficient in the descriptive aspect while 40 percent were partially proficient.</p> <p>FCSC 302 - Apparel Construction and Evaluation: The results indicated that all students met the target for the assessment by scoring 70% and above. Most students worked hard to improve their sewing skills. Some students exceeded the target performance on various items of the assessment. The instructor will clearly explain the criteria of sewing techniques to the class.</p> | <p>FCSC 422- Experimental Study of Foods: Emphasis for improvement in the deficient areas will be done in spring 2015.</p> <p>FCSC 429: Seminar in Food Nutrition and Dietetics: Current strategies will be maintained.</p> <p>FCSC 442: Global Trends in Apparel Buymanship: Current strategies will be maintained.</p> <p>FCSC 497 -Special Topics in Family &amp; Consumer Sciences: This course will maintain current strategies. Based on the findings of this assessment, the instructor will give more time to practice the serge and sewing. Therefore, students are able to reach the excellent level of sewing skills.</p> <p>FCSC 307 -Computer Applications in Design: The plan is to maintain current strategies and to emphasize the importance of attendance throughout the semester. More time will be devoted to teaching about setting up displays.</p> |
|--|---|---|---|

Note: The Assessment Process is described in the Program Assessment Sourcebook

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |  |
|--|---|---|--|
|  | <p>FCSC 444 - Apparel Marketing and Analysis: Students completed a mathematical knowledge project. This assignment had five assessment measures:<br/>Mathematical Knowledge/Understanding, Calculation, Decimal System, Use of Technology, and Presentation. The instructor carefully checked the retail formulas (such as, unit cost, retail price, markup, and markdown) and answers. All students did excellent works.</p> <p>FCSC 483 - Consumer Issues: Students were assigned a written paper as a semester project. A rubric was used to assess their performance on this project.</p> <p><b>Targets</b></p> <p>A score of 70% on assessments measuring base knowledge in the discipline_ All students will achieve this minimum on all assessments.</p> <p>FCSC 302 - Apparel Construction and Evaluation: Students made a sample mini skirt to demonstrate their mastery of basic sewing skills and techniques required for fitting, altering, cutting and sewing professionally made garments.</p> <p>A rubric was used to assess their</p> | <p>FCSC 332- Human Nutrition: In the assessment of section-1, 100% of the students assessed attained a score of at least 70% or more. The major problems identified were in the organization of thoughts as well as the use and documentation of references in APA writing style (69% had unacceptable scores in APA writing style). I would attribute most of this to a lack of using posted resource materials and following instructions.</p> <p>In the assessment of section-2, only 91% of the students assessed attained a score of at least 70% or more. The major problems identified were in the organization of thoughts as well as the use and documentation of references in APA writing style (63% had unacceptable scores in APA writing style). I would attribute most of this to a lack of using posted resource materials and following instructions.</p> <p>FCSC 405 -Textile Evaluation: In the formative assessment, only 2 (29%) students out of the 7 assessed attained a score of 70%. Major problems were identified in writing of abstracts, results, discussion, conclusions, and referenced. After intervention, the summative assessment all students assess (6) had a score of 80 and above on the assessment. Improvement occurred on all items of the assessment rubric.</p> |  |
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|  | <p>sewn project.</p> <p>FCSC 332 - Human Nutrition: Students were required to review current nutrition research findings on "Dietary Supplements, Pros or Cons". A rubric was used to conduct an objective assessment students' performance on the paper.</p> <p>FCSC 405 -Textile Evaluation: Students were required to conduct textile testing experiments according standard test methods and to write laboratory reports. For this class, a formative assessment was carried out to assess their current competence. A thorough review of their reports was done and students received further training on writing laboratory reports. A formative assessment was conducted to assess improvement. The same rubric was used to do the formative and summative assessment.</p> <p>FCSC 422-01 - Experimental Study of Foods: A semester research project report measuring the criteria, 'title and formatting, abstract, introduction, objectives, methodology, results, discussion, conclusion and references'. Student performance was assessed using a rubric.</p> | <p>FCSC 422-01 Experimental Study of Foods: The data suggest that 80 - 100% of students were proficient in most areas assessed (formatting/grammar, introduction, objectives, methodology, results and conclusion). The benchmark of 75% was not achieved for other criteria measured; 72% of students got acceptable scores for 'abstract', 72% for 'discussion', 54% for 'references', and 72% for spelling/grammar. However, the percentage of students who got acceptable scores for 'abstract' increased to 28% when compared to spring 2013. Similarly, five percent more students received acceptable scores for 'discussion' when compared to spring 2013</p> <p>FCSC 429 - Seminar in Food, Nutrition and Dietetics: Eighty-three percent of the students submitted projects that received a grade of 100%. Seventeen percent of the students received a grade of 70%. This activity enabled the student t o develop beginning skill in reading and interpreting scientific literature.</p> <p>FCSC 442 -Global Trends in Apparel Buymanship:<br/>Assessment 1: All students (100%) in the class attained a composite score of 70% on this assessment (research paper). Twenty five percent of the students</p> |  |
|--|--|--|--|

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  | barely attained the benchmark of 70%. |  |
|--|--|---------------------------------------|--|

Note: The Assessment Process is described in the Program Assessment Sourcebook

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  | <p>FCSC 429 - Seminar in Food, Nutrition and Dietetics: Students were required to make a presentation after researching professional literature. A rubric was used to assess their performance.</p> <p>FCSC 442 -Global Trends in Apparel Buymanship: Assessment 1: Students were required to complete a research project on retailing in an assigned or selected foreign country. A written paper was submitted. A rubric was used to assess student projects .</p> <p>Assessment 2: Students were required to do a 30 minute presentation on retailing on the country selected. A rubric was used to assess the presentations.</p> <p><b>Targets</b></p> <p>A score of 70% on assessments measuring ability to engage in research in the discipline. All students will achieve this minimum on all assessments.</p> <p>FCSC 307 Computer Application in Design; Students were given a major computer-aided design showcase assignment. Assessment rubrics were used to rate the students' performance on the project.</p> | <p>Further analysis of specific rubric items showed that all students attained a score of good to excellent on content, organization and length of their paper. However, no students attained an acceptable score on use of references. Lower scores were also observed in the correct uses of grammar.</p> <p>Assessment 2: All students attained a score of 70 and above on their presentation. Twenty five (25%) of the students had an acceptable score on the eye contact component of delivery. Scores on items measuring delivery were lower than for those measuring content.</p> <p>Sixty-nine percent (69.23%) of students assessed attained a score of 70%. Of the 69%, only one student has a score of below 80%. Thirty one (30.76%) of the students did not attain</p> <p>70% on the assessment. This is a major decline from the last assessment in 2013 whereby all students attained 70% on the assessment. Further analysis indicates that students were weakest in the criteria to do with the quality of display.</p> |  |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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|                          | A score of 80% on assessments measuring leadership ability in the discipline is required. All students are expected to achieve this minimum standard. | These findings correlate to the fact that students that did not attain the passing scores had a very poor attendance record and did not complete the required assignments in a timely fashion and were missing several projects. Students with normal attendance attained higher passing score than those from the previous year. |  |
| <i>Year: 2014 - 2015</i> |   |   |  |
|                          |   |   |  |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

Note: The Assessment Process is described in the Program Assessment Sourcebook

## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course? LiveText? Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
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\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **Summary of Program Assessment**

### **PART IA: CURRENT KEY FINDINGS**

|                             |                                   |
|-----------------------------|-----------------------------------|
| <b>College/School/Unit:</b> | <b>Program Learning Outcome::</b> |
|                             |                                   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| Outcomes  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results  |
|---|---|--|---|
| <i>Year: 2012 - 2013</i>  |   |  |   |
| <b>Proficiency in Critical Thinking and in both Written and Oral Communications:</b> Students will demonstrate proficiency through theses, manuscripts, and technical presentations | <p>(AM)</p> <ol style="list-style-type: none"> <li>1) Technical presentations at the graduate seminars.</li> <li>2) Technical presentations at conferences .</li> <li>3) Publications, including (3a) articles and (3b) the thesis.</li> </ol> <p>(T)</p> <p>50% are expected to meet measure (3a) and 100% of graduates will achieve this outcome as measured with (3b). There is no non-thesis option for the MS degree in Physics.</p> | <ol style="list-style-type: none"> <li>1) 100% of graduate students successfully presented at a graduate seminar.</li> <li>2) 100 % of graduating students demonstrated oral communication proficiency through 4 conference presentations for one and 7 for the other.</li> <li>3) 100% of students demonstrated critical thinking proficiency through their thesis work</li> </ol> <p>Only 50% of prospective graduates demonstrated moderate proficiency in writing from the onset; It took several iterations on manuscripts and thesis writing to reach writing proficiency.</p> | <p>We instituted the training of graduate students in writing by devoting at least one graduate seminar session to writing: handouts from the seminar include (1) A summary of English Grammar and Usage, (2) How to write a technical report or manuscript, and (3) preparing and making a technical presentation.</p> <p>LiveText data taken in non-majors courses this year but no LiveText data taken this year in graduate courses, but will begin taking next year.</p> |
| <i>Year: 2013 - 2014</i>  |   |  |   |
| <b>Proficiency in Critical Thinking and in both Written and Oral Communications:</b> Students will demonstrate proficiency  | <p>(AM)</p> <ol style="list-style-type: none"> <li>1) Technical presentations at the graduate seminars.</li> <li>2) Technical presentations at conferences.</li> </ol>  | <ol style="list-style-type: none"> <li>1) 100% of graduate students successfully presented at a graduate seminar. (Data shown below in LiveText plot for Graduate Seminar Course PHYS590 for Fall 2013.)</li> </ol>  | <p>In 2012, we instituted the training of graduate students in writing by devoting at least one graduate seminar session to writing: handouts from the seminar include (1) A summary of English Grammar and Usage, (2) How to write a</p>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook



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| through theses, manuscripts, and technical presentations   | <p>3) Publications, including (3a) articles and (3b) the thesis.</p> <p>(T)<br/>50% are expected to meet measure (3a) and 100% of graduates will achieve this outcome as measured with (3b). There is no non-thesis option for the MS degree in Physics.</p>                | <p>2) 100% of students demonstrated critical thinking proficiency through their research work.</p> <p>3) The two graduating student in the summer of 2014 demonstrated proficiency in writing, as judged by the content of their thesis.</p>   | <p>technical report or manuscript, and (3) preparing and making a technical presentation.</p> <p>Thesis advisors were urged in 2013 to ensure the adequate use of the above resources. In addition to the completion of their degree at SUBR, students' competitiveness in Ph.D. programs and in their professions hinge in a significant way on their writing abilities..</p>  |
| <b>Year: 2014 - 2015</b>   |   |  |   |
| <p><b>Proficiency in Critical Thinking and in both Written and Oral Communications:</b> Students will demonstrate proficiency through theses, manuscripts, and technical presentations</p> | <p>(AM)</p> <p>4) Technical presentations at the graduate seminars</p> <p>5) Technical presentations at conferences</p> <p>6) Publications, including (3a) articles and (3b) the thesis</p> <p>(T)<br/>50% are expected to meet measure (3a) and 100% of graduates will</p> | <p>4) 100% of graduate students successfully presented at a graduate seminar.</p> <p>5) 100% of graduate students successfully presented seminar presentations in classes. (LiveText plot below for PHYS510 Math Physics for Fall 2014).</p> <p>6) The graduating student in the Spring of 2015 demonstrated proficiency in writing, as judged by the content of his thesis.</p> | <p>The graduate faculty noted, with satisfaction, a significant improvement in the writing skills of the graduate students. Faculty members credited in part the intervention initiated in 2012 to hone the writing skills of the students. Thesis advisors were reminded of the benefits of insisting that the student utilize properly the Summary Grammar and Usage and Writing guide provided to them. They generally utilize very well the guide for presentation, given that as each graduate student has to present at the graduate seminar.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  | achieve this outcome as measured with (3b). There is no non-thesis option for the MS degree in Physics. | 3) The critical thinking skills of the graduating student are partly attested to by his two (2) refereed publications. |  |
|--|---|--|--|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PHYS590 Fall 2013

Font Paragraph Styles

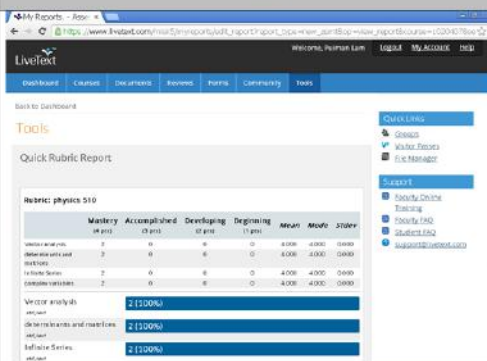
| Learning Outcomes  | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results |                     |                      |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |
|--|---|---|----------------|---------------------|----------------------|------|------|-------|-----------|---|---|--------|--------|-------|-----------|---|---|--------|--------|-------|-----------|---|---|--------|--------|-------|--|
| Year: Fall 2013  |   |   |                |                     |                      |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |
| PHYS59001FA13-Graduate Seminar<br>LA-SUBR-PHYS-MS.3 Rubric | <a href="#">Related Institutional Student Learning Outcome(s) (check all that apply)</a><br>[x] Critical Thinking<br>[x] Communication Skills   | Findings: Quick Rubric Report<br><br>Rubric: Rubrics<br><table><thead><tr><th></th><th>Acceptable (10 pts)</th><th>Unacceptable (2 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Element 1</td><td>2</td><td>0</td><td>10.000</td><td>10.000</td><td>0.000</td></tr><tr><td>Element 2</td><td>2</td><td>0</td><td>10.000</td><td>10.000</td><td>0.000</td></tr><tr><td>Element 3</td><td>2</td><td>0</td><td>10.000</td><td>10.000</td><td>0.000</td></tr></tbody></table> |                | Acceptable (10 pts) | Unacceptable (2 pts) | Mean | Mode | Stdev | Element 1 | 2 | 0 | 10.000 | 10.000 | 0.000 | Element 2 | 2 | 0 | 10.000 | 10.000 | 0.000 | Element 3 | 2 | 0 | 10.000 | 10.000 | 0.000 |  |
|  | Acceptable (10 pts)   | Unacceptable (2 pts)  | Mean           | Mode                | Stdev                |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |
| Element 1  | 2   | 0   | 10.000         | 10.000              | 0.000                |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |
| Element 2  | 2   | 0   | 10.000         | 10.000              | 0.000                |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |
| Element 3  | 2   | 0   | 10.000         | 10.000              | 0.000                |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |
| LA-SUBR-PHYS-MS.4 Rubric                                   | [ ] Cultural Literacy<br>[x] Mathematical and Science Reasoning   | Element 1<br><a href="#">std_text</a><br>2 (100%)   |                |                     |                      |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |
| LA-SUBR-PHYS-MS.4 Rubric activities                        | [ ] Wellness<br>[x] Ethical Behavior and Values<br>[x] Informational Technology Literacy<br>Assessment Method: Colloquium/seminar attendance and presentation<br><br>Target: 100%<br><br>Criteria: See Rubric to view criteria for rubric indicators. | Element 2<br><a href="#">std_text</a><br>2 (100%)<br><br>Element 3<br><a href="#">std_text</a><br>2 (100%)<br><br>■ Acceptable ■ Unacceptable   |                |                     |                      |      |      |       |           |   |   |        |        |       |           |   |   |        |        |       |           |   |   |        |        |       |  |

5

2 100%

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PHYS510 Fall 2014

| College/School/Unit: College of Sciences & Agriculture Course-Based Student Learning Outcomes: Physics  |  |  |                |
|---|--|--|----------------|
| Learning Outcomes   | Assessment Methods (AM) and Targets (T)  | Results  | Use of Results |
| Mathematical physics 510, fall 2014<br><br>L.A.SUBR-PHYS-BS.S1 ( Rubric )<br>L.A.SUBR-PHYS-BS.S2 ( Rubric )<br>L.A.SUBR-PHYS-BS.S3 ( Rubric )<br>L.A.SUBR-PHYS-BS.S4 ( Rubric ) | (L.A.SUBR-PHYS-BS.S1)<br>[x] Critical Thinking<br>[ ] Communication Skills<br>[ ] Cultural Literacy<br>[x] Mathematical and Science Reasoning<br>[ ] Wellness<br>[ ] Ethical Behavior and Values<br>[ ] Informational Technology Literacy<br><br>Assessment Method:<br><br>Target:<br><br>Criteria: See Rubric to view criteria for rubric indicators. |  |                |

Note: The Assessment Process is described in the Program Assessment Sourcebook

## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART II: PLANNING FOR NEXT COURSE OFFERING

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br>(Course? LiveText? Instructor?) | <b>Assessment methods and tools used*</b><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b> |
|---|--|---|--|
|   |  |   |  |
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|   |  |   |  |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

## PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Sciences and Agriculture   |  | Program Learning Outcomes: BS in Biology  |  |
|---|--|---|--|
| Outcomes  | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results   |
| <i>Year: 2012 - 2013</i>  |  |   |  |
| <b>Writing and Speaking</b><br>by demonstrating competency in effective use of peer-reviewed scientific literature, organization, effective use of visual aids and delivery of a scientific presentation. | (AM)<br>1) Written and oral assignment in a selected course for Majors, BIOL 232 (General Microbiology), according to the following Assessment Methods:<br>a. Technical Report Writing Competencies such as coherent writing, grammar and clearly defining the goals of the research paper.<br>b. Oral presentations were assessed based on a solid introduction where the problem and significance of the project was clearly defined and its implications and application were applied.<br>c. Peer-peer evaluations.<br><br>(T)<br>All students will achieve the Outcome successfully. | a. Technical Report Writing Competencies were poor with a passing rate of less than 60%.<br>b. An average of 98% of the students gave exemplary PowerPoint presentations which were assessed by a scoring rubric. | To alleviate problems associated with technical writing, particularly sentence construction, coherent writing and grammar, students are required to take ENGL 110 and 111. More written assignments are given with immediate feedback to improve scoring. The computer lab will be revamped and accessible to all students as technical writing is a significant component of standardized tests such as MCAT and the GRE. |
| <i>Year: 2013 - 2014</i>  |  |   |  |

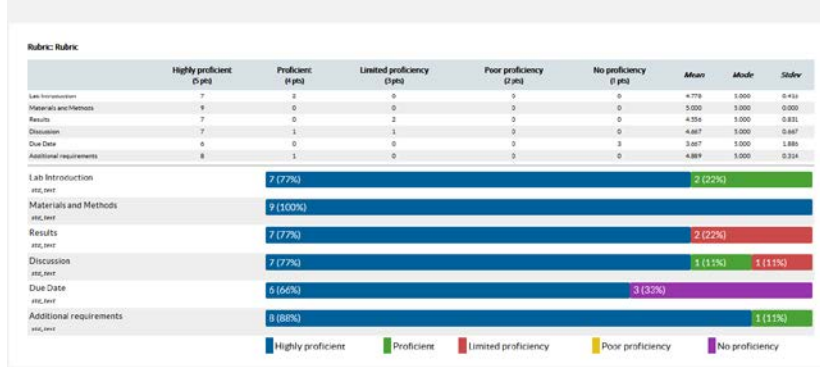
Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>Writing and Speaking</b><br>Students will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college-level of competence.       | (AM)<br>1) Written assignment in a selected course for Majors: BIOL 341 (Cell and Molecular Biology);<br><br>(T)<br>All students will achieve the Outcome successfully.        | All students enrolled in BIOL 341 achieved proficiency in writing. Five writing components were graded: a) Context, b) Content Development, c) Genre and Discipline Conventions, d) Sources and Evidence, and e) Control of Syntaxis and Mechanics. All students demonstrated to be on Target or Approaching Target regarding the five writing components. However, only 23% demonstrated to be on Target regarding Sources and Evidence.<br><br><table><thead><tr><th></th><th>4 Target (4 pts)</th><th>3 Approaching Target (3 pts)</th><th>2 Acceptable (2 pts)</th><th>1 Unacceptable (1 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td><td>10</td><td>3</td><td>0</td><td>0</td><td>3.769</td><td>4.000</td><td>0.421</td></tr><tr><td>Content Development</td><td>7</td><td>6</td><td>0</td><td>0</td><td>3.538</td><td>4.000</td><td>0.499</td></tr><tr><td>Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</td><td>8</td><td>5</td><td>0</td><td>0</td><td>3.615</td><td>4.000</td><td>0.487</td></tr><tr><td>Sources and Evidence</td><td>3</td><td>10</td><td>0</td><td>0</td><td>3.231</td><td>3.000</td><td>0.421</td></tr><tr><td>Control of Syntax and Mechanics</td><td>11</td><td>2</td><td>0</td><td>0</td><td>3.846</td><td>4.000</td><td>0.361</td></tr></tbody></table><br><table><tbody><tr><td>Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).<br/>std_text</td><td>10 (76%)</td><td>3 (23%)</td><td></td><td></td></tr><tr><td>Content Development<br/>std_text</td><td>7 (52%)</td><td>6 (46%)</td><td></td><td></td></tr><tr><td>Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).<br/>std_text</td><td>8 (61%)</td><td>5 (38%)</td><td></td><td></td></tr><tr><td>Sources and Evidence<br/>std_text</td><td>3 (23%)</td><td>10 (76%)</td><td></td><td></td></tr><tr><td>Control of Syntax and Mechanics<br/>std_text</td><td>11 (84%)</td><td>2 (15%)</td><td></td><td></td></tr></tbody></table><br><div><div>4 Target</div><div>3 Approaching Target</div><div>2 Acceptable</div><div>1 Unacceptable</div></div> |  | 4 Target (4 pts)       | 3 Approaching Target (3 pts) | 2 Acceptable (2 pts) | 1 Unacceptable (1 pts) | Mean | Mode | Stdev | Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). | 10 | 3 | 0 | 0 | 3.769 | 4.000 | 0.421 | Content Development | 7 | 6 | 0 | 0 | 3.538 | 4.000 | 0.499 | Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). | 8 | 5 | 0 | 0 | 3.615 | 4.000 | 0.487 | Sources and Evidence | 3 | 10 | 0 | 0 | 3.231 | 3.000 | 0.421 | Control of Syntax and Mechanics | 11 | 2 | 0 | 0 | 3.846 | 4.000 | 0.361 | Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).<br>std_text | 10 (76%) | 3 (23%) |  |  | Content Development<br>std_text | 7 (52%) | 6 (46%) |  |  | Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).<br>std_text | 8 (61%) | 5 (38%) |  |  | Sources and Evidence<br>std_text | 3 (23%) | 10 (76%) |  |  | Control of Syntax and Mechanics<br>std_text | 11 (84%) | 2 (15%) |  |  | <ul style="list-style-type: none"><li>• More writing assignments are given in classes for Biology Majors.</li><li>• Special emphasis is given to the proper use of Sources and Evidence (scientific papers, textbooks, etc.). The extensive use of internet Webpages as references is being discouraged.</li></ul> |
|---|--|--|--|------------------------|------------------------------|----------------------|------------------------|------|------|-------|--|----|---|---|---|-------|-------|-------|---------------------|---|---|---|---|-------|-------|-------|--|---|---|---|---|-------|-------|-------|----------------------|---|----|---|---|-------|-------|-------|---------------------------------|----|---|---|---|-------|-------|-------|--|----------|---------|--|--|---------------------------------|---------|---------|--|--|--|---------|---------|--|--|----------------------------------|---------|----------|--|--|---|----------|---------|--|--|--|
|   | 4 Target (4 pts)   | 3 Approaching Target (3 pts)   | 2 Acceptable (2 pts)   | 1 Unacceptable (1 pts) | Mean                         | Mode                 | Stdev                  |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).  | 10   | 3  | 0  | 0                      | 3.769                        | 4.000                | 0.421                  |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Content Development   | 7  | 6  | 0  | 0                      | 3.538                        | 4.000                | 0.499                  |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).  | 8  | 5  | 0  | 0                      | 3.615                        | 4.000                | 0.487                  |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Sources and Evidence  | 3  | 10   | 0  | 0                      | 3.231                        | 3.000                | 0.421                  |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Control of Syntax and Mechanics   | 11   | 2  | 0  | 0                      | 3.846                        | 4.000                | 0.361                  |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).<br>std_text  | 10 (76%)   | 3 (23%)  |  |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Content Development<br>std_text   | 7 (52%)  | 6 (46%)  |  |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).<br>std_text                            | 8 (61%)  | 5 (38%)  |  |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Sources and Evidence<br>std_text  | 3 (23%)  | 10 (76%)   |  |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Control of Syntax and Mechanics<br>std_text   | 11 (84%)   | 2 (15%)  |  |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| Year: 2014 - 2015   |  |  |  |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |
| <b>Writing</b><br>Students will communicate scientific results effectively using skills that apply to English in general as well as to specific English language modalities at the college-level of competence. | (AM)<br>1) Written laboratory reports in a selected course for Majors: BIOL 402 (Cell and Molecular Biology)<br><br>(T)<br>All students will achieve the Outcome successfully. | Students were required to write laboratory reports following specific guidelines provided by the instructor. Four main components were required for the written reports: Introduction, Materials and Methods, Results, and Discussion. Reports were graded by the instructor during the mid-term in order to identify problem areas. Deficiencies were identified mainly on the description of Results obtained, where 22% of the students were found to have Limited Proficiency. Another problem area was the Discussion section where 11% of the students were found to have Limited Proficiency, 11% had Proficiency level, and 77% had High Proficiency .<br><br>Midterm results:   | The requirement that students submit laboratory report at least two times in the semester was included in every majors course containing a laboratory component. Instructors are required to identify report writing deficiencies and provide specific instruction |                        |                              |                      |                        |      |      |       |  |    |   |   |   |       |       |       |                     |   |   |   |   |       |       |       |  |   |   |   |   |       |       |       |                      |   |    |   |   |       |       |       |                                 |    |   |   |   |       |       |       |  |          |         |  |  |                                 |         |         |  |  |  |         |         |  |  |                                  |         |          |  |  |   |          |         |  |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



towards the elimination of such deficiencies.



#### Final results.

Based on the mid-term results, the instructor focused on instruction regarding the writing of Results and Discussion sections. This instruction was aided by the discussion of research papers provided by the instructor. Afterwards, reports for the second trimester (final reports) were graded and no students were found to have Limited Proficiency in the four main written sections. For both the Results and Discussion sections, 30% of the students showed Proficiency and 70% showed High Proficiency.



Note: The Assessment Process is described in the Program Assessment Sourcebook

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**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☒ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

More emphasis was placed on the teaching of writing skills by instructors. Specialized speakers were invited to visit the University to provide writing instruction to undergraduate and graduate students in the Department. Speakers also offered instruction via Skype. In order to standardize the process of laboratory report writing and grading, instructors are encouraged to request laboratory reports done over Blackboard or LiveText. Because students are required to purchase laboratory manuals at the beginning of the semester - for

Note: The Assessment Process is described in the Program Assessment Sourcebook

some courses, laboratory handouts are given to students a week before each laboratory activity-, laboratory instructors are now encouraged to post a pre-laboratory test online for students which must be completed before coming to the laboratory. The purpose of this is to force students to read the manual or handout and be familiar with the material before they start the respective lab activity.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course?<br/>LiveText?<br/>Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
|---|---|--|--|
|   |   |  |  |
|   |   |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Sciences and Agriculture  |   | Program Learning Outcomes: MS in Biology  |   |
|--|---|---|---|
| Outcomes   | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results  |
| <i>Year: 2012 - 2013</i>   |   |   |   |
| <b>Proficiency of Knowledge in the Biological Sciences</b><br>Students will demonstrate a proficiency of knowledge in the Biological Sciences via passing a departmental | (AM)<br>1)Departmental Comprehensive Exam<br>2) Capstone project or Thesis<br>(T)<br>All students will achieve this Outcome successfully. | <ul style="list-style-type: none"> <li>On an average, 50% of students pass the first take of the departmental comprehensive examination.</li> <li>The capstone project and thesis also demonstrated student's proficiency of knowledge in the biological sciences. 100% exhibited proficiency. Less than 5% excel.</li> </ul> | <ul style="list-style-type: none"> <li>Review sessions were conducted to improve student performance on departmental comprehensive examination.</li> <li>More students are encouraged to follow the thesis option rather</li> </ul> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |  |
|--|---|---|--|
| comprehensive and writing and defending an acceptable thesis or capstone project.  |   |   | than the non-thesis option.  |
| <b>Year: 2013 - 2014</b>   |   |   |  |
| <b>Writing and Speaking</b><br>Students will prepare oral and written reports in a standard scientific format.               | (AM)<br>1) Oral Presentations in graduate seminar classes;<br>2) Written paper in Scientific Writing class and Advanced Virology class;<br>3) Capstone project or Thesis;<br>4) Term paper;<br>(T)<br>All students will achieve this Outcome. | <ul style="list-style-type: none"> <li>• Oral presentations in graduate seminar classes indicated that more than 90% are proficient in communication skills.</li> <li>• Capstone project and thesis as well as term papers in advanced virology indicated that 45% of students are highly proficient in writing; 36% showed limited or poor proficiency.</li> </ul>   | <ul style="list-style-type: none"> <li>• More writing assignments are given in graduate classes.</li> <li>• Graduate students are encouraged to attend thesis defense and dissertation defenses by their peers.</li> <li>• Seminars and workshops are conducted by graduate school to improve writing skills of students.</li> </ul> |
| <b>Year: 2014 - 2015</b>   |   |   |  |
| <b>Writing and Speaking</b><br>Students will prepare oral and written reports in a standard scientific format. Students will | (AM)<br>1) Written research project proposal and oral defense of proposal in a selected course, BIOL 550 (Cell and Molecular Biology);  | <ul style="list-style-type: none"> <li>• After receiving initial instruction, students submitted a proposal draft. The proposal was revised and weaknesses were identified. After receiving specific instruction to overcome writing deficiencies, students re-submitted the proposal. As shown in the graph below, about 90% of the students in the course demonstrated proficiency in writing a research proposal (hit target or approached target).</li> </ul> | <ul style="list-style-type: none"> <li>• More writing assignments are given in graduate classes.</li> <li>• Graduate students are encouraged to attend thesis defense and</li> </ul>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

prepare a written research proposal.

(T)  
All students will achieve the Outcome successfully.

|  |   |   |   |   |       |       |       |
|--|---|---|---|---|-------|-------|-------|
| Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)                                  | 4 | 4 | 0 | 0 | 3,500 | 3,000 | 0.500 |
| Content Development  | 5 | 2 | 1 | 0 | 3,500 | 4,000 | 0.707 |
| Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). | 4 | 3 | 1 | 0 | 3,375 | 4,000 | 0.676 |
| Sources and Evidence   | 8 | 0 | 0 | 0 | 4,000 | 4,000 | 0.000 |
| Control of Syntax and Mechanics  | 6 | 2 | 0 | 0 | 3,750 | 4,000 | 0.433 |

Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)

4 (50%)

4 (50%)

Content Development

5 (62%)

2 (25%)

1 (12%)

Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).

4 (50%)

3 (37%)

1 (12%)

Sources and Evidence

8 (100%)

Control of Syntax and Mechanics

6 (75%)

2 (25%)

4 Target

3 Approaching Target

2 Acceptable

1 Unacceptable

dissertation defenses by their peers.

- Workshops are conducted by externally-funded Faculty to improve the proposal-writing skills of graduate students.

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**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

## PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

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☐ as an agenda item in program or departmental meetings

☐ in departmental assessment committee meetings

☒ in other departmental committee meetings

☐ in informal conversations among faculty members

☐ Other (please specify) \_\_\_\_\_

Note: The Assessment Process is described in the Program Assessment Sourcebook

\_\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

More emphasis was placed on the teaching of writing skills by instructors and invited speakers (in some cases, speakers were invited to visit Southern to speak to students; in other cases, as for BIOL 507, a speaker participate in class for several sessions through Skype). Students were also encouraged to attend Writing workshops online and/or on-site, when available.

**PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course?<br/>LiveText?<br/>Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b>                           | <b>Use of Assessment Results to Improve Student Learning</b>   |
|---|---|--|--|
| Writing   | BIOL 507, 530, 550, 552. LiveText assignments                                       | Mid-semester and final assignments will be graded by the instructors using the designated rubrics for this task. | After assessment, the Graduate Committee will decide whether to apply this method to additional Graduate courses in the Program. |
|   |   |  |  |
|   |   |  |  |

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Note: The Assessment Process is described in the Program Assessment Sourcebook

### PART III: ADDITIONAL INFORMATION (optional)

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## Summary of Program Assessment

### PART IA: CURRENT KEY FINDINGS

| <b>College/School/Unit:</b> College of Sciences and Agriculture <b>:</b>  |   |  |  |
|---|---|--|--|
| <b>Program Learning Outcome:</b> BS in Physics  |   |  |  |
| Outcomes  | Assessment Methods <u>(AM)</u> and Targets <u>(T)</u>   | Results  | Use of Results   |
| <i>Year: 2012 - 2013</i>  |   |  |  |
| <b>Proficiency in Theoretical and Experimental Physics:</b><br>Students will demonstrate a functional knowledge of the concepts and skills in classical and modern physics by solving problems and by conducting experiments.<br><br>The program has four Learning Outcomes but will concentrate on outcome 1 over the 2012-2015 cycle. | (AM)<br>1) Performance in General Physics, Modern Physics, Experimental Physics, Advanced Classical and Quantum Mechanics, and Electromagnetic Theory (EM)<br>2) Performance in the Departmental Comprehensive (in 5 core subareas in physics)<br>3) Successful placement of graduates<br><br>(T) | 1) 100% of majors demonstrated proficiency in experimentation in Phys 311<br>2) 100% of graduating seniors demonstrated achievement through the Departmental Comprehensive.<br>3) 100% of 2012-2013 graduates were enrolled in graduate school or are employed as school teachers. | Changes were made to the Assessment Methods that were used to determine how well the students are succeeding with Outcome 1.<br>LiveText data taken in non-majors courses this year but no LiveText data taken this year in majors courses, but will begin taking next year.<br><br>The Comprehensive Examination Committee will offer as many review sessions as students request and make sample test questions available to maintain high pass rate of comprehensive. |

Note: The Assessment Process is described in the Program Assessment Sourcebook



|   |  |   |  |
|---|--|---|--|
|   | At least 75% of students will achieve Outcome 1. The relatively high, expected percentage is based in part of the higher admission standards or criteria of the University. Not to achieve this proficiency generally means leaving the program before completion.   |   |  |
| <b>Year: 2013 - 2014</b>  |  |   |  |
| <b>Proficiency in Theoretical and Experimental Physics:</b><br>Students will demonstrate a functional knowledge of the concepts and skills in classical and modern physics by solving problems and by conducting experiments. | <p>(AM)</p> <ul style="list-style-type: none"> <li>4) Performance in General Physics, Modern Physics, Experimental Physics, Advanced Classical and Quantum Mechanics, and Electromagnetic Theory (EM)</li> <li>5) Research Projects Carried out by Students.</li> <li>6) Performance in the Departmental Comprehensive (in 5 core subareas in physics)</li> <li>7) Student Theoretical Presentations</li> <li>8) Successful placement of graduates</li> </ul> <p>(T)</p> | <ul style="list-style-type: none"> <li>4) Over 70% of majors enrolled in Phys 224 achieved proficiency in experiments. 80% of majors enrolled in Math Physics (PHYS311) demonstrated functional knowledge and skills; LiveText data in plot below for Phys224 and PHYS311 Fall 2013.</li> <li>5) 100% of our graduating senior demonstrated proficiency in 6 core subareas of Physics. Overall, however, the</li> <li>6) 50% of graduates enrolled in graduate school and the rest are employed.</li> </ul> | The requirement that students give a presentation on a theoretical topic was included in every majors course above Freshman Physics to help improve students communication skills and their ability to understand theoretical concepts in Physics. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |  |  |
|---|--|--|--|
|   | At least 75% of students will achieve Outcome 1. The relatively high, expected percentage is based in part of the higher admission standards or criteria of the University. Not to achieve this proficiency generally means leaving the program before completion.   |  |  |
| <b>Year: 2014 - 2015</b>  |  |  |  |
| <b>Proficiency in Theoretical and Experimental Physics:</b><br>Students will demonstrate a functional knowledge of the concepts and skills in classical and modern physics by solving problems and by conducting experiments. | <p>(AM)</p> <ul style="list-style-type: none"> <li>9) Performance in General Physics, Modern Physics, Experimental Physics, Advanced Classical and Quantum Mechanics, and Electromagnetic Theory (EM)</li> <li>10) Research Projects Carried out by Students.</li> <li>11) Performance in the Departmental Comprehensive (in 6 core subareas in physics)</li> <li>12) Student Theoretical Presentations</li> <li>13) Successful placement of graduates</li> </ul> <p>(T)</p> <p>At least 75% of students will achieve Outcome 1. The relatively high, expected percentage is based in part of the higher admission standards or criteria of the University. Not to</p> | <ul style="list-style-type: none"> <li>7) 100% of majors in Phys 262 demonstrated functional knowledge and skills in both the theoretical and experimental topics covered in the course (LiveText data in plot below for PHYS262 Sp2015).;</li> <li>8) While 100% of graduating seniors achieved proficiency on the comprehensive.</li> <li>9) 50% of graduates enrolled in graduate school and the rest is in the process of applying to graduate school (as per the 2013 update we received).</li> </ul> |  |

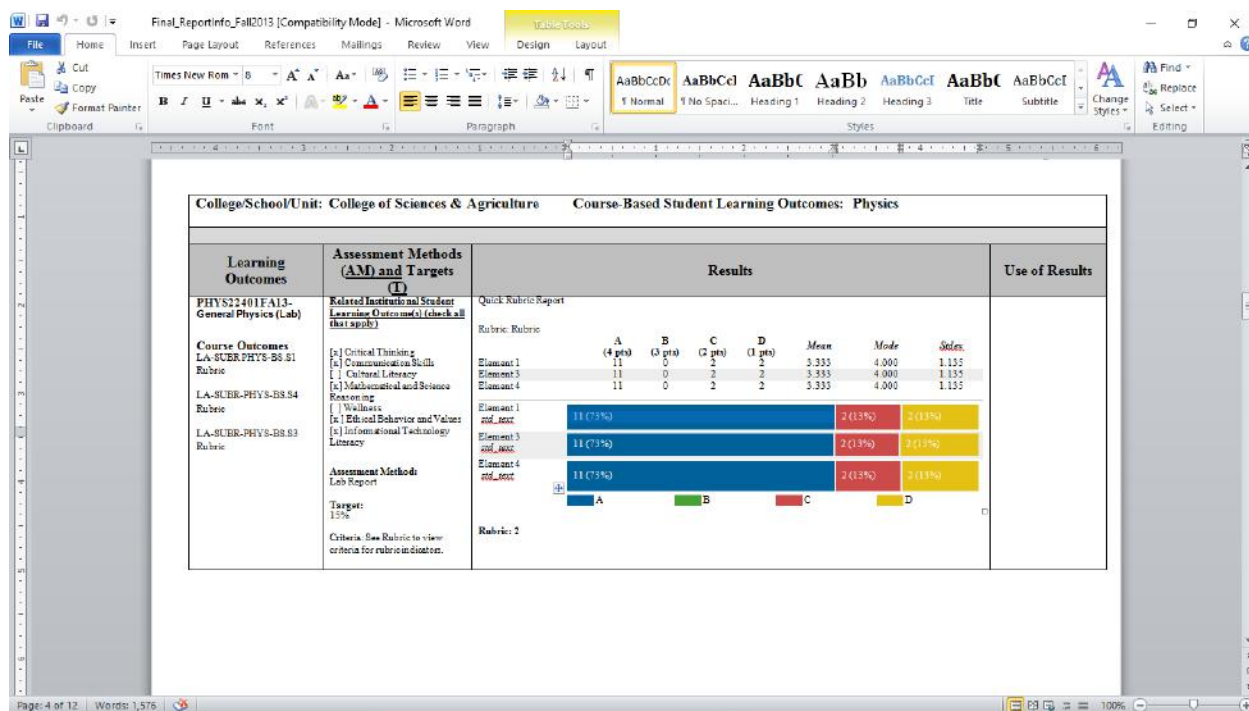
Note: The Assessment Process is described in the Program Assessment Sourcebook

achieve this proficiency generally means leaving the program before completion.

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\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### PHYS224 Fall 2013 Livetext Data



Note: The Assessment Process is described in the Program Assessment Sourcebook

**PHYS311 Fall 2013 LiveText Data**

Final\_Report\_Fall2013 [Compatibility Mode] - Microsoft Word

File Home Insert Page Layout References Mailings Review View Design Layout

Times New Roman 10 A A A Font B U L Paragraph 1 Normal 1 No Spacing Heading 1 Heading 2 Heading 3 Title Subtitle Styles

PHYS31101FA13-Physical Science

**Course Outcomes**

LA-SUBR-PHYS-BS 51 (Rubric)

LA-SUBR-LO 1 (Rubric)

LA-SUBR-LO 2 (Rubric)

LA-SUBR-LO 3 (Rubric)

LA-SUBR-LO 4 (Rubric)

LA-SUBR-LO 5 (Rubric)

LA-SUBR-LO 6 (Rubric)

LA-SUBR-PHYS-BS 34 (Rubric)

LA-SUBR-LO 2 (Rubric)

LA-SUBR-LO 1 (Rubric)

LA-SUBR-LO 3 (Rubric)

LA-SUBR-LO 4 (Rubric)

LA-SUBR-PHYS-BS 33 (Rubric)

LA-SUBR-LO 2 (Rubric)

LA-SUBR-LO 1 (Rubric)

**Related Institutional Student Learning Outcomes (check all that apply)**

☒ Critical Thinking

☒ Communication Skills

☐ Cultural Literacy

☒ Mathematics and Science Reasoning

☐ Wellness

☐ Global Awareness and Values

☒ Informational Technology Literacy

**Assessment Method:**

Research Presentation and Paper

**Target:**

50%

**Criteria:** See Rubric to view criteria for rubric indicators.

**Findings:**

PHYS31101FA13-Physical Science

Assessment Method: Research Presentation and Paper

Target: 50%

Findings:

| Indicator                         | Percent | Target | Findings |
|-----------------------------------|---------|--------|----------|
| Communication Skills              | 0       | 0      | 0        |
| Critical Thinking                 | 0       | 0      | 0        |
| Global Awareness and Values       | 0       | 0      | 0        |
| Informational Technology Literacy | 0       | 0      | 0        |
| Mathematics and Science Reasoning | 0       | 0      | 0        |
| Wellness                          | 0       | 0      | 0        |

Legend: Exceeds (Green), Meets (Yellow), Partially Meets (Orange), Does Not Meet (Red)

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PHYS26 Spring 2015 LiveText Data

The screenshot shows a Microsoft Word document titled "Henry\_Physics\_LiveText\_Reports\_SP\_2015 [Compatibility Mode]". The document contains a table with three columns. The first column lists course information for PHYS262 SP15, Electronics for Scientists. The second column lists related institutional student learning outcomes. The third column displays a LiveText assessment report for the course.

| Course Information   | Related Institutional Student Learning Outcomes  | LiveText Assessment Report  |              |                   |                   |                  |                   |                   |                  |                   |           |   |   |   |   |     |      |       |           |   |   |   |   |     |      |       |
|--|--|---|--------------|-------------------|-------------------|------------------|-------------------|-------------------|------------------|-------------------|-----------|---|---|---|---|-----|------|-------|-----------|---|---|---|---|-----|------|-------|
| <b>PHYS262 SP15-<br/>Electronics for Scientists</b><br><br><b>Course Outcomes</b><br>LA-SUBR-PHYS-B5 S4<br>Rubric<br><br>LA-SUBR-PHYS-B5 S3<br>Rubric<br><br><b>Assessment Method:</b><br>Design Project<br><br><b>Target:</b><br>135%<br><br><b>Criteria:</b> See Rubric to view<br>criteria for rubric indicators. | [x] Critical Thinking<br>[x] Communication Skills<br>[ ] Cultural Literacy<br>[x] Mathematical and Science Reasoning<br>[ ] Wellness<br>[x] Ethical Behavior and Values<br>[x] Informational Technology Literacy | <b>LiveText</b><br>Dashboard Courses Documents Rubrics Forms Community Tools<br>Back to Dashboard<br><b>Tools</b><br>Quick Rubric Report<br><b>Rubric: Rubric</b><br><table border="1"> <thead> <tr> <th></th> <th>Excellent (4 pts)</th> <th>Good (3 pts)</th> <th>Fair (2 pts)</th> <th>Poor (1 pt)</th> <th>At Risk (0.5 pts)</th> <th>Needs (0.25 pts)</th> <th>Below (0.125 pts)</th> </tr> </thead> <tbody> <tr> <td>Element 1</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> <td>0.5</td> <td>0.25</td> <td>0.125</td> </tr> <tr> <td>Element 2</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> <td>0.5</td> <td>0.25</td> <td>0.125</td> </tr> </tbody> </table> Element 1: 4 (100%)<br>Element 2: 4 (100%)<br>Legend: Excellent (blue), Good (green), Fair (red), Poor (yellow) |              | Excellent (4 pts) | Good (3 pts)      | Fair (2 pts)     | Poor (1 pt)       | At Risk (0.5 pts) | Needs (0.25 pts) | Below (0.125 pts) | Element 1 | 4 | 3 | 2 | 1 | 0.5 | 0.25 | 0.125 | Element 2 | 4 | 3 | 2 | 1 | 0.5 | 0.25 | 0.125 |
|  | Excellent (4 pts)  | Good (3 pts)  | Fair (2 pts) | Poor (1 pt)       | At Risk (0.5 pts) | Needs (0.25 pts) | Below (0.125 pts) |                   |                  |                   |           |   |   |   |   |     |      |       |           |   |   |   |   |     |      |       |
| Element 1  | 4  | 3   | 2            | 1                 | 0.5               | 0.25             | 0.125             |                   |                  |                   |           |   |   |   |   |     |      |       |           |   |   |   |   |     |      |       |
| Element 2  | 4  | 3   | 2            | 1                 | 0.5               | 0.25             | 0.125             |                   |                  |                   |           |   |   |   |   |     |      |       |           |   |   |   |   |     |      |       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

Note: The Assessment Process is described in the Program Assessment Sourcebook

## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

### **How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

One of the problems that we have is that the field of Physics is math intensive unlike other subjects that require prose as part of the curriculum. We have been working to connect our assessment methods to the SUBR QEP program. One of the ideas we have come up with is to have full lab reports in all lab classes done over LiveText and to standardize them so that they can be judged in a similar way across the program. We will continue to have majors give presentations on theoretical topics in their classes as a way to improve their communication skills, since this seems to have worked successfully.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course?<br/>LiveText?<br/>Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
|---|---|--|--|
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\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

## **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook



**College/Department/Degree: Sciences and Agriculture/Agricultural Sciences and Urban Forestry/Agricultural Science**

**Summary of Program Assessment**

**PART IA: CURRENT KEY FINDINGS**

| College/School/Unit: Sciences and Agriculture/Agricultural Sciences and Urban Forestry/Agricultural Sciences<br>Program Learning Outcome: The outcomes are listed by academic year below.             |   |  |   |
|---|---|--|---|
| Outcomes  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results  | Use of Results  |
| <i>Year: 2012 – 2013</i>  |   |  |   |
| <b>Outcome #1</b><br>Students will demonstrate foundation knowledge and skills in agricultural economics, veterinary medicine, agricultural business, animal, plant, and soil science concentrations. | (AM)<br>7) A poultry lab assignment on breeds and types in AGSC 211- Poultry Production was an assessment method used.<br>8) A forage crop lab assignment on plant identification in AGSC 304 - Forage Crop was an assessment method used.<br>9) An agricultural economic examination in AGECE 461- Cooperative Structure and Management was an assessment method used.<br>10) The final examination in agricultural economics in AGECE 470 Applied Statistics was an assessment method used. | AGSC 203 - Students as a whole performed above targeted assessment target on all rubrics. Overall, over 90% of the students performed above the 70% targeted score for the assessment measure.<br><br>AGSC 312 - Students performed well on all assessment measures. Overall, (86%) of the students performed above the 70% targeted score for the assessment measure.<br><br>AGECE 333 - Students performed well on all learning category of Bloom's taxonomy. The measures of synthesis and evaluation needed improvement. | To improve on overall student learning and specific rubrics of difficulty to students, the instructors will spend additional time in explaining; provide extra assignments, and bonus point opportunities.<br><br>Also, more emphasis is being placed on assessment measures wherein individual students show a trend of having difficulty.<br><br>The courses assessed for the assessment will be tracked for at least five years to determine improvements and future directions. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  | <p>11) A research paper in agricultural economics in AGECE 499 Special Problems in Agricultural Economics was an assessment method used.</p> <p>12) A soil lab report on soil and land use was an assessment method used in AGSC 203 - Soil and Environment course.</p> <p>13) A meat product development and presentation assignment was an assessment method used in AGSC 312 - Meats course.</p> <p>14) A financial management project was used as an assessment method in AGECE 333 - Financial Management course.</p> <p>15) A lab assignment on vegetable production was used as an assessment method in AGSC - 428 Vegetable Production course.</p> <p>16) A weed collection handbook was used as an assessment method in AGSC 404 - Weed and Weed Control course.</p> <p>17) A term paper on nutrient digestion and metabolism was used as an assessment method in AGSC - 440 Animal Nutrition course.</p> <p>18) A lab assignment on molecular inheritance and protein was used as an assessment method in AGSC - 410 Agricultural Genetics course.</p> | <p>Overall, over 63% of the students performed adequately, 37% was below the 70% targeted score for the assessment measure</p> <p>AGSC 428 – As a whole, the students performed well on the rubrics used to assess the lab assignment. Overall, over 90% of the students performed above the 70% targeted score. Students need to continuously improve on the rubrics of knowledge, comprehension, and evaluation.</p> <p>AGSC 404 - Students performed were mixed on all learning rubrics used. In summary, 57% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 440 – As a whole, students performed well on all learning categories of Bloom's taxonomy. The measures of synthesis and evaluation needed improvement.</p> <p>Overall, 80% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 410 – As a whole, students' performance were mixed on the rubrics used in the assessment. Overall, 86% of</p> |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  |  | <p>the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 211 - Students performed well on all assessment measures used. Overall, 73% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGEC 499 - Students (5 out of 6) performed exceptionally well on the assessment measures. The summary and conclusion assessment measures resulted in 83% of the students receiving an acceptable score. Overall, students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 304 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGEC 461 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> |  |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <p><b>Outcome #2</b><br/>Encourage students in the Agricultural Sciences to take all the required courses to academically prepare them for admission into a graduate or veterinary medicine program.</p>      |  | <p>AGEC 470 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> <p>At least 20% of those whom graduated seeks admission into a graduate or veterinary medicine program.</p>   | <p>The Program Leader of Agricultural Sciences and Administrative II will periodically update the graduate file over the last five years. The program will seek to broaden the outcome to include the employment status of students during the last five years. An electronic newsletter is being considered as a mean of staying more connected with graduates.</p> |
| <p><b>Year: 2013 – 2014</b></p>   |  |   |  |
| <p><b>Outcome #1</b><br/>Students will demonstrate foundation knowledge and skills in agricultural economics, veterinary medicine, agricultural business, animal, plant, and soil science concentrations.</p> | <p>(AM)<br/>1. A poultry lab assignment on breeds and types in AGSC 211- Poultry Production was an assessment method used.<br/><br/>2. A forage crop lab assignment on plant identification in AGSC 304 - Forage Crop was an assessment method used.<br/><br/>3. An agricultural economic examination in AGECE 461-Cooperative Structure and</p> | <p>AGSC 203 - Students as a whole performed above targeted assessment target on all rubrics. Overall, over 90% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 312 - Students performed well on all assessment measures. Overall, (86%) of the students performed above the 70% targeted score for the assessment measure.</p> | <p>To improve on overall student learning and specific rubrics of difficulty to students, the instructors will spend additional time in explaining; provide extra assignments, and bonus point opportunities.</p> <p>Also, more emphasis is being placed on assessment measures wherein individual students show a trend of having difficulty.</p>                   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  | <p>Management was an assessment method used.</p> <p>4. The final examination in agricultural economics in AGECE 470 Applied Statistics was an assessment method used.</p> <p>5. A research paper in agricultural economics in AGECE 499 Special Problems in Agricultural Economics was an assessment method used.</p> <p>6. A soil lab report on soil and land use was an assessment method used in AGSC 203 - Soil and Environment course.</p> <p>7. A meat product development and presentation assignment was an assessment method used in AGSC 312 - Meats course.</p> <p>8. A financial management project was used as an assessment method in AGECE 333 - Financial Management course.</p> <p>9. A lab assignment on vegetable production was used as an assessment method in AGSC - 428 Vegetable Production course.</p> <p>10. A weed collection handbook was used as an assessment method in AGSC 404 - Weed and Weed Control course.</p> | <p>AGECE 333 - Students performed well on all six learning category of Bloom's taxonomy. The measures of synthesis and evaluation needed improvement.</p> <p>Overall, over 63% of the students performed adequately, 37% was below the 70% targeted score for the assessment measure</p> <p>AGSC 428 – As a whole, the students performed well on the rubrics used to assess the lab assignment. Overall, over 90% of the students performed above the 70% targeted score. Students need to continuously improve on the rubrics of knowledge, comprehension, and evaluation.</p> <p>AGSC 404 - Students performed were mixed on all learning rubrics used. In summary, 57% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 440 – As a whole, students performed well on all learning categories of Bloom's taxonomy. The measures of synthesis and evaluation needed improvement.</p> <p>Overall, 80% of the students performed above the 70% targeted score for the assessment measure.</p> | <p>The courses assessed for the assessment will be tracked for at least five years to determine improvements and future directions.</p> |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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|  | <p>11. A term paper on nutrient digestion and metabolism was used as an assessment method in AGSC - 440 Animal Nutrition course.</p> <p>12. A lab assignment on molecular inheritance and protein was used as an assessment method in AGSC - 410 Agricultural Genetics course.</p> <p>(T) A score of 70% on the assessment was the target.</p> <p>At least 70% of the students will achieve 70% on the assessment.</p> | <p>AGSC 410 – As a whole, students' performance were mixed on the rubrics used in the assessment. Overall, 86% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 211 - Students performed well on all assessment measures used. Overall, 73% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGEC 499 - Students (5 out of 6) performed exceptionally well on the assessment measures. The summary and conclusion assessment measures resulted in 83% of the students receiving an acceptable score. Overall, students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 304 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGEC 461 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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| <p><b><u>Outcome #2</u></b></p> <p>Encourage students in the Agricultural Sciences to take all the required courses to academically prepare them for admission into a graduate or veterinary medicine program.</p> |   | <p>AGEC 470 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> <p>At least 20% of those whom graduated seeks admission into a graduate or veterinary medicine program.</p> | <p>The Program Leader of Agricultural Sciences and Administrative II will periodically update the graduate file over the last five years. The program will seek to broaden the outcome to include the employment status of students during the last five years. An electronic newsletter is being considered as a mean of staying more connected with graduates.</p> |
| <p><b><i>Year: 2014 – 2015</i></b></p>   |   |   |  |
| <p><b><u>Outcome #1</u></b></p> <p>Students will demonstrate foundation knowledge and skills in agricultural economics, veterinary medicine, agricultural</p>  | <p>(AM)</p> <p>1. A poultry lab assignment on breeds and types in AGSC 211- Poultry Production was an assessment method used.</p> | <p>AGSC 203 - Students as a whole performed above targeted assessment target on all rubrics. Overall, over 90% of</p>   | <p>To improve on overall student learning and specific rubrics of difficulty to students, the instructors will spend additional time in</p>  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |   |
|--|---|---|---|
| <p>business, animal, plant, and soil science concentrations.</p> | <p>2. A forage crop lab assignment on plant identification in AGSC 304 - Forage Crop was an assessment method used.</p> <p>3. An agricultural economic examination in AGECE 461-Cooperative Structure and Management was an assessment method used.</p> <p>4. The final examination in agricultural economics in AGECE 470 Applied Statistics was an assessment method used.</p> <p>5. A research paper in agricultural economics in AGECE 499 Special Problems in Agricultural Economics was an assessment method used.</p> <p>6. A soil lab report on soil and land use was an assessment method used in AGSC 203 - Soil and Environment course.</p> <p>7. A meat product development and presentation assignment was an assessment method used in AGSC 312 - Meats course.</p> <p>8. A financial management project was used as an assessment method in AGECE 333 - Financial Management course.</p> | <p>the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 312 - Students performed well on all assessment measures. Overall, (86%) of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGECE 333 - Students performed well on all six learning category of Bloom's taxonomy. The measures of synthesis and evaluation needed improvement. Overall, over 63% of the students performed adequately, 37% was below the 70% targeted score for the assessment measure</p> <p>AGSC 428 – As a whole, the students performed well on the rubrics used to assess the lab assignment. Overall, over 90% of the students performed above the 70% targeted score. Students need to continuously improve on the rubrics of knowledge, comprehension, and evaluation.</p> <p>AGSC 404 - Students performed were mixed on all learning rubrics used. In summary, 57% of the students performed above the 70% targeted score for the assessment measure.</p> | <p>explaining; provide extra assignments, and bonus point opportunities.</p> <p>Also, more emphasis is being placed on assessment measures wherein individual students show a trend of having difficulty.</p> <p>The courses assessed for the assessment will be tracked for at least five years to determine improvements and future directions.</p> |
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Note: The Assessment Process is described in the Program Assessment Sourcebook



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|  | <p>9. A lab assignment on vegetable production was used as an assessment method in AGSC - 428 Vegetable Production course.</p> <p>10. A weed collection handbook was used as an assessment method in AGSC 404 - Weed and Weed Control course.</p> <p>11. A term paper on nutrient digestion and metabolism was used as an assessment method in AGSC - 440 Animal Nutrition course.</p> <p>12. A lab assignment on molecular inheritance and protein was used as an assessment method in AGSC - 410 Agricultural Genetics course.</p> <p>(T) A score of 70% on the assessment was the target.</p> <p>At least 70% of the students will achieve 70% on the assessment.</p> | <p>AGSC 440 – As a whole, students performed well on all learning categories of Bloom’s taxonomy. The measures of synthesis and evaluation needed improvement.</p> <p>Overall, 80% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 410 – As a whole, students’ performance were mixed on the rubrics used in the assessment. Overall, 86% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 211 - Students performed well on all assessment measures used. Overall, 73% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGEC 499 - Students (5 out of 6) performed exceptionally well on the assessment measures. The summary and conclusion assessment measures resulted in 83% of the students receiving an acceptable score. Overall, students performed above the 70% targeted score for the assessment measure.</p> <p>AGSC 304 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed</p> |
|--|--|---|

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |   |   |
|--|--|---|---|
| <p><b><u>Outcome #2</u></b></p> <p>Encourage students in the Agricultural Sciences to take all the required courses to academically prepare them for admission into a graduate or veterinary medicine program.</p> |  | <p>above the 70% targeted score for the assessment measure.</p> <p>AGEC 461 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> <p>AGEC 470 - Students performed well on all assessment measures used. Overall, at least 70% of the students performed above the 70% targeted score for the assessment measure.</p> <p>At least 20% of those whom graduated seeks admission into a graduate or veterinary medicine program.</p> | <p>The Program Leader of Agricultural Sciences and Administrative II will periodically update the graduate file over the last five years. The program will seek to broaden the outcome to include the employment status of students during the last five years. An electronic newsletter is being considered as a mean of staying more connected with graduates</p> |
|--|--|---|---|

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

Note: The Assessment Process is described in the Program Assessment Sourcebook

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental or college meetings
- ☐ in departmental assessment committee meetings
- ☒ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

The assessment findings this semester is active. Faculty are reminded to always seek to improve student learning outcomes using a variety of teaching methods. Faculty are asked to be sensitive to the different student learning styles and offer extra point or bonus points wherever applicable.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>Key course tasks assessed next course offering</b>                   | <b>Where will you assess this task?<br/>(Course? LiveText? Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b>                       |
|---|---|--|--|
|   |   |  |  |
| 1. Comprehension<br>2. Writing skills<br>3. Verbal communication skills | Instructor  | 1. Assignments<br>2. Class participation   | Yes, the results will be assessed to see how to improve student learning outcomes. |
|   |   |  |  |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here. N/A

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART IA: CURRENT KEY FINDINGS

| College/Department/Degree: CSA / Dept AGSC & UFOR/ B.S. Urban Forestry<br>SUMMARY OF PROGRAM ASSESSMENT REPORT<br>(Cycles 2012-13)                          |   |   |  |
|---|---|---|--|
| Program Outcomes<br>YEAR : 2012-2013  | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results for Improvement   |
| <b>Outcome 1</b>  |   |   |  |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</li> <li>2) Computer and GIS proficiency</li> <li>3) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses (UFOR 375, UFOR 438, UFOR 455 and UFOR 271, UFOR 278, UFOR 438) the student achievements were above 80% on the average and were adequate.                                       | <p>More than 75% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b><u>Remedial Actions</u></b><br/>To reach 100% student outcome achievement. We recommend increased practical experiential learning content of the courses to provide increased level of student competency for the next cycle.</p> |
| <b>Outcome 2</b>  |   |   |  |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>   | <p>UFOR 375, UFOR 438 and UFOR 455 were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>All measures of attainment of course objectives exceed the 75% threshold in UFOR 438 AND UFOR 455.</p> | <p>More than 85% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b><u>Remedial Action</u></b><br/>No remedial action is needed for the next cycle.</p>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Department/Degree: CSA/ Dept AgSC & UFOR/ BS Urban Forestry<br>SUMMARY OF B.S. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2013-14)         |   |   |   |
|---|---|---|---|
| Program Outcomes<br>YEAR : 2013-2014  | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results for Improvement  |
| <b>Outcome 1</b>  |   |   |   |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</li> <li>2) Computer and GIS proficiency</li> <li>3) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses (UFOR 375, UFOR 438, UFOR 455 and UFOR 271, UFOR 278, UFOR 438) the student achievements were above 80% on the average and were adequate.                                       | <p>More than 80% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b>Remedial Actions</b><br/>To reach 100% student outcome achievement. We recommend increased practical experiential learning content of the courses to provide increased level of student competency for the next cycle.</p> |
| <b>Outcome 2</b>  |   |   |   |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>   | <p>UFOR 375, UFOR 438 and UFOR 455 were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>All measures of attainment of course objectives exceed the 75% threshold in UFOR 438 AND UFOR 455.</p> | <p>More than 85% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b>Remedial Action</b><br/>No remedial action is needed for the next cycle.</p>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Department/Degree: CSA/ Dept AgSC & UFOR/ BS Urban Forestry<br>SUMMARY OF B.S. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2014-15)         |  |   |  |
|---|--|---|--|
| Program Outcomes  | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results for Improvement   |
| YEAR : 2014-2015  |  |   |  |
| <b>Outcome 1</b>  |  |   |  |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ul style="list-style-type: none"> <li>4) Student Projects/Research Papers</li> <li>Oral &amp; Written Presentations Basic Skill Assessment</li> <li>5) Computer and GIS proficiency</li> <li>6) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ul> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses (UFOR 375, UFOR 438, UFOR 455 and UFOR 271, UFOR 278, UFOR 438) the student achievements were above 80% on the average and were adequate.                                       | <p>More than 80% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b><u>Remedial Actions</u></b><br/>To reach 100% student outcome achievement. We recommend increased practical experiential learning content of the courses to provide increased level of student competency for the next cycle.</p> |
| <b>Outcome 2</b>  |  |   |  |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ul style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ul> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>  | <p>UFOR 375, UFOR 438 and UFOR 455 were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>All measures of attainment of course objectives exceed the 75% threshold in UFOR 438 AND UFOR 455.</p> | <p>More than 80% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b><u>Remedial Action</u></b><br/>No remedial action is needed for the next cycle.</p>   |

## PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS FOR URBAN FORESTRY BS, MS, AND PHD PROGRAMS

Note: The Assessment Process is described in the Program Assessment Sourcebook

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☒ In program or department meetings devoted entirely to assessment

☒ As an agenda item in program or departmental meetings

☐ In departmental assessment committee meetings

☒ In other departmental committee meetings

☒ In informal conversations among faculty members

☒ Other (please specify) ☐ Society of American Foresters (SAF) \_\_\_\_\_

☐ Assessment findings have not been discussed by program faculty this Semester

How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (suggested length 150 words)

We have incorporated the suggestions and or recommendations to improve the course contents, delivery and outcome results.

Assessment findings have revealed very important specific areas of improvement. Changes have been made in some classes to emphasize specific problem areas. Teaching methodology has been adjusted to provide students with more feedback on a more regular basis.

## **PART II: PLANNING FOR COURSE OFFERING**

## **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **PART IA: CURRENT KEY FINDINGS**

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/Department/Degree: CSA / Dept AGSC & UFOR/ M.S. Urban Forestry<br>SUMMARY OF M.S. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2012-13)      |   |   |   |
|---|---|---|---|
| Program Outcomes<br>YEAR: 2012-2013   | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results for Improvement  |
| <b>Outcome 1</b>  |   |   |   |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</li> <li>2) Computer and GIS proficiency</li> <li>3) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses ( UFOR 518, UFOR 553, UFOR 550, the student achievements were above 85% on the average and were adequate.                                   | <p>More than 85% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b>Remedial Actions</b><br/>No remedial action is needed for the next cycle.</p>  |
| <b>Outcome 2</b>  |   |   |   |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>   | UFOR 532, FOR 540 and UFOR 553 courses were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds. Measures of attainment of course objectives exceed the 75% threshold. | <p>More than 80% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>In general, the teaching methodology should be preserved and continued for the assessed courses.</p> <p><b>Remedial Action</b><br/>To achieve 100% , more assignments designed in stimulating critical thinking .</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Department/Degree: CSA / Dept AGSC & UFOR/ M.S. Urban Forestry<br>SUMMARY OF M.S. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2013-14)      |   |  |   |
|---|---|--|---|
| Program Outcomes  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results for Improvement  |
| YEAR: 2013-2014   |   |  |   |
| <b>Outcome 1</b>  |   |  |   |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</li> <li>2) Computer and GIS proficiency</li> <li>3) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses ( UFOR 518, UFOR 553, UFOR 550, the student achievements were above 80% on the average and were adequate.  | <p>More than 80% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b>Remedial Actions</b><br/>No remedial action is needed for the next cycle.</p>  |
| <b>Outcome 2</b>  |   |  |   |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>   | <p>UFOR 532, FOR 540 and UFOR 553 courses were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>The majority measures of attainment of course objectives exceed the 75% threshold.</p> | <p>More than 80% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>In general, the teaching methodology should be preserved and continued for the assessed courses.</p> <p><b>Remedial Action</b><br/>To achieve 100%, more assignments designed in stimulating critical thinking.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Department/Degree: CSA / Dept AGSC & UFOR/ M.S. Urban Forestry<br>SUMMARY OF M.S. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2014-15)      |   |  |   |
|---|---|--|---|
| Program Outcomes  | Assessment Methods (AM) and Targets (T)   | Results  | Use of Results for Improvement  |
| YEAR: 2014-2015   |   |  |   |
| <b>Outcome 1</b>  |   |  |   |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</li> <li>2) Computer and GIS proficiency</li> <li>3) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses ( UFOR 518, UFOR 553, UFOR 550, the student achievements were above 80% on the average and were adequate.  | <p>More than 80% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b>Remedial Actions</b><br/>No remedial action is needed for the next cycle.</p>  |
| <b>Outcome 2</b>  |   |  |   |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>   | <p>UFOR 532, FOR 540 and UFOR 553 courses were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>The majority measures of attainment of course objectives exceed the 75% threshold.</p> | <p>More than 80% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>In general, the teaching methodology should be preserved and continued for the assessed courses.</p> <p><b>Remedial Action</b><br/>To achieve 100% , more assignments designed in stimulating critical thinking .</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS FOR URBAN FORESTRY  
BS, MS, AND PHD PROGRAMS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ In program or department meetings devoted entirely to assessment
- ☒ As an agenda item in program or departmental meetings
- ☐ In departmental assessment committee meetings
- ☒ In other departmental committee meetings
- ☒ In informal conversations among faculty members
- ☒ Other (please specify) ☐ Society of American Foresters (SAF) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (suggested length 150 words)

We have incorporated the suggestions and or recommendations to improve the course contents, delivery and outcome results.

Assessment findings have revealed very important specific areas of improvement. Changes have been made in some classes to emphasize specific problem areas. Teaching methodology has been adjusted to provide students with more feedback on a more regular basis.

**PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART IA: CURRENT KEY FINDINGS:

| College/Department/Degree: CSA / Dept AGSC & UFOR/ PH.D. Urban Forestry<br>SUMMARY OF PH.D. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2012-2013)  |   |   |   |
|---|---|---|---|
| Program Outcomes<br>YEAR : 2012-2013  | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results for Improvement  |
| <b>Outcome 1</b>  |   |   |   |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</li> <li>2) Computer and GIS proficiency</li> <li>3) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses ( UFOR 707, UFOR 708 ) the student achievements were above 80% on the average and were adequate.  | <p>More than 80% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b><u>Remedial Actions</u></b><br/>No remedial action is needed for the next cycle.</p>                                     |
| <b>Outcome 2</b>  |   |   |   |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>   | <p>UFOR 707, UFOR 708 courses were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>All the measures of attainment of course objectives exceed the 75% threshold.</p> | <p>More than 80% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>In general, the teaching methodology should be preserved and continued for the assessed courses for the next cycle.</p> <p><b><u>Remedial Action</u></b><br/>No remedial action is needed for the next cycle.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Department/Degree: CSA / Dept AGSC & UFOR/ PH.D. Urban Forestry<br>SUMMARY OF PH.D. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2013-2014)  |   |   |   |
|---|---|---|---|
| Program Outcomes  | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results for Improvement  |
| YEAR : 2013-2014  |   |   |   |
| <b>Outcome 1</b>  |   |   |   |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</li> <li>2) Computer and GIS proficiency</li> <li>3) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 1.</p> | According to the overall assessment results for Cycles I and II in select courses ( UFOR 707, UFOR 708 ) the student achievements were above 80% on the average and were adequate.  | <p>More than 80% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b><u>Remedial Actions</u></b><br/>No remedial action is needed for the next cycle.</p>                                     |
| <b>Outcome 2</b>  |   |   |   |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <ol style="list-style-type: none"> <li>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</li> </ol> <p><b>(T)</b><br/>At least 75% of UFOR students will achieve Outcome 2.</p>   | <p>UFOR 707, UFOR 708 courses were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>All the measures of attainment of course objectives exceed the 75% threshold.</p> | <p>More than 80% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>In general, the teaching methodology should be preserved and continued for the assessed courses for the next cycle.</p> <p><b><u>Remedial Action</u></b><br/>No remedial action is needed for the next cycle.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/Department/Degree: CSA / Dept AGSC & UFOR/ PH.D. Urban Forestry<br>SUMMARY OF PH.D. URBAN FORESTRY PROGRAM ASSESSMENT REPORT<br>(Cycles 2014-2015)  |   |   |  |
|---|---|---|--|
| Program Outcomes  | Assessment Methods (AM) and Targets (T)   | Results   | Use of Results for Improvement   |
| YEAR : 2014-2015  |   |   |  |
| <b>Outcome 1</b>  |   |   |  |
| 1) Students will demonstrate the foundation knowledge and skills of communication in urban forestry program area consistent with SAF accreditation standard | <p><b>(AM)</b></p> <p>4) Student Projects/Research Papers Oral &amp; Written Presentations Basic Skill Assessment</p> <p>5) Computer and GIS proficiency</p> <p>6) Departmental Comprehensive Exam (DCE) , Capstone Course/Project</p> <p><b>(T)</b></p> <p>At least 75% of UFOR students will achieve Outcome 1.</p> | <p>According to the overall assessment results for Cycles I and II in select courses ( UFOR 707, UFOR 708 ) the student achievements were above 80% on the average and were adequate.</p>   | <p>More than 80% of UFOR students achieved Outcome 1.</p> <p>Recommendations:<br/>The teaching methodology should be preserved and continued for the next cycle.</p> <p><b><u>Remedial Actions</u></b></p> <p>No remedial action is needed for the next cycle.</p>                                     |
| <b>Outcome 2</b>  |   |   |  |
| 2) Student demonstrate research skills and critical thinking in urban forestry and natural resources conservation.  | <p><b>(AM)</b></p> <p>1) Student's technical reports, thesis, capstone project and research papers; 2) Research oral and poster presentations; 3) research and outreach products</p> <p><b>(T)</b></p> <p>At least 75% of UFOR students will achieve Outcome 2.</p>   | <p>UFOR 707, UFOR 708 courses were assessed and the overall assessment results indicated that they met or exceeded the achievement thresholds.</p> <p>All the measures of attainment of course objectives exceed the 75% threshold.</p> | <p>More than 80% of UFOR students achieved Outcome 2.</p> <p>Recommendations:<br/>In general, the teaching methodology should be preserved and continued for the assessed courses for the next cycle.</p> <p><b><u>Remedial Action</u></b></p> <p>No remedial action is needed for the next cycle.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

**PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS FOR URBAN FORESTRY  
BS, MS, AND PHD PROGRAMS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ In program or department meetings devoted entirely to assessment
- ☒ As an agenda item in program or departmental meetings
- ☐ In departmental assessment committee meetings
- ☒ In other departmental committee meetings
- ☒ In informal conversations among faculty members
- ☒ Other (please specify) ☐ Society of American Foresters (SAF) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (suggested length 150 words)

We have incorporated the suggestions and or recommendations to improve the course contents, delivery and outcome results.

Assessment findings have revealed very important specific areas of improvement. Changes have been made in some classes to emphasize specific problem areas. Teaching methodology has been adjusted to provide students with more feedback on a more regular basis.

**PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook



## College of Social and Behavioral Sciences

### Summary of Program Assessment

#### PART IA: CURRENT KEY FINDINGS

| College/School/Unit: Social and Behavioral Sciences  |  | SOCIAL WORK   |   |   |   |   |   |       |        |       |
|--|--|---|---|---|---|---|---|-------|--------|-------|
| Program Learning Outcome   |  |   |   |   |   |   |   |       |        |       |
|  |  |   |   |   |   |   |   |       |        |       |
| Outcomes   | Assessment Methods (AM) and Targets (T)  | Results   |   |   |   |   | Use of Results  |       |        |       |
| Year: 2012 - 2013  |  |   |   |   |   |   |   |       |        |       |
| Students will apply critical thinking to inform and communicate professional judgment by demonstrating effective oral and written communication skills | Role Play – Interview Skills Checklist (SOCW395)<br>T-Aggregate mean of 2.0 or higher. | The aggregate mean for 28 students on the Role Play Checklist was 3.22  |   |   |   |   | Continue with current activities and instructional methods. |       |        |       |
|  |  | <div><div>Highly Effective<br/>(4 pts)</div><div>Effective<br/>(3 pts)</div><div>Appropriate<br/>(2 pts)</div><div>Beginning<br/>(1 pts)</div><div>Ineffective<br/>(0 pts)</div><div>Highly Ineffective<br/>(0 pts)</div></div> |   |   |   |   |   |       |        |       |
|  |  |   |   |   |   |   |   |       |        |       |
|  |  |   |   |   |   |   |   |       |        |       |
|  |  | Open and accessible body posture  | 9 | 2 | 1 | 0 | 0   | 3.667 | 4.0000 | 0.624 |
|  |  | Congruent facial expression   | 7 | 1 | 3 | 1 | 0   | 3.167 | 4.000  | 1.067 |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |  |    |   |   |   |   |                 |  |
|--|--|--|----|---|---|---|---|-----------------|--|
|  |  | Slightly inclined toward the client                                      | 8  | 2 | 0 | 1 | 1 | 3.2504.0001.299 |  |
|  |  | Directly face the client   | 10 | 1 | 1 | 0 | 0 | 3.7504.0000.595 |  |
|  |  | Regular eye contact unless inappropriate                                 | 10 | 2 | 0 | 0 | 0 | 3.8334.0000.373 |  |
|  |  | No distracting behavior  | 5  | 5 | 2 | 0 | 0 | 3.2503.0000.722 |  |
|  |  | Minimal encouragement  | 8  | 3 | 1 | 0 | 0 | 3.5834.0000.640 |  |
|  |  | Facial expression  | 7  | 2 | 2 | 1 | 0 | 3.2504.0001.010 |  |
|  |  | Correct use of exploring skills (paraphrasing, reflecting feelings, etc) | 5  | 3 | 4 | 0 | 0 | 3.0834.0000.862 |  |
|  |  | Demonstrated warmth and respect  | 8  | 1 | 1 | 2 | 0 | 3.2504.0001.164 |  |
|  |  | Identified problem for work  | 5  | 5 | 2 | 0 | 0 | 3.2503.0000.722 |  |
|  |  | Identified and explained intervention                                    | 2  | 2 | 6 | 1 | 1 | 2.2502.0001.090 |  |
|  |  | Intervention appropriate for identified problem                          | 5  | 1 | 5 | 1 | 0 | 2.8332.0001.067 |  |







Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |   |   |   |   |   |       |        |       |
|--|---|---|---|---|---|---|-------|--------|-------|
|  | Explored client's strengths                 | 7 | 3 | 2 | 0 | 0 | 3.417 | 4.0000 | 0.759 |
|  | Solicited feedback from client              | 7 | 4 | 1 | 0 | 0 | 3.500 | 4.0000 | 0.645 |
|  | Outlined client's role and responsibilities | 3 | 7 | 0 | 1 | 0 | 3.091 | 3.0000 | 0.793 |
|  | Outlined worker's role and responsibilities | 0 | 7 | 1 | 3 | 0 | 2.364 | 3.0000 | 0.881 |
|  | Maintained focus within the session         | 9 | 2 | 1 | 0 | 0 | 3.667 | 4.0000 | 0.624 |
|  | Open and accessible body posture            |   |   |   |   |   |       |        |       |
|  | Congruent facial expression                 |   |   |   |   |   |       |        |       |
|  | Slightly inclined toward the client         |   |   |   |   |   |       |        |       |
|  | Directly face the client                    |   |   |   |   |   |       |        |       |
|  | Regular eye contact unless inappropriate    |   |   |   |   |   |       |        |       |
|  | No distracting behavior                     |   |   |   |   |   |       |        |       |
|  | Minimal encouragement                       |   |   |   |   |   |       |        |       |
|  | Facial expression                           |   |   |   |   |   |       |        |       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|         |   | <div><div>Correct use of exploring skills (paraphrasing, reflecting feelings, etc)</div><div>5 (41%)3 (25%)4 (33%)</div></div> <div><div>Demonstrated warmth and respect</div><div>8 (66%)1 (8%)1 (8%)2 (16%)</div></div> <div><div>Identified problem for work</div><div>5 (41%)5 (41%)2 (16%)</div></div> <div><div>Identified and explained intervention</div><div>2 (16%)2 (16%)6 (50%)1 (8%)1 (8%)</div></div> <div><div>Intervention appropriate for identified problem</div><div>5 (41%)1 (8%)5 (41%)1 (8%)</div></div> <div><div>Explored client's strengths</div><div>7 (58%)3 (25%)2 (16%)</div></div> <div><div>Solicited feedback from client</div><div>7 (58%)4 (33%)1 (8%)</div></div> <div><div>Outlined client's role and responsibilities</div><div>3 (27%)7 (63%)1 (9%)</div></div> <div><div>Outlined worker's role and responsibilities</div><div>7 (63%)1 (9%)3 (27%)</div></div> <div><div>Maintained focus within the session</div><div>9 (75%)2 (16%)1 (8%)</div></div> <div><div></div><div>Highly EffectiveEffectiveAppropriateBeginningHighly Ineffective(0 pts)</div></div> |              |              |              |              |              |              |      |      |       |         |   |   |   |   |   |       |       |       |   |
|---------|---|---|--------------|--------------|--------------|--------------|--------------|--------------|------|------|-------|---------|---|---|---|---|---|-------|-------|-------|---|
|         | Advocacy– Oral Testimony Assignment (SOCW370)<br>T-Aggregate mean of 2.0 or higher. | <div>The aggregate mean for <b>12</b> students on the Advocacy – Oral Testimony Assignment was 2.23</div> <div>Rubric: Oral Presentation Rubric (OPR)</div> <table><thead><tr><th></th><th>4<br/>(4 pts)</th><th>3<br/>(3 pts)</th><th>2<br/>(2 pts)</th><th>1<br/>(1 pts)</th><th>0<br/>(0 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Content</td><td>4</td><td>0</td><td>3</td><td>5</td><td>0</td><td>2.250</td><td>1.000</td><td>1.299</td></tr></tbody></table>  |              | 4<br>(4 pts) | 3<br>(3 pts) | 2<br>(2 pts) | 1<br>(1 pts) | 0<br>(0 pts) | Mean | Mode | Stdev | Content | 4 | 0 | 3 | 5 | 0 | 2.250 | 1.000 | 1.299 | Continue with current activities and instructional methods. |
|         | 4<br>(4 pts)  | 3<br>(3 pts)  | 2<br>(2 pts) | 1<br>(1 pts) | 0<br>(0 pts) | Mean         | Mode         | Stdev        |      |      |       |         |   |   |   |   |   |       |       |       |   |
| Content | 4   | 0   | 3            | 5            | 0            | 2.250        | 1.000        | 1.299        |      |      |       |         |   |   |   |   |   |       |       |       |   |











Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |  |   |                             |                               |                             |                                      |             |   |       |             |              |
|--|--|--|---|-----------------------------|-------------------------------|-----------------------------|--------------------------------------|-------------|---|-------|-------------|--------------|
|  |  | Organization   | 7   | 2                           | 3                             | 0                           | 0                                    | 3.333       | 4.000   | 0.850 |             |              |
|  |  | Creativity   | 0   | 0                           | 0                             | 1                           | 11                                   | 0.083       | 0.000   | 0.276 |             |              |
|  |  | Material   | 3   | 4                           | 3                             | 1                           | 1                                    | 2.583       | 3.000   | 1.187 |             |              |
|  |  | Speaking Skills  | 3   | 5                           | 4                             | 0                           | 0                                    | 2.917       | 3.000   | 0.759 |             |              |
|  |  | Content  |  |                             |                               |                             |                                      |             |   |       |             |              |
|  |  | Organization   |  |                             |                               |                             |                                      |             |   |       |             |              |
|  |  | Creativity   |  |                             |                               |                             |                                      |             |   |       |             |              |
|  |  | Material   |  |                             |                               |                             |                                      |             |   |       |             |              |
|  |  | Speaking Skills  |  |                             |                               |                             |                                      |             |   |       |             |              |
|  |  |  |  |                             |                               |                             |                                      |             |   |       |             |              |
|  |  | Year: 2013 - 2014  |   |                             |                               |                             |                                      |             |   |       |             |              |
| Students will apply critical thinking to inform and communicate professional judgment by demonstrating effective oral and written communication skills | Role Play – Interview Skills Checklist (SOCW395)<br>T-Aggregate mean of 2.0 or higher. | The aggregate mean for <b>28</b> students on the Role Play Checklist was <b>3.13</b> . |   |                             |                               |                             |                                      |             | Continue with current activities and instructional methods. |       |             |              |
|  |  |  | <b>Highly Effective</b><br>(4 pts)  | <b>Effective</b><br>(3 pts) | <b>Appropriate</b><br>(2 pts) | <b>Beginning</b><br>(1 pts) | <b>Highly Ineffective</b><br>(0 pts) | <b>Mean</b> |   |       | <b>Mode</b> | <b>Stdev</b> |
|  |  | Open and accessible body posture   | 9   | 6                           | 4                             | 0                           | 0                                    | 3.263       |   |       | 4.000       | 0.784        |
|  |  | Congruent facial expression  | 4   | 11                          | 2                             | 2                           | 0                                    | 2.895       |   |       | 3.000       | 0.852        |
|  |  | Slightly inclined toward the client  | 8   | 6                           | 3                             | 2                           | 0                                    | 3.053       |   |       | 4.000       | 0.999        |
|  |  | Directly face the client   | 14  | 4                           | 1                             | 0                           | 0                                    | 3.684       |   |       | 4.000       | 0.567        |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |    |    |   |   |   |                 |
|--|--|----|----|---|---|---|-----------------|
|  | Regular eye contact unless inappropriate                                 | 13 | 5  | 1 | 0 | 0 | 3.6324.0000.581 |
|  | No distracting behavior  | 5  | 6  | 7 | 1 | 0 | 2.7892.0000.893 |
|  | Minimal encouragement  | 3  | 10 | 6 | 0 | 0 | 2.8423.0000.670 |
|  | Facial expression  | 2  | 8  | 7 | 2 | 0 | 2.5263.0000.819 |
|  | Correct use of exploring skills (paraphrasing, reflecting feelings, etc) | 4  | 5  | 7 | 3 | 0 | 2.5262.0000.993 |
|  | Demonstrated warmth and respect  | 6  | 10 | 1 | 2 | 0 | 3.0533.0000.887 |
|  | Identified problem for work  | 10 | 5  | 2 | 1 | 1 | 3.1584.0001.136 |
|  | Identified and explained intervention                                    | 1  | 3  | 6 | 2 | 7 | 1.4210.0001.270 |
|  | Intervention appropriate for identified problem                          | 9  | 5  | 4 | 1 | 0 | 3.1584.0000.933 |
|  | Explored client's strengths  | 4  | 9  | 4 | 2 | 0 | 2.7893.0000.893 |
|  | Solicited feedback from client   | 6  | 6  | 7 | 0 | 0 | 2.9472.0000.825 |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |  |   |    |    |   |   |                 |
|--|--|--|---|----|----|---|---|-----------------|
|  |  | Outlined client's role and responsibilities                              | 4   | 8  | 7  | 0 | 0 | 2.8423.0000.744 |
|  |  | Outlined worker's role and responsibilities                              | 1   | 4  | 11 | 3 | 0 | 2.1582.0000.744 |
|  |  | Maintained focus within the session                                      | 7   | 11 | 1  | 0 | 0 | 3.3163.0000.567 |
|  |  | Open and accessible body posture   |    |    |    |   |   |                 |
|  |  | Congruent facial expression  |    |    |    |   |   |                 |
|  |  | Slightly inclined toward the client                                      |    |    |    |   |   |                 |
|  |  | Directly face the client   |    |    |    |   |   |                 |
|  |  | Regular eye contact unless inappropriate                                 |   |    |    |   |   |                 |
|  |  | No distracting behavior  |  |    |    |   |   |                 |
|  |  | Minimal encouragement  |  |    |    |   |   |                 |
|  |  | Facial expression  |  |    |    |   |   |                 |
|  |  | Correct use of exploring skills (paraphrasing, reflecting feelings, etc) |  |    |    |   |   |                 |
|  |  | Demonstrated warmth and respect  |  |    |    |   |   |                 |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|                          |   |   |  |
|--------------------------|---|---|--|
|                          |   | <p>Identified problem for work<br/>10 (52%) 5 (26%) 2 (10%) 1 (5%) 1 (5%)</p> <p>Identified and explained intervention<br/>1 (5%) 3 (15%) 6 (31%) 2 (10%) 7 (36%)</p> <p>Intervention appropriate for identified problem<br/>9 (47%) 5 (26%) 4 (21%) 1 (5%)</p> <p>Explored client's strengths<br/>4 (21%) 9 (47%) 4 (21%) 2 (10%)</p> <p>Solicited feedback from client<br/>6 (31%) 6 (31%) 7 (36%)</p> <p>Outlined client's role and responsibilities<br/>4 (21%) 8 (42%) 7 (36%)</p> <p>Outlined worker's role and responsibilities<br/>1 (5%) 4 (21%) 11 (57%) 3 (15%)</p> <p>Maintained focus within the session<br/>7 (36%) 11 (57%) 1 (5%)</p> <p>Highly Effective Effective Appropriate Beginning Highly Ineffective(0 pts)</p> |  |
|                          | <p>Advocacy– Oral Testimony Assignment (SOCW370)</p> <p>T-85% will score 70% or higher.</p> | <p><b>100%</b> of <b>15</b> students scored 70% or higher.</p>  | <p>Continue with current activities and instructional methods.</p> |
| <b>Year: 2014 - 2015</b> |   |   |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



|   |   |   |   |
|---|---|---|---|
| <b>Students will apply critical thinking to inform and communicate professional judgment by demonstrating effective oral and written communication skills</b> | Role Play – Interview Skills Checklist (SOCW395)<br><br>T-85% will score 70% or higher. | <b>100%</b> of <b>28</b> students scored 70% or higher. | Continue with current activities and instructional methods. |
|   | Advocacy– Oral Testimony Assignment (SOCW370)<br><br>T-85% will score 70% or higher.    | <b>100%</b> of <b>13</b> students scored 70% or higher. | Continue with current activities and instructional methods. |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

☐ in program or department meetings devoted entirely to assessment

☐ as an agenda item in program or departmental meetings

☐ in departmental assessment committee meetings

Note: The Assessment Process is described in the Program Assessment Sourcebook

\_\_\_ in other departmental committee meetings

X in informal conversations among faculty members

\_\_\_ Other (please specify) \_\_\_\_\_

\_\_\_ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Faculty employed a variety of course assignments to reflect the diversity of students' learning styles. Types of assignments that were incorporated into courses included integrative papers, debates, role plays, small group discussions, group activities, and individual and group presentations. Other strategies faculty used to promote student learning included providing more feedback to students, specifically in regards to papers and written assignments; including copies of assessment measures in course syllabi; and offering study sessions throughout the semester. Faculty also allowed students to submit drafts of their papers and provided feedback throughout the semester. Study guides, practice mid-term and final exams and mock examples of papers were also provided to students. Some faculty utilized Blackboard's early notification system. Finally, faculty also continued to make concerted efforts to refer students to campus support services (e.g. Office of Disability Services, Center for Student Success, Center for Teaching and Learning Excellence, University Counseling Center).

**PART II: PLANNING FOR NEXT COURSE OFFERING**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course? LiveText? Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
|---|---|--|--|
| Role Play<br>Interview Skills Checklist               | SOCW395<br>LiveText<br>Tangela Colson                                       | Interview Skills Checklist   | Continue with current activities and instructional methods.  |
| Advocacy –Oral Testimony Assignment                   | SOCW370<br>LiveText<br>Roslyn Richardson                                    | Oral Presentation Rubric   | Continue with current activities and instructional methods.  |
|   |   |  |  |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **Summary of Program Assessment**

### **PART IA: CURRENT KEY FINDINGS**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Social and Behavioral Sciences   |   | Course-Based Student Learning Outcomes: Psychology   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )   | Results  | Use of Results  |
| <i>Year:2012-13</i>  |   |  |   |
| <p><b>Outcome 1:</b> Students will demonstrate knowledge of the major concepts and theoretical perspectives of psychology</p> <p>LA-SUBR-PSY.SUPSY1<br/>Students will demonstrate knowledge of the major concepts and theoretical perspectives in psychology.</p> <p>LA-SUBR-LO.1<br/>Critical Thinking: Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently.</p> | <p>Assessment Method:<br/><b>PSYC 000 - Departmental Comprehensive Exam</b></p> <p>Target: <b>90%</b></p> | <p>Eighty-five percent of the students demonstrated acceptable or above level. A total of forty-seven (47) majors took the examination with forty (40) successfully passing the examination.</p> | <p>1. Based upon the results, professors will continue to spend additional class time in areas cited as weak and provide additional written examples to increase passage rates.</p> |
| <p><b>Outcome 2:</b> Students will demonstrate critical thinking</p>   | <p>Assessment Method:<br/><b>PSYC 412- Experimental</b></p>   | <p>82% of students enrolled in PSYC 412 successfully completed the course at an acceptable level or higher as indicated on submitted grade reports.</p>  | <p>1. There was a 17% drop in the successful passage rate as indicated on submitted grade reports. The professor will continue with</p>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Social and Behavioral Sciences  |  | Course-Based Student Learning Outcomes: Psychology   |   |
|---|--|--|---|
| Outcomes  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results  | Use of Results  |
| <p>in the application of psychological concepts.</p> <p>LA-SUBR-PSY.SUPSY2<br/>Students will demonstrate critical thinking in the application of psychological concepts.</p> <p>LA-SUBR-LO.1<br/>Critical Thinking: Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently.</p> | <p>Target: <b>90%</b></p>  |  | <p>additional exercises and scenarios of dependent and independent variables, hypotheses and other areas depicting critical thinking assessments with primer and more focused assignments to provide a focused learning base for deficient areas.</p> |
| <p><b>Outcome 3:</b> Students will be able to apply research methods and statistical analyses relevant to psychology</p> <p>LA-SUBR-PSY.SUPSY4<br/>Students will perform statistical analyses relevant to the field of psychology</p>   | <p>Assessment Method:</p> <p><b>PSYC 000 – Departmental Comprehensive Exam</b></p> <p>Target: <b>70%</b></p> | <p>The passage rate remained at 70% in the application of research and statistical analysis.</p> | <p>1. Enhance a successful passage rate of students beginning in the disciplines.</p> <p>2. Scenarios dealing with inferential statistical analysis will continue to be provided.</p>   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Social and Behavioral Sciences   |   | Course-Based Student Learning Outcomes: Psychology   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )                                     | Results  | Use of Results  |
| LA-SUBR-LO.4<br>Mathematical and Science Reasoning: Graduates will apply quantitative and qualitative approaches to mathematical and/or scientific concepts.   |   |  |   |
| <b>Outcome 4:</b> Communication Skills<br><br>LA-SUBR-PSY.SUPSY5<br>Communication skills<br><br>LA-SUBR-LO.2<br>Communication Skills:<br>Graduates will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college-level of competencies. | Assessment Method:<br><br><b>PSYC 412 – Experimental Psychology</b><br><br>Target: <b>70%</b> | Eighty-two percent of the students successfully completed the course with use of the Capstone Evaluation sheet noting the strengths and weaknesses of the student presentations. | 1. The results will be used to engage student's command of formal presentations as defined by the criteria on items on Capstone Evaluation sheet.<br><br>2. Mock rehearsal will continue to be held to help students gain a command of presenting research papers to an audience using tool(s) of critique. |

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☒ in program or department meetings devoted entirely to assessment
- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process?** Assessment findings were used to strengthen the conceptual framework and critical thinking skills of candidates in order to make them more effective in their personal and professional development as helping professionals. Moreover, the findings were used to modify, adjust, and strengthen areas in need for improved performances. New course assignments and additional hands-on activities facilitated during class time were implemented in course activities and incorporated in course syllabi. In addition, students were assigned more research activities, major concepts and theoretical perspective activities, and communication skills activities in some courses to better facilitate the learning process.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART II: PLANNING FOR NEXT COURSE OFFERING

| <b>Key course tasks<br/>assessed next<br/>course offering</b> | <b>Where will<br/>you assess<br/>this task?</b><br><br>(Course?<br>LiveText?<br>Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve<br/>Student Learning</b>   |
|---|--|---|--|
| General Psychology  | PSYC 210<br><br>LiveText<br><br>Cecil Duncan   | Rubric  | Assessment results will be used to modify or change existing activities to accommodate areas of low performance(s) in the knowledge of major concepts and theoretical perspectives.<br><br>Adjust and/or modify course activities and syllabi to reflect strengthening areas in need of adequate performance |
| Statistics  | PSYC 274<br><br>PSYC 277<br><br>Live Text<br><br>Jocelyn Freeman                             | Rubric  | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.  |
| Psychological<br>Testing                                      | PSYC 360<br><br>LiveText<br><br>Catrice Tolbert  | Rubrics   | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



|   |   |         |   |
|---|---|---------|---|
| Experimental Psychology<br>Research Paper<br>Capstone | PSYC 412<br>LiveText<br>Reginald Rackley                          | Rubrics | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.   |
| Departmental Comprehensive Examination                | PSYC 000<br>Departmental Comprehensive Results<br>Jocelyn Freeman | Rubrics | Assessment results will be used to modify or make changes to existing behavioral objectives and study guides.<br><br>Professors will adjust and/or modify course activities and syllabi to reflect strengthening areas in need of adequate performance. |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **Summary of Program Assessment**

### **PART IA: CURRENT KEY FINDINGS**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Social and Behavioral Sciences   |  | Course-Based Student Learning Outcomes: Psychology   |   |
|--|--|--|---|
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results  | Use of Results  |
| <i>Year:2012-13</i>  |  |  |   |
| <p><b>Outcome 1:</b> Students will demonstrate knowledge of the major concepts and theoretical perspectives of psychology</p> <p>LA-SUBR-PSY.SUPSY1<br/>Students will demonstrate knowledge of the major concepts and theoretical perspectives in psychology.</p> <p>LA-SUBR-LO.1<br/>Critical Thinking: Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently.</p> | <p>Assessment Method:<br/><b>PSYC 000 - Departmental Comprehensive Exam</b></p> <p>Target: 90%</p> | <p>Eighty-five percent of the students demonstrated acceptable or above level. A total of forty-seven (47) majors took the examination with forty (40) successfully passing the examination.</p> | <p>1. Based upon the results, professors will continue to spend additional class time in areas cited as weak and provide additional written examples to increase passage rates.</p> |
| <p><b>Outcome 2:</b> Students will demonstrate critical thinking</p>   | <p>Assessment Method:<br/><b>PSYC 412- Experimental</b></p>  | <p>82% of students enrolled in PSYC 412 successfully completed the course at an acceptable level or higher as indicated on submitted grade reports.</p>  | <p>1. There was a 17% drop in the successful passage rate as indicated on submitted grade reports. The professor will continue with</p>   |

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| College/School/Unit: College of Social and Behavioral Sciences  |  | Course-Based Student Learning Outcomes: Psychology   |   |
|---|--|--|---|
| Outcomes  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results  | Use of Results  |
| <p>in the application of psychological concepts.</p> <p>LA-SUBR-PSY.SUPSY2<br/>Students will demonstrate critical thinking in the application of psychological concepts.</p> <p>LA-SUBR-LO.1<br/>Critical Thinking: Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently.</p> | <p>Target: <b>90%</b></p>  |  | <p>additional exercises and scenarios of dependent and independent variables, hypotheses and other areas depicting critical thinking assessments with primer and more focused assignments to provide a focused learning base for deficient areas.</p> |
| <p><b>Outcome 3:</b> Students will be able to apply research methods and statistical analyses relevant to psychology</p> <p>LA-SUBR-PSY.SUPSY4<br/>Students will perform statistical analyses relevant to the field of psychology</p>   | <p>Assessment Method:</p> <p><b>PSYC 000 – Departmental Comprehensive Exam</b></p> <p>Target: <b>70%</b></p> | <p>The passage rate remained at 70% in the application of research and statistical analysis.</p> | <p>1. Enhance a successful passage rate of students beginning in the disciplines.</p> <p>2. Scenarios dealing with inferential statistical analysis will continue to be provided.</p>   |

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| College/School/Unit: College of Social and Behavioral Sciences   |   | Course-Based Student Learning Outcomes: Psychology   |   |
|--|---|--|---|
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )                                     | Results  | Use of Results  |
| LA-SUBR-LO.4<br>Mathematical and Science Reasoning: Graduates will apply quantitative and qualitative approaches to mathematical and/or scientific concepts.   |   |  |   |
| <b>Outcome 4:</b> Communication Skills<br><br>LA-SUBR-PSY.SUPSY5<br>Communication skills<br><br>LA-SUBR-LO.2<br>Communication Skills:<br>Graduates will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college-level of competencies. | Assessment Method:<br><br><b>PSYC 412 – Experimental Psychology</b><br><br>Target: <b>70%</b> | Eighty-two percent of the students successfully completed the course with use of the Capstone Evaluation sheet noting the strengths and weaknesses of the student presentations. | 1. The results will be used to engage student's command of formal presentations as defined by the criteria on items on Capstone Evaluation sheet.<br><br>2. Mock rehearsal will continue to be held to help students gain a command of presenting research papers to an audience using tool(s) of critique. |

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## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

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- ☒ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
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- ☒ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process?** Assessment findings were used to strengthen the conceptual framework and critical thinking skills of candidates in order to make them more effective in their personal and professional development as helping professionals. Moreover, the findings were used to modify, adjust, and strengthen areas in need for improved performances. New course assignments and additional hands-on activities facilitated during class time were implemented in course activities and incorporated in course syllabi. In addition, students were assigned more research activities, major concepts and theoretical perspective activities, and communication skills activities in some courses to better facilitate the learning process.

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART II: PLANNING FOR NEXT COURSE OFFERING

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br><br>(Course?<br>LiveText?<br>Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>   |
|---|--|---|--|
| General Psychology                                    | PSYC 210<br><br>LiveText<br><br>Cecil Duncan   | Rubric  | Assessment results will be used to modify or change existing activities to accommodate areas of low performance(s) in the knowledge of major concepts and theoretical perspectives.<br><br>Adjust and/or modify course activities and syllabi to reflect strengthening areas in need of adequate performance |
| Statistics  | PSYC 274<br><br>PSYC 277<br><br>Live Text<br><br>Jocelyn Freeman                     | Rubric  | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.  |
| Psychological Testing                                 | PSYC 360<br><br>LiveText<br><br>Catrice Tolbert                                      | Rubrics   | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |   |         |   |
|---|---|---------|---|
| Experimental Psychology<br>Research Paper<br>Capstone | PSYC 412<br>LiveText<br>Reginald Rackley                          | Rubrics | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.   |
| Departmental Comprehensive Examination                | PSYC 000<br>Departmental Comprehensive Results<br>Jocelyn Freeman | Rubrics | Assessment results will be used to modify or make changes to existing behavioral objectives and study guides.<br><br>Professors will adjust and/or modify course activities and syllabi to reflect strengthening areas in need of adequate performance. |

\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **Summary of Program Assessment**

### **PART IA: CURRENT KEY FINDINGS**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Social and Behavioral Sciences  |  | Course-Based Student Learning Outcomes: Psychology   |               |                    |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
|---|--|--|---------------|--------------------|--|--|--|--|--|--|-----------|---------|---------------|--------------------|---------|----|------|------|------|------------|----|------|------|-------|-------|----|-------|-------|--|---|
|   |  |  |               |                    |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
| Outcomes  | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )  | Results  |               |                    | Use of Results   |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
| <b>Year:2014-15</b>   |  |  |               |                    |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
| <b>Outcome 1:</b> Students will demonstrate knowledge of the major concepts and theoretical perspectives of psychology<br><br>LA-SUBR-PSY.SUPSY1<br>Students will demonstrate knowledge of the major concepts and theoretical perspectives in psychology.<br><br>LA-SUBR-LO.1<br>Critical Thinking: Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently. | Assessment Method:<br><b>PSYC 000 - Departmental Comprehensive Exam</b><br><br><b>PSYC 412- Experimental</b><br><br>Target: <b>70%</b> | <b>54</b> candidates were evaluated on the departmental comprehensive exam. Data showed that <b>46%</b> of the candidates showed average knowledge of the major concepts and theoretical perspectives in psychology.<br><br><table><tr><th colspan="5">Theoretical Component (Q1, 9, 35-36, 40-43, 47-48, 78, 96, 98-99)</th></tr><tr><th></th><th>Frequency</th><th>Percent</th><th>Valid Percent</th><th>Cumulative Percent</th></tr><tr><td>average</td><td>25</td><td>46.3</td><td>46.3</td><td>46.3</td></tr><tr><td>Valid poor</td><td>29</td><td>53.7</td><td>53.7</td><td>100.0</td></tr><tr><td>Total</td><td>54</td><td>100.0</td><td>100.0</td><td></td></tr></table> |               |                    | Theoretical Component (Q1, 9, 35-36, 40-43, 47-48, 78, 96, 98-99)        |  |  |  |  |  | Frequency | Percent | Valid Percent | Cumulative Percent | average | 25 | 46.3 | 46.3 | 46.3 | Valid poor | 29 | 53.7 | 53.7 | 100.0 | Total | 54 | 100.0 | 100.0 |  | 1. Based upon the results, was proposed that professors who teach a course on theoretical perspectives and major concepts spend additional class time and provide additional writing material to improve performance. |
| Theoretical Component (Q1, 9, 35-36, 40-43, 47-48, 78, 96, 98-99)   |  |  |               |                    |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
|   | Frequency  | Percent  | Valid Percent | Cumulative Percent |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
| average   | 25   | 46.3   | 46.3          | 46.3               |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
| Valid poor  | 29   | 53.7   | 53.7          | 100.0              |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
| Total   | 54   | 100.0  | 100.0         |                    |  |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |
| <b>Outcome 2:</b> Students will demonstrate critical thinking   | Assessment Method:   | <b>54</b> candidates were evaluated on the departmental comprehensive exam. Data showed that <b>50%</b> of the candidates showed above average or average critical thinking in the application of psychological concepts.  |               |                    | 1. Based upon the results, professors will provide additional exercises, |  |  |  |  |  |           |         |               |                    |         |    |      |      |      |            |    |      |      |       |       |    |       |       |  |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| Outcomes   | Assessment Methods (AM) and Targets (T)  | Results  |           |         |               | Use of Results  |                    |
|--|--|--|-----------|---------|---------------|---|--------------------|
| in the application of psychological concepts.<br><br>LA-SUBR-PSY.SUPSY2<br>Students will demonstrate critical thinking in the application of psychological concepts.<br><br>LA-SUBR-LO.1<br>Critical Thinking: Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently. | PSYC 000 - Departmental Comprehensive Exam<br><br>PSYC 412- Experimental<br><br>Target: 70%  | Application Component (Q2-8, 10, 31-34, 37-39, 44-46, 49, 50, 71-95, 97, 100)  |           |         |               | scenarios, and other areas depicting critical thinking relevant to psychological research.  |                    |
|  |  |  | Frequency | Percent | Valid Percent |   | Cumulative Percent |
|  |  | above average  | 3         | 5.6     | 5.6           |   | 5.6                |
|  |  | average  | 24        | 44.4    | 44.4          |   | 50.0               |
|  |  | poor   | 27        | 50.0    | 50.0          |   | 100.0              |
| Valid  | Total  | 54   | 100.0     | 100.0   |               |   |                    |
| Outcome 3: Students will be able to apply research methods and statistical analyses relevant to psychology<br><br>LA-SUBR-PSY.SUPSY4<br>Students will perform statistical analyses relevant to the field of psychology   | Assessment Method:<br>PSYC 274 – Elementary Statistics<br>PSYC 277 – Advanced Statistics<br><br>PSYC 412 – Experimental Psychology | 103 students enrolled in PSYC 274 for the 2014-2015 academic year were evaluated. Data showed that 97% of the students showed target or acceptable in the application of inputting data. 93% of the students showed target or acceptable in analyzing data, and 34% of the students showed target or acceptable in drawing inferences and conclusions from the analysis. |           |         |               | 1.Place on Bb the SPSS manuel to assist students on how to input and analyze data.<br><br>2. Continue to schedule a class time to meet in the Computer Training Lab to assist students with inputting and analyzing |                    |
| Fall 2014  |  |  |           |         |               |   |                    |

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| Outcomes  | Assessment Methods (AM) and Targets (T)                          | Results   |                       |                         |                         |       |  |       | Use of Results   |
|---|--|---|-----------------------|-------------------------|-------------------------|-------|--|-------|--|
| LA-SUBR-LO.4<br>Mathematical and Science Reasoning: Graduates will apply quantitative and qualitative approaches to mathematical and/or scientific concepts.  | PSYC 000 –<br>Departmental Comprehensive Exam<br><br>Target: 70% |   |                       |                         |                         |       |  |       | data since this method was very effective.   |
|   |  | Target<br>(2 pts)                                 | Acceptable<br>(1 pts) | Unacceptable<br>(0 pts) | Mean                    | Mode  | Stdev  |       | 3. Continue to explain more in-depth and give examples of how to draw inferences and interpret data. |
|   |  | Application...                                    | 43                    | 8                       | 4                       | 1.709 | 2.000  | 0.593 |  |
|   |  | Analyze Data using SPSS Software...               | 45                    | 6                       | 4                       | 1.745 | 2.000  | 0.579 |  |
|   |  | Draws Inferences and Conclusions from Analysis... | 16                    | 22                      | 17                      | 0.982 | 1.000  | 0.774 |  |
|   |  | Contributes to team meetings and assignments...   | 52                    | 1                       | 2                       | 1.909 | 2.000  | 0.394 | 4. Continue to review assignment and give feedback before final submission of assignment             |
|   |  | Spring 2015                                       |                       |                         |                         |       |  |       |  |
|   |  |   |                       |                         |                         |       |  |       |  |
|   |  |   | Target<br>(2 pts)     | Acceptable<br>(1 pts)   | Unacceptable<br>(0 pts) | Mean  | Mode   | Stdev |  |
|   |  | Application...                                    | 47                    | 1                       | 0                       | 1.979 | 2.000  | 0.143 |  |
| Analyze Data using SPSS Software...   | 42   | 3   | 3                     | 1.812                   | 2.000                   | 0.527 |  |       |  |
| Draws Inferences and Conclusions from Analysis...   | 22   | 13  | 14                    | 1.163                   | 2.000                   | 0.841 | 1. Continue to explain more in-depth how to interpret the results from a research study. |       |  |
| 50 students enrolled in PSYC 277 for the 2014-2015 academic year were evaluated. Data showed that 100% of the students showed target in the application of inputting data. 100% of the students showed target in analyzing data, and 84% of the students showed acceptable or target in drawing inferences and conclusions from the analysis. |  |   |                       |                         |                         |       |  |       |  |
| 2. Continue to provide a template of an example on Bb on how to interpret data from a research study.   |  |   |                       |                         |                         |       |  |       |  |

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| Outcomes  | Assessment Methods (AM) and Targets (T) | Results   | Use of Results              |                   |                       |                         |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
|---|---|---|-----------------------------|-------------------|-----------------------|-------------------------|------|--|----------------|-----------|---|---|-------|---|-------------------------------------|-----------|---|---|-------|---|---|-----------|----------|----------|-------|---|---|-----------|---|----------|-------|---|--|--------------------------|---------------------------|-----------------------------|----------|----------|-------|--|----------------|-----------|---|---|-------|-------|-------|--|-------------------------------------|-----------|---|---|-------|-------|-------|--|---|-----------|----------|----------|-------|-------|-------|--|--|
|   |   | <div>Fall 2014</div> <table><thead><tr><th></th><th>Target<br/>(2 pts)</th><th>Acceptable<br/>(1 pts)</th><th>Unacceptable<br/>(0 pts)</th><th>Mean</th><th></th></tr></thead><tbody><tr><td>Application...</td><td><u>21</u></td><td>0</td><td>0</td><td>2.000</td><td>2</td></tr><tr><td>Analyze Data using SPSS Software...</td><td><u>21</u></td><td>0</td><td>0</td><td>2.000</td><td>2</td></tr><tr><td>Draws Inferences and Conclusions from Analysis...</td><td><u>14</u></td><td><u>4</u></td><td><u>3</u></td><td>1.524</td><td>2</td></tr><tr><td>Contributes to team meetings and assignments...</td><td><u>20</u></td><td>0</td><td><u>1</u></td><td>1.905</td><td>2</td></tr></tbody></table> <div>Spring 2015</div> <table><thead><tr><th></th><th>Targ<br/>et<br/>(2<br/>pts)</th><th>Accepta<br/>ble<br/>(1 pts)</th><th>Unaccepta<br/>ble<br/>(0 pts)</th><th>Mea<br/>n</th><th>Mod<br/>e</th><th>Stdev</th><th></th></tr></thead><tbody><tr><td>Application...</td><td><u>29</u></td><td>0</td><td>0</td><td>2.000</td><td>2.000</td><td>0.000</td><td></td></tr><tr><td>Analyze Data using SPSS Software...</td><td><u>29</u></td><td>0</td><td>0</td><td>2.000</td><td>2.000</td><td>0.000</td><td></td></tr><tr><td>Draws Inferences and Conclusions from Analysis...</td><td><u>22</u></td><td><u>2</u></td><td><u>5</u></td><td>1.586</td><td>2.000</td><td>0.766</td><td></td></tr></tbody></table> <p><u>54</u> candidates were evaluated on the Departmental Comprehensive Examination. Data showed that <u>98</u>% of the candidates showed exceptional, above average, or average, application of research methods and statistical analyses the departmental comprehensive exam.</p> |                             | Target<br>(2 pts) | Acceptable<br>(1 pts) | Unacceptable<br>(0 pts) | Mean |  | Application... | <u>21</u> | 0 | 0 | 2.000 | 2 | Analyze Data using SPSS Software... | <u>21</u> | 0 | 0 | 2.000 | 2 | Draws Inferences and Conclusions from Analysis... | <u>14</u> | <u>4</u> | <u>3</u> | 1.524 | 2 | Contributes to team meetings and assignments... | <u>20</u> | 0 | <u>1</u> | 1.905 | 2 |  | Targ<br>et<br>(2<br>pts) | Accepta<br>ble<br>(1 pts) | Unaccepta<br>ble<br>(0 pts) | Mea<br>n | Mod<br>e | Stdev |  | Application... | <u>29</u> | 0 | 0 | 2.000 | 2.000 | 0.000 |  | Analyze Data using SPSS Software... | <u>29</u> | 0 | 0 | 2.000 | 2.000 | 0.000 |  | Draws Inferences and Conclusions from Analysis... | <u>22</u> | <u>2</u> | <u>5</u> | 1.586 | 2.000 | 0.766 |  | <div>3. Continue to review assignment and give feedback before final submission of assignment</div> <div>1. Continue content mastery</div> |
|   | Target<br>(2 pts)                       | Acceptable<br>(1 pts)   | Unacceptable<br>(0 pts)     | Mean              |                       |                         |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
| Application...                                    | <u>21</u>                               | 0   | 0                           | 2.000             | 2                     |                         |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
| Analyze Data using SPSS Software...               | <u>21</u>                               | 0   | 0                           | 2.000             | 2                     |                         |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
| Draws Inferences and Conclusions from Analysis... | <u>14</u>                               | <u>4</u>  | <u>3</u>                    | 1.524             | 2                     |                         |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
| Contributes to team meetings and assignments...   | <u>20</u>                               | 0   | <u>1</u>                    | 1.905             | 2                     |                         |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
|   | Targ<br>et<br>(2<br>pts)                | Accepta<br>ble<br>(1 pts)   | Unaccepta<br>ble<br>(0 pts) | Mea<br>n          | Mod<br>e              | Stdev                   |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
| Application...                                    | <u>29</u>                               | 0   | 0                           | 2.000             | 2.000                 | 0.000                   |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
| Analyze Data using SPSS Software...               | <u>29</u>                               | 0   | 0                           | 2.000             | 2.000                 | 0.000                   |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |
| Draws Inferences and Conclusions from Analysis... | <u>22</u>                               | <u>2</u>  | <u>5</u>                    | 1.586             | 2.000                 | 0.766                   |      |  |                |           |   |   |       |   |                                     |           |   |   |       |   |   |           |          |          |       |   |   |           |   |          |       |   |  |                          |                           |                             |          |          |       |  |                |           |   |   |       |       |       |  |                                     |           |   |   |       |       |       |  |   |           |          |          |       |       |       |  |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| Outcomes                        | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> ) | Results  | Use of Results              |                    |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
|---------------------------------|---|--|-----------------------------|--------------------|--|--|--|--|-----------|---------|---------------|--------------------|-------------|----|------|------|------|---------------|----|------|------|------|---------------|----|------|------|------|------|----|------|------|-------|-------|----|-------|-------|--|--------------------------------|--|--|--|--|--|-----------|---------|---------------|--------------------|-------------|---|-----|-----|-----|---------------|---|-----|-----|-----|---------------|---|-----|-----|------|------|----|------|------|-------|-------|----|-------|-------|--|---|
|                                 |   | <table><tr><th colspan="5">Research Component (Q51-70)</th></tr><tr><th></th><th>Frequency</th><th>Percent</th><th>Valid Percent</th><th>Cumulative Percent</th></tr><tr><td>exceptional</td><td>13</td><td>24.1</td><td>24.1</td><td>24.1</td></tr><tr><td>above average</td><td>14</td><td>25.9</td><td>25.9</td><td>50.0</td></tr><tr><td>Valid average</td><td>16</td><td>29.6</td><td>29.6</td><td>79.6</td></tr><tr><td>poor</td><td>11</td><td>20.4</td><td>20.4</td><td>100.0</td></tr><tr><td>Total</td><td>54</td><td>100.0</td><td>100.0</td><td></td></tr></table><br><table><tr><th colspan="5">Statistical Component (Q11-30)</th></tr><tr><th></th><th>Frequency</th><th>Percent</th><th>Valid Percent</th><th>Cumulative Percent</th></tr><tr><td>exceptional</td><td>1</td><td>1.9</td><td>1.9</td><td>1.9</td></tr><tr><td>above average</td><td>4</td><td>7.4</td><td>7.4</td><td>9.3</td></tr><tr><td>Valid average</td><td>5</td><td>9.3</td><td>9.3</td><td>18.5</td></tr><tr><td>poor</td><td>44</td><td>81.5</td><td>81.5</td><td>100.0</td></tr><tr><td>Total</td><td>54</td><td>100.0</td><td>100.0</td><td></td></tr></table> | Research Component (Q51-70) |                    |  |  |  |  | Frequency | Percent | Valid Percent | Cumulative Percent | exceptional | 13 | 24.1 | 24.1 | 24.1 | above average | 14 | 25.9 | 25.9 | 50.0 | Valid average | 16 | 29.6 | 29.6 | 79.6 | poor | 11 | 20.4 | 20.4 | 100.0 | Total | 54 | 100.0 | 100.0 |  | Statistical Component (Q11-30) |  |  |  |  |  | Frequency | Percent | Valid Percent | Cumulative Percent | exceptional | 1 | 1.9 | 1.9 | 1.9 | above average | 4 | 7.4 | 7.4 | 9.3 | Valid average | 5 | 9.3 | 9.3 | 18.5 | poor | 44 | 81.5 | 81.5 | 100.0 | Total | 54 | 100.0 | 100.0 |  | 2. The statistics professor agreed to provide more scenarios dealing with inferential statistical analyses that would be more applicable to the research project. |
| Research Component (Q51-70)     |   |  |                             |                    |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
|                                 | Frequency   | Percent  | Valid Percent               | Cumulative Percent |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| exceptional                     | 13  | 24.1   | 24.1                        | 24.1               |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| above average                   | 14  | 25.9   | 25.9                        | 50.0               |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| Valid average                   | 16  | 29.6   | 29.6                        | 79.6               |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| poor                            | 11  | 20.4   | 20.4                        | 100.0              |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| Total                           | 54  | 100.0  | 100.0                       |                    |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| Statistical Component (Q11-30)  |   |  |                             |                    |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
|                                 | Frequency   | Percent  | Valid Percent               | Cumulative Percent |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| exceptional                     | 1   | 1.9  | 1.9                         | 1.9                |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| above average                   | 4   | 7.4  | 7.4                         | 9.3                |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| Valid average                   | 5   | 9.3  | 9.3                         | 18.5               |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| poor                            | 44  | 81.5   | 81.5                        | 100.0              |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| Total                           | 54  | 100.0  | 100.0                       |                    |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |
| Outcome 4: Communication Skills | Assessment Method: PSYC 360 – Psychological Testing       |  |                             |                    |  |  |  |  |           |         |               |                    |             |    |      |      |      |               |    |      |      |      |               |    |      |      |      |      |    |      |      |       |       |    |       |       |  |                                |  |  |  |  |  |           |         |               |                    |             |   |     |     |     |               |   |     |     |     |               |   |     |     |      |      |    |      |      |       |       |    |       |       |  |   |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: College of Social and Behavioral Sciences   |   | Course-Based Student Learning Outcomes: Psychology |                |
|--|---|--|----------------|
| Outcomes   | Assessment Methods ( <u>AM</u> ) and Targets ( <u>T</u> )           | Results  | Use of Results |
| LA-SUBR-PSY.SUPSY5<br>Communication skills<br><br>LA-SUBR-LO.2<br>Communication Skills:<br>Graduates will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college-level of competencies. | <b>PSYC 412 – Experimental Psychology</b><br><br>Target: <b>70%</b> |  |                |

#### PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment  
☐ as an agenda item in program or departmental meetings  
☐ in departmental assessment committee meetings  
☐ in other departmental committee meetings  
☐ in informal conversations among faculty members  
☐ Other (please specify) \_\_\_\_\_

Note: The Assessment Process is described in the Program Assessment Sourcebook

X   Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process?** Assessment findings were used to strengthen the conceptual framework and critical thinking skills of candidates in order to make them more effective in their personal and professional development as helping professionals. Moreover, the findings were used to modify, adjust, and strengthen areas in need for improved performances. New course assignments and additional hands-on activities facilitated during class time were implemented in course activities and incorporated in course syllabi. In addition, students were assigned more research activities, major concepts and theoretical perspective activities, and communication skills activities in some courses to better facilitate the learning process.

## **PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br>(Course?<br>LiveText?<br>Instructor?) | <b>Assessment methods and tools used*</b><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b>   |
|---|--|---|--|
| General Psychology                                    | PSYC 210<br><br>LiveText<br><br>Cecil Duncan                                     | Rubric  | Assessment results will be used to modify or change existing activities to accommodate areas of low performance(s) in the knowledge of major concepts and theoretical perspectives.<br><br>Adjust and/or modify course activities and syllabi to reflect strengthening areas in need of adequate performance |
| Statistics  | PSYC 274<br><br>PSYC 277   | Rubric  | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |   |         |   |
|---|---|---------|---|
|   | Live Text<br>Jocelyn Freeman                                      |         |   |
| Psychological Testing                                 | PSYC 360<br>LiveText<br>Catrice Tolbert                           | Rubrics | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.   |
| Experimental Psychology<br>Research Paper<br>Capstone | PSYC 412<br>LiveText<br>Reginald Rackley                          | Rubrics | Assessment results will be used to modify or make changes to existing instructional methods, assignments and/or activities.   |
| Department Comprehensive Exam                         | PSYC 000<br>Departmental Comprehensive Results<br>Jocelyn Freeman | Rubrics | Assessment results will be used to modify or make changes to existing behavioral objectives and study guides.<br><br>Professors will adjust and/or modify course activities and syllabi to reflect strengthening areas in need of adequate performance. |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

## **Summary of Program Assessment**

### **PART IA: CURRENT KEY FINDINGS**

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Sociology  |  | Student Learning Outcomes:  |  |
|---|--|---|--|
| Outcomes  | Assessment Methods (AM) and Targets (T)  | Results   | Use of Results   |
| <b>Year:2012-13</b>   |  |   |  |
| <p>Students will demonstrate a functional knowledge of sociology concepts, including theories and methods.</p> <p>Students will demonstrate the ability to communicate effectively by giving research presentations and preparing reports in a standard format.</p> <p>Students will demonstrate critical and analytical thinking skills in examining social issues from various sociological perspectives.</p> <p>Students will demonstrate knowledge of different cultures and globalization.</p> | <p>Graduating seniors must pass the Departmental Comprehensive Exam (DCE) in order to be eligible for graduation, indicating mastery of sociological concepts, knowledge of core content areas and communication skills. The DCE is designed to assess student knowledge in two major areas: (1) general knowledge of core sociological concepts and (2) mastery of specific contents of key areas. The general knowledge of core sociological concepts is assessed via a 50-item instrument consisting of objective questions submitted by all faculty members. The specific areas consist of the following courses: Marriage and Family (Socl 335), Social Statistics (Socl 350), Social Research (Socl 450), Sociological Theory (Socl 455), and Senior Seminar (Socl 499). Students' knowledge of these specific areas is assessed via the evaluation of their answers to essay and/or short-answer questions submitted by the faculty members teaching these courses.</p> <p>Students have to perform academically at 70% or higher level in order to pass the DCE.</p> | <p>In Spring 2013, 23 students took the DCE; and 18 students passed it or 78 percent.<br/>In Summer 2013, 9 students took the DCE; and 6 students passed it or 67%.</p> | <p>The Spring and Summer 2013 DCE results were good overall. There were fluctuations, however. The Spring results were better on average than those of the Summer.</p> <p>These results indicate clearly that on average significant improvement over previous-year results was realized, particularly in the areas of Social Statistics and Social Research. In Social Statistics, 100% of graduating seniors performed at the C or above level. About 75% of them performed at the C or above level in each of the following core areas: Senior Seminar, Sociological Theory, and Social Research. However, students performed poorly in the core area of Marriage and Family; This area will be the subject of further scrutiny to find out why students did not do well.</p> <p>In light of continuous fluctuations and poor performance by a good number of students, the following has been recommended:</p> <ol style="list-style-type: none"> <li>1. Continue to provide additional individual and group-study sessions</li> <li>2. Provide students with study guides and additional reviews of course content</li> <li>3. Provide research application exercises in all core courses to enhance student knowledge and research skills</li> </ol> |
| <b>Year:2013-14</b>   |  |   |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook



| College/School/Unit: Sociology  |   | Student Learning Outcomes:  |   |
|---|---|---|---|
| Outcomes  | Assessment Methods (AM) and Targets (T)                                       | Results   | Use of Results  |
| <p>Students will demonstrate a functional knowledge of sociology concepts, including theories and methods.</p> <p>Students will demonstrate the ability to communicate effectively by giving research presentations and preparing reports in a standard format.</p> <p>Students will demonstrate critical and analytical thinking skills in examining social issues from various sociological perspectives.</p> <p>Students will demonstrate knowledge of different cultures and globalization.</p> | <p>The Departmental Comprehensive Exam was used as a means of assessment.</p> | <p>Thirteen graduating students took the DCE near the end of the Fall 2013 semester. One student completed only the first part, multiple-choice questions, and did not answer the essay questions. Eight students or about 67 percent of the 12 students who completed the DCE passed it.</p> <p>Table 2 data shows that five students or about 42 percent of students passed the DCE. Students did not perform the expected results in Sociology 450. Nearly 70 percent of students Sociology 335 and Sociology 455 passed the knowledge component of the DCE.</p> <p>In addition to assessing the knowledge indicator by examining results from the Departmental Comprehensive, the sociology department also developed a course-based assessment rubric to examine the knowledge outcome. The charts below provide assessment data results that evaluated the student performance skills outcome indicator 1, Knowledge. The data revealed that greater 70% of students achieved outcome 1, knowledge.</p> |   |
| <b>Year: 2014-15</b>  |   |   |   |
| <p>Students will demonstrate a functional knowledge of sociology concepts, including theories and methods.</p> <p>Students will demonstrate the ability to communicate effectively by giving research presentations and preparing reports in a standard format.</p>   | <p>The Departmental Comprehensive Exam was used as a means of assessment.</p> | <p><b>Program Learning Outcome 1: Sociological Knowledge</b></p> <p>In Fall 2014 sixteen graduating students took the DCE; and eight of them or 50 percent passed it. Students performed poorly (33.31/50) on the objective multiple-choice questions. In four core areas (Social Statistics, Social Research, Sociological Theory, and Senior Seminar), students averaged around 7/10 or a "C" grade. However, students performed poorly in the core area of Marriage and Family.</p>  | <p>There have been fluctuations in the DCE results. For instance, the percent of students who passed it were 50%, 75%, and 55% in the Fall 2013, Spring 2014, and Summer 2014, respectively. The Sociology Department continued to offer regularly review sessions in the week preceding each DCE. But a good number of students did not attend such sessions; and those students did poorly on the DCE. It was obvious also that the</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

| College/School/Unit: Sociology  |   | Student Learning Outcomes:   |  |
|---|---|--|--|
| Outcomes  | Assessment Methods (AM) and Targets (T) | Results  | Use of Results   |
| <p>Students will demonstrate critical and analytical thinking skills in examining social issues from various sociological perspectives.</p> <p>Students will demonstrate knowledge of different cultures and globalization.</p> |   | <p>Overall, the grand mean was 82.3/125, which is below the 87.5 required for 70 percent or a "C" grade.</p> <p>In Spring 2015 sixteen students took the DCE and 12 of them or 75 percent passed it. Students performed well (39.38/50) on the objective multiple-choice questions. In two core areas (Sociological Theory, and Senior Seminar), students did very well, averaging 8.3/10 and 7.06, respectively). However in the three remaining core areas (Social Research, Social Statistics, and Marriage and Family), students performed poorly and averaged 5.3/10, 5.9, and 5.3, respectively. Overall, the grand mean was 88.5/125, which is above the 87.5 required for 70 percent or a "C" grade.</p> <p>In Summer 2014 eleven graduating students took the DCE; and six of them or about 55 percent passed it. Students performed poorly (32.54/50) on the objective multiple-choice questions. In four core areas (Marriage and Family, Social Statistics, Sociological Theory, and Senior Seminar), students average around 7/10 or a "C" grade. However, students performed poorly in Social Research. Overall, the grand mean was 82.3/125, which is below the 87.5 required for 70 percent or a "C" grade.</p> <p><b>Program Learning Outcome 2: Communication Skills</b></p> <p>The DCE was also used for assessing students' writing skills, including grammar, spelling and paragraphing. Students' writing skills were assessed in the same five core areas (C499, Senior Seminar; C455, Sociological Theory; C450, Social Research; C350, Social Statistics; and C335, Marriage and Family), using a five-point scale (1-5); with 1 as poor, 2</p> | <p>quality of students vary from one year to another and sometimes from one semester to another.</p> <p>The following recommendations continued to be implemented:</p> <p>Providing additional individual and group-study sessions</p> <p>Providing students with study guides and additional reviews of course content</p> <p>Providing research application exercises in all core courses to enhance student knowledge and research skills</p> <p>Advising and assisting students individually.</p> <p>Students' writing skills were ok, overall. There were some fluctuations in student-writing scores, which vary among students and from one semester to another or from one core area to another. Of course, there is always room for improvement.</p> <p>It's recommended that the Department of Sociology faculty use the same assessment standards and:</p> <p>(1) Continue to require writing assignments in all 300-level and 400-level courses.</p> <p>(2) Continue to work individually with students.</p> <p>(3) Continue to edit student paper drafts.</p> |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|                      |  |   |                            |  |
|----------------------|--|---|----------------------------|--|
| College/School/Unit: |  | Sociology   | Student Learning Outcomes: |  |
|                      |  |   |                            |  |
| Outcomes             | Assessment Methods ( <u>AM</u> )<br>and Targets ( <u>T</u> ) | Results   | Use of Results             |  |
|                      |  | <p>as below average, 3 as average, 4 as above average, and 5 as outstanding.</p> <p>In the Fall 2014, 16 students took the DCE. The communication-skills means of the five core areas ranged from 3 (in Marriage and Family) to 3.93 (in Senior Seminar). The means for the other three core areas were 3.50, 3.56, and 3.62 for Social Statistics, Social Research, and Sociological Theory, respectively. A passing score is 3.5 since 3.5/5 is .70 or 70 percent. Accordingly, students, on average, had a passing grade except for the core area of Marriage and Family, with a 3-point average. Perhaps the main reason for this deviation is that Dr. Thornton used stricter standards, as compared to the faculty of the other core areas.</p> <p>In Spring 2015, the communication-skills means of the five core areas were mixed. Students did well in two core areas (Senior Seminar and Sociological Theory) averaging 4.31 and 4.0, respectively. In the remaining three core areas (Social Research, Social Statistics, and Marriage and Family), the means were 3.12, 3.12, and 2.75, which are below the passing average of 3.50 or 70 percent. This discrepancy could be the results of stricter evaluation standards used by Drs. Thornton and Yehya.</p> <p>In Summer 2015, the communication-skills means of the five core areas ranged from 3.45 (in Sociological Theory) to 4.0 in Social Statistics. The means for the other three core areas were 3.54, 3.63, and 3.63 for Social Research, Sociological Theory, and Marriage and Family, respectively.</p> <p>Overall, students did well; the lowest mean was about 3.5 (a passing score). The writing-skills grand mean of all five core areas was 3.65.</p> |                            |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|                      |  |           |                            |                |
|----------------------|--|-----------|----------------------------|----------------|
| College/School/Unit: |  | Sociology | Student Learning Outcomes: |                |
|                      |  |           |                            |                |
| Outcomes             | Assessment Methods ( <u>AM</u> )<br>and Targets ( <u>T</u> ) |           | Results                    | Use of Results |
|                      |  |           |                            |                |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

#### **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

Note: The Assessment Process is described in the Program Assessment Sourcebook

## PART II: PLANNING FOR NEXT COURSE OFFERING

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?</b><br><br>(Course? LiveText? Instructor?) | <b>Assessment methods and tools used*</b><br><br>(How will you assess this student task?) | <b>Use of Assessment Results to Improve Student Learning</b> |
|---|--|---|--|
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\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.

Note: The Assessment Process is described in the Program Assessment Sourcebook

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook

**The following table is a summary of the program learning outcomes for the Department of Criminal Justice:  
SUBR**

**Summary of Program Assessment  
Cycles: 2012-13, 2013-14, 2014-15**

**PART IA: CURRENT KEY FINDINGS**

|  |   |   |    |  |  |  |  |
|--|---|---|----|--|--|--|--|
| College/School/Unit: Social and Behavioral Sciences – Criminal Justice   |   |   |    |  |  |  |  |
| Program Learning Outcome   |   |   |    |  |  |  |  |
|  |   |   |    |  |  |  |  |
| Outcomes   | Assessment Methods (AM) and Targets (T)                             | Results   |    |  |  | Use of Results   |  |
| Year: 2012 - 2013  |   |   |    |  |  |  |  |
| Understanding and knowledge of basic criminal justice systems and the legal concepts: Students will demonstrate an understanding and knowledge of the basic CJ and legal concepts and principles by performing at a level of 70 percentile or higher in Criminal | AM)   | Findings: <u>17</u> candidates were evaluated. Data showed that <b>99%</b> of the candidates rated acceptable in content, analysis and mechanics. |    |  |  | Recommendation was made to bring attention in instruction to grammar and/or language, including proper citation of references. |  |
|  | (1) Results in Criminal Law   |   |    |  |  |  |  |
|  | (2) Results in Criminal Procedure                                   |   |    |  |  |  |  |
|  | (T)   | Rubric: Case Briefing Rubric (CRJU 245-01 - (State v. Chism))   |    |  |  |  |  |
|  | At least 70% of the students will achieve Outcome (1) successfully. |   |    |  |  |  |  |
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Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   |                              |                                  |                                    |                                 |             |             |
|--|---|------------------------------|----------------------------------|------------------------------------|---------------------------------|-------------|-------------|
| Law and Criminal Procedure.              |   |                              |                                  |                                    |                                 |             |             |
|  | Wrote A Case Brief<br><i>std_text</i>   | 7 (41%)                      |                                  | 10 (58%)                           |                                 |             |             |
|  | Legal Analysis<br><i>std_text</i>   | 14 (82%)                     |                                  |                                    | 3 (17%)                         |             |             |
|  | Stated Court's Disposition of Case<br><i>std_text</i>   | 11 (64%)                     |                                  | 6 (35%)                            |                                 |             |             |
|  | Appropriate grammar and concise language<br><i>std_text</i>   | 8 (47%)                      |                                  | 9 (52%)                            |                                 |             |             |
|  |   | <div><div></div>Target</div> | <div><div></div>Acceptable</div> | <div><div></div>Unacceptable</div> |                                 |             |             |
|  | *****   |                              |                                  |                                    |                                 |             |             |
|  | <b>Findings:</b><br><u>16</u> candidates were evaluated. Data showed that <b>99%</b> of the candidates rated acceptable in content, analysis and mechanics. |                              |                                  |                                    |                                 |             |             |
|  | <b>Rubric: Case Briefing Rubric (CRJU 247-01 - (U.S. vs. Montoya De Hernandez)</b>  |                              |                                  |                                    |                                 |             |             |
|  |   |                              | <b>Target<br/>(3 pts)</b>        | <b>Acceptable<br/>(2 pts)</b>      | <b>Unacceptable<br/>(1 pts)</b> | <b>Mean</b> | <b>Mode</b> |
| Wrote A Case Brief                       | 13  | 3                            | 0                                | 2.812                              | 3.000                           | 0.390       |             |
| Legal Analysis                           | 12  | 4                            | 0                                | 2.750                              | 3.000                           | 0.433       |             |
| Stated Court's Disposition of Case       | 12  | 4                            | 0                                | 2.750                              | 3.000                           | 0.433       |             |
| Appropriate grammar and concise language | 2   | 14                           | 0                                | 2.125                              | 2.000                           | 0.331       |             |
|  |   |                              |                                  |                                    |                                 |             |             |

Note: The Assessment Process is described in the Program Assessment Sourcebook



|   |   | <div><div>Wrote A Case Brief<br/><i>std_text</i></div><div><div></div><div>13 (81%)</div><div>3 (18%)</div></div></div> <div><div>Legal Analysis<br/><i>std_text</i></div><div><div></div><div>12 (75%)</div><div>4 (25%)</div></div></div> <div><div>Stated Court's Disposition of Case<br/><i>std_text</i></div><div><div></div><div>12 (75%)</div><div>4 (25%)</div></div></div> <div><div>Appropriate grammar and concise language<br/><i>std_text</i></div><div><div></div><div>2 (12%)</div><div>14 (87%)</div></div></div> <div><div></div><div>Target</div><div>Acceptable</div><div>Unacceptable</div></div>  |                      |                |                    |                      |      |      |       |                    |    |   |   |       |       |       |                |    |    |   |       |       |       |                                    |    |    |   |       |       |       |  |    |   |   |       |       |       |  |
|---|---|--|----------------------|----------------|--------------------|----------------------|------|------|-------|--------------------|----|---|---|-------|-------|-------|----------------|----|----|---|-------|-------|-------|------------------------------------|----|----|---|-------|-------|-------|--|----|---|---|-------|-------|-------|--|
| Year: 2013 - 2014   |   |  |                      |                |                    |                      |      |      |       |                    |    |   |   |       |       |       |                |    |    |   |       |       |       |                                    |    |    |   |       |       |       |  |    |   |   |       |       |       |  |
| <div>Understanding and knowledge of basic criminal justice systems and the legal concepts: Students will demonstrate an understanding and knowledge of the basic CJ and legal concepts and principles by performing at a level of 70 percentile or higher in Criminal Law and Criminal Procedure.</div> | <div>AM)<br/>(1) Results in Criminal Law<br/>(2) Results in Criminal Procedure</div> <div>(T)<br/>At least 70% of the students will achieve Outcome (1) successfully.</div> | <div>Findings:<br/>33 candidates were evaluated. Data showed that 97% of the candidates rated acceptable in content, analysis and mechanics.</div> <div>Rubric: Case Briefing Rubric (CRJU 245-01 SPR 2014 - Asgn 4 (State v. Chism))</div> <table><thead><tr><th></th><th>Target (3 pts)</th><th>Acceptable (2 pts)</th><th>Unacceptable (1 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Wrote A Case Brief</td><td>26</td><td>7</td><td>0</td><td>2.788</td><td>3.000</td><td>0.409</td></tr><tr><td>Legal Analysis</td><td>13</td><td>19</td><td>1</td><td>2.364</td><td>2.000</td><td>0.540</td></tr><tr><td>Stated Court's Disposition of Case</td><td>12</td><td>20</td><td>1</td><td>2.333</td><td>2.000</td><td>0.532</td></tr><tr><td>Appropriate grammar and concise language</td><td>28</td><td>5</td><td>0</td><td>2.848</td><td>3.000</td><td>0.359</td></tr></tbody></table> |                      | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pts) | Mean | Mode | Stdev | Wrote A Case Brief | 26 | 7 | 0 | 2.788 | 3.000 | 0.409 | Legal Analysis | 13 | 19 | 1 | 2.364 | 2.000 | 0.540 | Stated Court's Disposition of Case | 12 | 20 | 1 | 2.333 | 2.000 | 0.532 | Appropriate grammar and concise language | 28 | 5 | 0 | 2.848 | 3.000 | 0.359 | <div>Continue providing instruction to help maintain subject mastery and grammar/language and/or reference citation.</div> |
|   | Target (3 pts)  | Acceptable (2 pts)   | Unacceptable (1 pts) | Mean           | Mode               | Stdev                |      |      |       |                    |    |   |   |       |       |       |                |    |    |   |       |       |       |                                    |    |    |   |       |       |       |  |    |   |   |       |       |       |  |
| Wrote A Case Brief  | 26  | 7  | 0                    | 2.788          | 3.000              | 0.409                |      |      |       |                    |    |   |   |       |       |       |                |    |    |   |       |       |       |                                    |    |    |   |       |       |       |  |    |   |   |       |       |       |  |
| Legal Analysis  | 13  | 19   | 1                    | 2.364          | 2.000              | 0.540                |      |      |       |                    |    |   |   |       |       |       |                |    |    |   |       |       |       |                                    |    |    |   |       |       |       |  |    |   |   |       |       |       |  |
| Stated Court's Disposition of Case  | 12  | 20   | 1                    | 2.333          | 2.000              | 0.532                |      |      |       |                    |    |   |   |       |       |       |                |    |    |   |       |       |       |                                    |    |    |   |       |       |       |  |    |   |   |       |       |       |  |
| Appropriate grammar and concise language  | 28  | 5  | 0                    | 2.848          | 3.000              | 0.359                |      |      |       |                    |    |   |   |       |       |       |                |    |    |   |       |       |       |                                    |    |    |   |       |       |       |  |    |   |   |       |       |       |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|   |  |   |                   |                       |                         |       |       |       |
|---|--|---|-------------------|-----------------------|-------------------------|-------|-------|-------|
|   |  | Wrote A Case Brief<br><i>std_text</i>                       | 26 (78%)          | 7 (21%)               |                         |       |       |       |
|   |  | Legal Analysis<br><i>std_text</i>                           | 13 (39%)          | 19 (57%)              | 1 (3%)                  |       |       |       |
|   |  | Stated Court's Disposition of Case<br><i>std_text</i>       | 12 (36%)          | 20 (60%)              | 1 (3%)                  |       |       |       |
|   |  | Appropriate grammar and concise language<br><i>std_text</i> | 28 (84%)          | 5 (15%)               |                         |       |       |       |
|   |  |   | Target            | Acceptable            | Unacceptable            |       |       |       |
| <hr/>   |  |   |                   |                       |                         |       |       |       |
| <b>Finding:</b>   |  |   |                   |                       |                         |       |       |       |
| <b>35</b> candidates were evaluated. Data showed that <b>99%</b> of the candidates rated acceptable in content, analysis and mechanics. |  |   |                   |                       |                         |       |       |       |
| <b>Rubric: CRJU 247-01 SP 14 (Asgn 3 - California v. Hodari D.)</b>   |  |   |                   |                       |                         |       |       |       |
|   |  |   | Target<br>(3 pts) | Acceptable<br>(2 pts) | Unacceptable<br>(1 pts) | Mean  | Mode  | Stdev |
|   |  | Wrote A Case Brief  | 26                | 9                     | 0                       | 2.743 | 3.000 | 0.437 |
|   |  | Analysis of the Case  | 17                | 18                    | 0                       | 2.486 | 2.000 | 0.500 |
|   |  | Statement on the Court's Disposition of the Case            | 17                | 18                    | 0                       | 2.486 | 2.000 | 0.500 |
|   |  | Appropriate Grammar and Concise Language                    | 31                | 4                     | 0                       | 2.886 | 3.000 | 0.318 |
|   |  |   |                   |                       |                         |       |       |       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |   | <div>Wrote A Case Brief<br/><i>std_text</i></div> <div>26 (74%)</div> <div>9 (25%)</div> <div>Analysis of the Case<br/><i>std_text</i></div> <div>17 (48%)</div> <div>18 (51%)</div> <div>Statement on the Court's Disposition of the Case<br/><i>std_text</i></div> <div>17 (48%)</div> <div>18 (51%)</div> <div>Appropriate Grammar and Concise Language<br/><i>std_text</i></div> <div>31 (88%)</div> <div>4 (11%)</div> <div><div></div> Target <div></div> Acceptable <div></div> Unacceptable</div>   |                         |                   |                       |                         |      |      |       |                    |    |   |   |       |       |       |                |   |    |   |       |       |       |                                    |    |   |   |       |       |       |  |    |   |   |       |       |       |  |
|--|---|---|-------------------------|-------------------|-----------------------|-------------------------|------|------|-------|--------------------|----|---|---|-------|-------|-------|----------------|---|----|---|-------|-------|-------|------------------------------------|----|---|---|-------|-------|-------|--|----|---|---|-------|-------|-------|--|
| Year: 2014 - 2015  |   |   |                         |                   |                       |                         |      |      |       |                    |    |   |   |       |       |       |                |   |    |   |       |       |       |                                    |    |   |   |       |       |       |  |    |   |   |       |       |       |  |
| Understanding and knowledge of basic criminal justice systems and the legal concepts: Students will demonstrate an understanding and knowledge of the basic CJ and legal concepts and principles by performing at a level of 70 percentile or higher in Criminal Law and Criminal Procedure. | AM)<br>(1) Results in Criminal Law<br>(2) Results in Criminal Procedure<br><br>(T)<br>At least 70% of the students will achieve Outcome (1) successfully. | <div>Findings:</div> <div>27 candidates were evaluated. Data showed that 97% of the candidates rated acceptable in content, analysis and mechanics.</div> <div>Rubric: Case Briefing Rubric (CRJU 245-01 FALL 2014 - (State v. Chism)</div> <table><thead><tr><th></th><th>Target<br/>(3 pts)</th><th>Acceptable<br/>(2 pts)</th><th>Unacceptable<br/>(1 pts)</th><th>Mean</th><th>Mode</th><th>Stdev</th></tr></thead><tbody><tr><td>Wrote A Case Brief</td><td>24</td><td>3</td><td>0</td><td>2.889</td><td>3.000</td><td>0.314</td></tr><tr><td>Legal Analysis</td><td>6</td><td>21</td><td>0</td><td>2.222</td><td>2.000</td><td>0.416</td></tr><tr><td>Stated Court's Disposition of Case</td><td>19</td><td>8</td><td>0</td><td>2.704</td><td>3.000</td><td>0.457</td></tr><tr><td>Appropriate grammar and concise language</td><td>25</td><td>2</td><td>0</td><td>2.926</td><td>3.000</td><td>0.262</td></tr></tbody></table> <div>Wrote A Case Brief<br/><i>std_text</i></div> <div>24 (88%)</div> <div>3 (11%)</div> |                         | Target<br>(3 pts) | Acceptable<br>(2 pts) | Unacceptable<br>(1 pts) | Mean | Mode | Stdev | Wrote A Case Brief | 24 | 3 | 0 | 2.889 | 3.000 | 0.314 | Legal Analysis | 6 | 21 | 0 | 2.222 | 2.000 | 0.416 | Stated Court's Disposition of Case | 19 | 8 | 0 | 2.704 | 3.000 | 0.457 | Appropriate grammar and concise language | 25 | 2 | 0 | 2.926 | 3.000 | 0.262 | Continue providing instruction to help maintain subject mastery. |
|  | Target<br>(3 pts)   | Acceptable<br>(2 pts)   | Unacceptable<br>(1 pts) | Mean              | Mode                  | Stdev                   |      |      |       |                    |    |   |   |       |       |       |                |   |    |   |       |       |       |                                    |    |   |   |       |       |       |  |    |   |   |       |       |       |  |
| Wrote A Case Brief   | 24  | 3   | 0                       | 2.889             | 3.000                 | 0.314                   |      |      |       |                    |    |   |   |       |       |       |                |   |    |   |       |       |       |                                    |    |   |   |       |       |       |  |    |   |   |       |       |       |  |
| Legal Analysis   | 6   | 21  | 0                       | 2.222             | 2.000                 | 0.416                   |      |      |       |                    |    |   |   |       |       |       |                |   |    |   |       |       |       |                                    |    |   |   |       |       |       |  |    |   |   |       |       |       |  |
| Stated Court's Disposition of Case   | 19  | 8   | 0                       | 2.704             | 3.000                 | 0.457                   |      |      |       |                    |    |   |   |       |       |       |                |   |    |   |       |       |       |                                    |    |   |   |       |       |       |  |    |   |   |       |       |       |  |
| Appropriate grammar and concise language   | 25  | 2   | 0                       | 2.926             | 3.000                 | 0.262                   |      |      |       |                    |    |   |   |       |       |       |                |   |    |   |       |       |       |                                    |    |   |   |       |       |       |  |    |   |   |       |       |       |  |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |  |                   |                       |                         |         |       |       |
|--|--|--|-------------------|-----------------------|-------------------------|---------|-------|-------|
|  |  | Legal Analysis<br><i>std_text</i>  | 6 (22%)           | 21 (77%)              |                         |         |       |       |
|  |  | Stated Court's Disposition of Case<br><i>std_text</i>  | 19 (70%)          |                       |                         | 8 (29%) |       |       |
|  |  | Appropriate grammar and concise language<br><i>std_text</i>  | 25 (92%)          |                       |                         | 2 (7%)  |       |       |
|  |  | <div><div></div>Target<div></div>Acceptable<div></div>Unacceptable</div>   |                   |                       |                         |         |       |       |
|  |  | -----  |                   |                       |                         |         |       |       |
|  |  | <b>Finding:</b><br><u>25</u> candidates were evaluated. Data showed that <b>99%</b> of the candidates rated acceptable in content, analysis and mechanics. |                   |                       |                         |         |       |       |
|  |  | <b>Rubric: PowerPoint</b>  |                   |                       |                         |         |       |       |
|  |  |  |                   |                       |                         |         |       |       |
|  |  |  |                   |                       |                         |         |       |       |
|  |  |  |                   |                       |                         |         |       |       |
|  |  |  | Target<br>(3 pts) | Acceptable<br>(2 pts) | Unacceptable<br>(1 pts) | Mean    | Mode  | Stdev |
|  |  | ORGANIZATION   | 20                | 5                     | 0                       | 2.800   | 3.000 | 0.400 |
|  |  | ORDER OF PRESENTATION  | 14                | 10                    | 1                       | 2.520   | 3.000 | 0.574 |
|  |  | SUBJECT KNOWLEDGE  | 17                | 8                     | 0                       | 2.680   | 3.000 | 0.466 |
|  |  | IMAGES AND LAYOUT  | 16                | 9                     | 0                       | 2.640   | 3.000 | 0.480 |
|  |  | MECHANICS AND REFERENCES   | 6                 | 19                    | 0                       | 2.240   | 2.000 | 0.427 |
|  |  |  |                   |                       |                         |         |       |       |
|  |  | ORGANIZATION   | 20 (80%)          |                       |                         | 5 (20%) |       |       |

Note: The Assessment Process is described in the Program Assessment Sourcebook

|  |  |                          |          |            |              |
|--|--|--------------------------|----------|------------|--------------|
|  |  | ORDER OF PRESENTATION    | 14 (56%) | 10 (40%)   | 1 (4%)       |
|  |  | SUBJECT KNOWLEDGE        | 17 (68%) | 8 (32%)    |              |
|  |  | IMAGES AND LAYOUT        | 16 (64%) | 9 (36%)    |              |
|  |  | MECHANICS AND REFERENCES | 6 (24%)  | 19 (76%)   |              |
|  |  |                          | Target   | Acceptable | Unacceptable |

**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

**\*\* You may attach or append data summaries (such as tables, charts, graphs, or expanded narrative descriptions of findings). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

## **PART I B: CURRENT ACADEMIC SEMESTER USE OF KEY FINDINGS**

In which ways have program faculty members discussed this Semester's assessment process and/or results? Check all that apply.

- ☐ in program or department meetings devoted entirely to assessment
- ☐ as an agenda item in program or departmental meetings
- ☐ in departmental assessment committee meetings
- ☐ in other departmental committee meetings
- ☐ in informal conversations among faculty members
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Assessment findings have not been discussed by program faculty this Semester

Note: The Assessment Process is described in the Program Assessment Sourcebook

**How did you use current or past assessment findings this Semester to improve student learning in your program or to improve the assessment process? (Suggested length 150 words)**

**PART II: PLANNING FOR NEXT COURSE OFFERING**

| <b>Key course tasks assessed next course offering</b> | <b>Where will you assess this task?<br/>(Course? LiveText? Instructor?)</b> | <b>Assessment methods and tools used*<br/>(How will you assess this student task?)</b> | <b>Use of Assessment Results to Improve Student Learning</b> |
|---|---|--|--|
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Note: The Assessment Process is described in the Program Assessment Sourcebook

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**\* You may attach or append copies of assessment tools (such as assignments, grading criteria, rubrics, scoring guidelines, or survey instruments). Please include these materials only if program faculty will find them useful for interpreting and discussing the summary information in this report.**

### **PART III: ADDITIONAL INFORMATION (optional)**

If you have engaged in assessment activities other than those for which information is requested above, you may include information about those activities here.

Note: The Assessment Process is described in the Program Assessment Sourcebook