

GCU PROGRAM ASSESSMENT AY 2015-2016

Assessment of Student Learning

Abstract

Academic Programs at Georgian Court University submit an annual report of Program Assessment, Results, Analysis, and Action Plans based on Results. This report is due June 30. The Director of Assessment composed this Executive Summary based on reports and documentation submitted by the above due data.

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GCU PROGRAM ASSESSMENT REPORT**AY 2015-2016****Executive Summary**

Prepared by Janet Thiel, OSF, PhD, Director of Assessment

Dr. Michael Gross, Associate Provost, requested all academic programs to submit a Program Assessment Report by June 30, 2016, and upload such to the university drives. A template provided the outline for these reports.

- Department and Program identifiers,
- Goals Assessed,
- Department Meeting Discussions based on Assessment Results,
- Recommendations for Improvement,
- Implementation,
- Follow Up on Previous Recommendations.

The majority of programs submitted the reports as requested. These reports were reviewed by Janet Thiel, OSF, PhD, newly appointed Director of Assessment. A summary of reports follows, delineated by school and program.

School of Business and Digital Media**Program(s): B.S. in Accounting and Business Administration and for MBA.**

Report submitted by: Janice Warner with input from Ashley Elmore, Cathleen McQuillen, Joseph Monahan, Bertram Okpokwasili, and Neal Steed

Summary: Report followed the template and ACSBP guidelines. The program lists seven program goals. Assessment data included course assessment and an analysis of Major Field Test (MFT) results. Course assessment results as well as the analysis of the MFT determined the program's implementation of result analysis and action steps. The following table outlines the results and plans for improvement. In the AY 2014-15 assessment report, seven recommendations were made for AY 2015-16. Most notable was the decision to complete more in depth analysis of the results of the MFT to get more specific information about the topics with which the students struggle. The department did a review of this data on Assessment Day to determine if the topics needed to be covered or covered in more depth. Other recommendations were completed or included in the recommendations for AY 2016-17.

Table 1. School of Business Program Assessment Results and Action Plans AY 2015-2016

Program Goal	Assessment Results	Recommendation	Timeframe	Responsible Party
1. Demonstrate effective oral and written business communication skills	Goal 1 Writing needs attention based on difficulties some faculty uncovered in their course assessments.	1A – Add at least two writing intensive courses in 2016-2017 and assess need for more	Spring 2017	J. Warner will propose BU491 and encourage other faculty to become writing intensive certified and submit course proposals.
		1B – Make use of Writing Center for both undergraduate and graduate courses.	Fall 2016	Invite writing center director to department meeting.
2. Understand the current business environment	Goal 2 is mostly measured through the MFT test. A new test from Peregrine will be reviewed because it seems to be better aligned with ACBSP standards.	2A – Evaluate Peregrine Test	Summer 2016	J. Warner will get access to demo and invite faculty to review.
		2B – Incorporate recommendations based on MFT analysis (see follow-up of 2015-16 goal A1)	2016 – 2017	Accounting – N. Steed Marketing (undergrad and grad) – A. Elmore, A. Munghale MBA Management – A. Elmore

Program Goal	Assessment Results	Recommendation	Timeframe	Responsible Party
3. Collaborate and work effectively on teams	Goal 3 continues to be difficult to assess. A rubric based on the AAC&U VALUE rubric on teamwork was created and was piloted in BU491 and in association with the Collaborative On-line International Learning component of BU321.	3A – Continue to incorporate COIL components in classes in order to give students more experience working in global virtual teams.	2016 – 2017	Faculty
		3B – Discuss ways of helping students to work more effectively on team projects	Fall 2016	School Meeting
		3C - Distribute survey instrument on teamwork	Fall 2016	J. Warner
4. Assess information critically.				

Program Goal	Assessment Results	Recommendation	Timeframe	Responsible Party
5. Demonstrate ethical business behavior	For Goal 5, demonstrating ethical business behavior, teaching ethics across the curriculum seems to be working and allows for relevant examples to be integrated with the related subject matter.	5A – Discuss plan for specific attributes to assess across the curriculum with program coordinators	2016 – 2017	Program Coordinator Meetings – Steed, Elmore, Monahan, Okpokwasili
6. Articulate their career goals	Goal 6 is mostly covered by BU450 Internship Prep and BU451 Internship although other faculty members do spend some time connecting course work to careers.	6A – Make students more aware of Career Services resources for internship location	2016 – 2017	Stanton
7. Competently use data and technology as a tool for making decisions				

Program Goal	Assessment Results	Recommendation	Timeframe	Responsible Party
Other	The pilot of using Blackboard's goal alignment to assignments was successful and will make determination of goal coverage and performance against goals easier. A review of the outcomes will be given to faculty and they will be encouraged to use the capability to support their course assessments.	8A – Use goal alignment tool across all courses	2016 – 2017	All Faculty
		8B – Finish investigation of Blackboard portfolio capabilities for assessment	2016 – 2017	J. Warner

Department: Communication, Graphic Design & Multimedia.

Name(s) of Faculty compiling report: Dr. Edmond Salsali

Summary: Report was based on Fall 2015 results. Program goals were aligned with specific courses, and course assessment was used for program assessment. Course grades were used as indirect evidence of achievement. See Table 2 below for assessment results and action plans based on these results.

Table 2. Communication, Graphic Design and Multimedia Assessment Results and Plan AY 2015-2016

Program Goal	Assessment completed	Assessment Results	Action Plan
1. Demonstrate a global view of design theory and history	<p>GD113: Creation of a corporate identity, requiring preliminary research on the design history and other design requirements for the specific corporation</p> <p>GD422: Creation of a functional website for a professional entity based on thorough research on the design history of the organization. The outcome of the initial research should be described in a written statement</p>	<p>GD113: 70% of students received a grade of B or above, while 30% received grades of B- or below</p> <p>GD422: 60% of students received a grade of B or above, while 40% received grades of B- or below</p>	<p>GD113: The outcome for this project was satisfactory and no further action is necessary</p> <p>GD422: The majority of students' projects were successful and the technical and aesthetic outcomes were satisfactory. A grade needs to be assigned to the written statement, so that students pay more attention to the initial research on design requirements of the project</p>

Program Goal	Assessment completed	Assessment Results	Action Plan
<p>2.Demonstrate a personal style through the application of theory and practice</p>	<p>GD226: Creation of a music video, including video capture and editing, as well as synchronization of music and video, while expressing one’s personal style and individual approach to the final realization</p> <p>GD422: Creating a functional game in HTML based on preliminary research on the chosen subject and writing a game script. The game has to reflect a strong personal style</p>	<p>GD226: 80% of students received a grade of B or above, while 20% received grades of B- or below</p> <p>GD422: 70% of students received a grade of B or above, while 30% received grades of B- or below</p>	<p>GD226: Although the majority of students produced outstanding finished video projects for this assignment, reflecting technical dexterity and strong personal styles, It was noticeable that the level of efforts among students wasn’t consistent throughout the entire life of the projects. For example, some students worked harder when getting closer to the due date of the project. To avoid this to happen again, it is advisable to assign smaller grades at different levels of the project’s lifespan.</p> <p>GD422: While the majority of students created technically strong projects, the intellectual levels of most of the subjects weren’t satisfactory. It is advisable to predefine a number of subjects that students could select from rather than leaving the choice of the subjects of the games to the students.</p>

Program Goal	Assessment completed	Assessment Results	Action Plan
<p>3. Be fluent and flexible in designing for print and electronic media</p>	<p>GD113: Creating a poster meant to promote a commercial product. This project is aimed for print</p> <p>GD226: Creation of a video reel with the goal of promoting a commercial product. This project is aimed for onscreen viewing</p>	<p>GD113: 65% of students received a grade of B or above, while 35% received grades of B- or below</p> <p>GD226: 75% of students received a grade of B or above, while 25% received grades of B- or below</p>	<p>GD113: The outcome for this project was satisfactory and no further action is necessary</p> <p>GD226: The outcome for this project was very satisfactory and no further action is necessary</p>

School of Education**Undergraduate Teacher Education.**

Report submitted by: Lynn DeCapua

Format: Submission of CAEP, 2016 EPP Annual Report.

Summary: The CAEP report summarized student achievement and assessment results as required by the submitted form. Student achievement was assessed with multiple measures and evidence captured in a submitted portfolio and in class assignments. Additionally, students completed a self-assessment and supervisor evaluations of student teaching completed the direct assessment results presented. There were no recommendations for future action reported. Sample data is from this report are given below.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure: 108

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.): 75

Total number of program completers 183

Number of Individuals Taking and Passing Teacher Credentialing Exams: Georgian Court University Traditional, Academic Year 2013-2014: 109 Takers, 109 Passers

- Academic Year 2011-12 Program Pass Rates 97%
- Academic Year 2012-13 Program Pass Rates 94%
- Academic Year 2013-14 Program Pass Rates 100%

Table 3. Undergraduate Education Taskstream Rubric Scores for 2014-2015 Completers.

Evaluation grid for "BA Education REV"
Undergraduate K-6

Course / Signature Assignment	ED 3100	ED 3105		ED 3110	ED 3115	ED 3201	ED 3205	ED 3206	ED 3220	ED 4213	ED 4301
	Technology Portfolio	Written Report and Lesson Plan	Learning Env. and Class. Mang	Philosophy and Commitment	SS Unit Plan	Differentiated Instruction Plan	6 Graphic Organizers	Informal Reading Inventory	Mathematics and Science Unit Plan	Lesson With Reflection	Professional Portfolio
Mean	3.09	3.58	3.53	3.21	3.69	3.88	3.89	4.15	3.59	3.75	4.26
Std Dev.	0.59	0.81	1.00	0.66	0.87	0.75	0.83	0.67	0.89	0.59	0.63
N	50	19	18	16	48	50	49	46	49	50	51

Evaluation grid for "BA: Pre-Service Inclusive ECE"

Course / Signature Assignment	EE 3301		EE 3302		EE 3303	EE 3304	EE 3305	ED 4213
	Pedagogy, Neoliberalism, & ECE Prof	Human Development Theories	Lesson Plan Report	Guided Observation Report	Obs. & Theor. Anal. Early Lit Prac	Less Port - Math Sci. & Tech in ECE	Bronfenbrenner's Ecological Theory	Co Planning Lesson With Reflection
Mean	2.75		3.05	2.91	2.57	3.57	2.80	
Std Dev.					0.26			
N	1		1	1	2	1	2	

Evaluation grid for "BA Education REV"
Secondary Education - K-12

Course / Signature Assignment	ED 3100	ED 3105		ED 3110	ED 3120	ED 3201	ED 3210	ED 3215	ED 4211	ED 4213	ED 4301
	Technology Portfolio	Written Report and Lesson Plan	Learning Env. and Class. Mang	Personal Philosophy and Commitment	Unit-Content Discipl.	Differentiated Instruction Plan	6 Graphic Organizers	Lesson Plan Based Textbook Chapter	Informal Reading Inventory	Co Planning Lesson With Reflection	Professional Portfolio
Mean	3.26	3.60	3.60	3.09	3.96	4.21	3.65	3.89	3.70	3.88	3.92
Std Dev.	0.42	0.67	0.63	1.15	0.49	0.54	0.85	0.79	0.41	0.69	0.69
Count	15	9	9	7	14	15	14	15	14	15	15

Graduate Programs in Education.
Masters in Education. Teacher Education.
 See report above for Undergraduate Education.

Table 4. TE Graduate Students Taskstream Rubric Scores for 2014-2015 Completers.

Evaluation grid for "NJ Certificate: Teacher Rev"
Evaluation grid for "MA Education:El. Ed. Dual Cert w/ DisabilitiesREV"

Course/ Signature Assignment	EDC 5105		EDC 5110	EDC 5115	EDC 5158	EDC 5206	EDC 5210	EDC 5211	EDC 5225	EDC 6080	EDC 6313
	Written Report and Lesson Plan	Observation Report	Personal Philosophy	SS Unit Plan	Technology Portfolio	Differentiated Instruction Plan	6 Graphic Organizers	Reading Inventory	Science Unit Plan	Professional Portfolio	Co Planning Co Teaching
Mean	3.60	3.61	3.20	3.11	3.15	4.44	3.67	3.90	3.43	4.22	4.30
Std Dev.	0.60	0.61	0.43	0.29	0.24	0.50	0.36	0.73	0.91	0.68	0.50
N	30	30	29	29	30	29	28	29	29	30	30

Evaluation grid for "MA: Education-Subject Specific with Sp.Ed. End.REV"
Graduate - K-12

Course/ Signature Assignment	EDC 5105		EDC 5110	EDC 5120	EDC 5158	EDC 5206	EDC 5215	EDC 5220	EDC 5230	EDC 6080	EDC 6313
	Written Report and Lesson Plan	Guided Observation Report	Personal Philosophy	Content Discipline Unit	Technology Portfolio	Differentiated Instruction Plan	6 Graphic Organizers	Informal Reading Inventory	Lesson Plan Based on Chapter	Professional Portfolio	Co Planning Lesson With Reflection
Mean	4.09	3.67	3.50	3.86	3.06	4.24	3.72	4.07	3.89	4.38	3.90
Std Dev.	0.55	0.78	0.38	0.37	0.42	0.63	0.63	0.54	0.55	0.51	0.47
N =	12	12	12	12	12	12	12	12	12	12	12

Academic Leadership.
 Report submitted by Dr. Amu Magaya
 Academic Year: 2014-2015. Report missing for AY 2015-2016.
 Report: Submission of CAEP 2016 EPP Annual Report for Academic Leadership Program.

Table 5. ALP Taskstream Rubric Scores 2014-2015 Completers N=20.

Program: ALP Taskstream Scores 2014-2015 Completers.											
12/6/2015	Highest possible score: 5										
Course/ Signature Assignment	EDC 5010	EDC 5014	EDC 5101	EDC 5102	EDC 6101		EDC 6102	EDC 6103	EDC 6104	EDC 6401	EDC 6090/6091
	Curriculum Plan	Research Proposal	School Law Presentation	Teaching Observation	Personal Philosophy	Leadership Case Study	Strategic Action Plan	Annual Report	District Budget Plan	Supervision Action Plan -	Internship Project
Average	3.96	3.48	4.13	3.68	3.73	3.64	3.66	3.50	4.15	3.87	3.68
Standard Deviation	0.78	0.76	0.52	0.61	0.42	0.67	0.68	0.44	0.92	0.62	0.63

Autism Certificate Program.

Report submitted by Lisa Dille.

Academic Year: 2014-2015. Report (2013-14 Completers). Report updated annually in April on previous year's completers. See Keystone Assignment data below.

Educational Services and Advanced Studies.

Report submitted by Lisa Dille.

Academic Year: 2014-2015. Report (2013-14 Completers). Report updated annually in April on previous year's completers. See Keystone Assignment data below.

Master of Arts in Instructional Technology.

No report. No students in program. Program start date is Spring 2017. Assessment Plan submitted.

Summary: Each of the graduate courses in this degree program includes a keystone assignment (available on Taskstream) aligned with program and course goals which is scored using a rubric (also available on Taskstream). Scores on these keystone assignments indicate performance and achievement of course objectives and program goals.

Instructional Technology Certificate.

See report above for Master of Arts in Instructional Technology.

Department: School Counselor

Report submitted by Michael J. Tirpak, Ph.D.

Semester and year: May 2016

Summary: Relevant program goals assessed by the Keystone projects are represented on Taskstream under the Georgian Court University School Counselor Program and they are also indicated in course outlines. Every course in the program has a Keystone project representative of relevant course goal(s) and the scoring is available in the individual course assessments relevant to the program. Keystone assignments reflect only a portion of the course experience for the student, yet are critical to assessing the growth and success of students. Program faculty have observed that students appreciate detailed discussion and support of Taskstream projects. No change is anticipated. See Keystone Assignment data below.

Table 6. EDU Keystone Assignment Data for Post-Baccalaureate Programs Excluding Teacher Ed

AY 2014-2016 Combined		GCU Education Programs - Post Baccalaureate (Excluding Teacher Ed) Keystone Assignments Evaluated by Rubric								
	EDC5001			EDC5002	EDC5005	EDC5010	EDC5014			
	Philosophy Statement	Mission Statement	Position Paper	Diversity Training Presentation	PowerPoint Presentation - Theory	Curriculum Guide	Action Research Proposal			
Mean	3.78	3.69	3.14	3.48	4.15	3.20	3.32			
Std Dev.	0.83	1.23	-	0.36	0.96	0.66	0.91			
N	20	21	1	14	5	19	27			
AY 2014-2016										
	EDC 5020	EDC 5021	EDC 5022	EDC 5024	EDC 5025	EDC 5026	EDC 5027			
	Research Paper	Reflection Paper	ESL Techniques Portfolio	Curriculum Project	PowerPoint Presentation	Language Analysis Sample	Teaching Simulations			
Mean	2.71	3.00	3.20	3.00	2.71	3.00	4.39			
Std Dev.	-	-	-	-	-	-	1.06			
N	1	1	1	1	1	1	3			
	EDC5030		EDC5031	EDC5032	EDC5033	EDC5034	EDC5035	EDC5036	EDC5037	EDC5038
	Graphic Organizer - USE	Graphic Organizer - DO NOT USE	Curriculum Guide	Resource Manual	Case Study	RTI Report	Critical Analysis/Reading Program	Case Study	Test Instrument Report	Oral Presentation
Mean	4.50	4.19	3.16	3.17	4.50	4.37	3.85	3.72	3.68	4.42
Std Dev.	0.38	0.42	0.46	0.38	0.63	0.43	0.46	0.42	0.72	0.57
N	16	7	25	36	6	29	25	25	43	17
	EDC5040	EDC5158	EDC 5201		EDC 5202		EDC 5203		EDC 5204	
	Written Report	Portfolio	Analysis - Literary Instruct. (USE)	Reflective Journal (DO NOT USE)	Evaluate Classroom Library (USE)	Eval. Classroom Library (DO NOT USE)	Strategies Notebook (USE)	Strategies Notebook (DO NOT USE)	Master Reading Plan (USE)	Master Reading Plan (DO NOT USE)
Mean	3.37	3.27	4.93	5.00	4.95	3.83	4.90	3.00	3.94	3.75
Std Dev.	0.28	0.36	0.10	-	0.07	-	0.14	-	0.08	-
N	13	16	2	1	2	1	2	1	2	1
	EDC5301	EDC5302	EDC5303	EDC5304	EDC5305	EDC6092	EDC6093	EDC6095-6099		
	Literature Review	Literature Review	Literature Review	Multidisciplinary Assessment Plan	Literature Review	Written Summary	Summary Report	Thesis		
Mean	3.00	3.00	3.00	3.00	2.57	3.00	3.00	3.25		
Std Dev.	0.00	0.00	0.00	0.00	1.13	0.00	0.00	0.50		
N	13	7	7	6	7	4	5	4		
	EDC 6201		EDC6301	EDC6302	EDC6303	EDC 6304	EDC6305	EDC6306		
	Literacy Studies (USE THIS ONE)	Literacy Studies (STOP-Do Not Use)	Summary Report	Written Report	Simulated Video	Career Counseling Plan	Case Study	Case Study		
Mean	5.00	-	4.29	4.25	4.38	4.31	3.23	3.28		
Std Dev.	0.00	-	0.32	0.28	0.17	0.26	0.20	0.24		
N	2	-	13	12	12	12	13	13		
	EDC7001	EDC7002	EDC7003	EDC7801						
	Test Administration Report	Educational Evaluation	Paper and Oral Presentation	150-hour Practicum						
Mean	3.05	3.68	3.88	4.10						
Std Dev.	0.10	0.46	0.22	0.22						
N	4	5	5	5						

School of Arts and Sciences**Undergraduate Programs.*****Art & Visual Studies, Music***

Report submitted by Leo Morrissey

Semester and year: Spring 2016

Summary: Assessment of introductory Art and Music courses will occur as part of the new general education assessment. The Art majors will create and maintain portfolios that would be used to assess the student's progress in AR 499 Senior Exhibition Seminar, which is the capstone course. These assessment plans and portfolio guidelines and rubrics will be developed in AY 2016-2017. No data given for the current year.

Biology

Report submitted July 14, 2016 by Louise Wooton.

AY 2015-2016.

Summary: Report listed Biology Program Goals and Objectives, and aligned course assessment with these. The following courses were used to gather program assessment data: BI 120, BI121, BI203, BI204, BI305, BI444. Both direct and indirect assessment data was listed, from both formative and summative courses. The outcomes from the course assessments were discussed and an improvement plan given. Lab reports, classroom assignments, course projects, and major exams provided evidence of student learning. Adjustments to course topics, assignments, and additional clarification and instruction related to these assignments were among the improvement plans cited. Results of performance from the Major Field Test in Biology were included, but these were not normed with national results. The assessment results also cited a department specific student survey on values to determine variance and growth between first year and senior-level students (Pre and post survey in BI120 and BI444), used to assess Goal VI.

The improvement plans included the following actions:

Student Learning Goal	Courses used for assessment
I. Demonstrate knowledge of the major facts and concepts of biology.	BI 120, BI121, BI204, BI305, BI444
II. Use biology laboratory field methods, tools, and techniques.	BI 120, BI121, BI204, BI305,
III. Demonstrate the ability to use the scientific method.	BI203, BI204
IV. Display the ability to read effectively and critically evaluate scientific literature.	BI 120, BI204, BI444

V. Communicate biological information effectively	BI121, BI204, BI305, BI444
VI. Develop a values system affected by study of biology.	BI 120, BI444

Goal 1.BI120: I will also continue to assign weekly Power Point assignments that allowed students to assemble label and reflect on the material learned that week. I believe more time for reflection after finishing the observation of a kingdom is necessary for these topics to solidify in the mind of students.

Goal 2.BI120 (lab): Students were assessed in groups of four/five and not individually for fall 2015. In Spring 2016, they were asked to demonstrate individual proficiency and given a check+/- for the task rather than a grade so that they wouldn't get performance anxiety. Continue current practices but test explicitly on labeling in the final next time.

Goal 1.BI305: I like the idea of the term project but if this is used again a number of improvements are needed including more emphasis on academic journaling skills (what sources were read, what key ideas learned, keeping track of citations). Presentations were not at all useful. Maybe in the future some kind class discussion could be used to brainstorm and share ideas and help students focus on desired learning outcomes. Ideally students would turn in a draft of the term paper for feedback before submitting their final paper for evaluation. Perhaps the paper could be written in subsections with feedback being provided for the earlier portions of the paper at least.

Goal 2.BI305 (lab): It may be helpful in the future to have students complete fewer experiments over the semester, and take more time to explicitly teach skills such as data collection, organization and simple analysis (data interpretation).

Goal 3.BI204: Experimental set-up and data analysis was a clear area of weakness. In the Spring sections, most of a lab period was dedicated to developing an experimental design including a plan for gathering and analyzing quantitative data. However, only 2 of 7 groups carried through on their plan fully. For Fall 2016, I would like to set aside time for the whole class to share their experimental designs and strategies with each other, in the hopes that teaching each other will aid their comprehension (I think the risk I'll be running is a significant loss in originality if they start copying each other's designs). I will also be swapping out an early lab, changing a case study to a hands-on lab that will include a student's t-test and graphing in excel.

Goal 4.BI444: It seems clear that, without a background in statistics, BA students really don't have the skill set needed to do the upper level thinking required in this course. The department needs to consider creating separate capstone experiences for the BA versus the BS to prevent the frustration and sense of being overwhelmed that clearly pervaded the BA students in this class this semester. In addition, this course is a lot of work for 1 credit, which I think is why at the end

the students do time management and assign less time to the work in this class than to the more GPA – impactful classes. In the future, the department should consider moving this course to 2 or 3 credits to give students appropriate credit (and consequences) for the amount of work expected.

Goal 5.BI305: If the term project is done again next year I think that I need to find a different way for students to share their findings that better meets the pedagogical goals of the class while still providing students with the opportunity to hone their oral presentation skills

Goal 6.BI 120 & BI444: Care should be taken in interpreting the data from this survey as the comparison is not a cohort one: It is of two different groups at the start and end of the degree. It is also a small sample ($n < 20$ in each case). Based on these findings, the department needs to discuss ways to increase students' understanding of evolution, as this seems to be a serious deficit in this year's seniors (backed up by generally very poor scores on the MFAT in this area this year).

Table 7. Biology MFT Results Spring 2016

TOTAL TEST			Subscore 1 Cell Biology		Subscore 2 Molecular Biology and Genetics		Subscore 3 Organismal Biology		Subscore 4 Population Biology, Evolution and Ecology		
Scaled Score Range	Number in Range	Percent Below	Scaled Score Range	Number in Range	Percent Below	Number in Range	Percent Below	Number in Range	Percent Below	Number in Range	Percent Below
200	0	100	100	0	100	0	100	0	100	0	100
195-199	0	100	95-99	0	100	0	100	0	100	0	100
190-194	0	100	90-94	0	100	0	100	0	100	0	100
185-189	0	100	85-89	0	100	0	100	0	100	0	100
180-184	0	100	80-84	0	100	0	100	0	100	0	100
175-179	0	100	75-79	0	100	0	100	0	100	0	100
170-174	0	100	70-74	0	100	0	100	0	100	0	100
165-169	0	100	65-69	1	96	1	96	0	100	1	96
160-164	0	100	60-64	0	96	2	88	0	100	0	96
155-159	3	88	55-59	2	88	1	83	2	92	1	92
150-154	1	83	50-54	4	71	1	79	2	83	1	88
145-149	2	75	45-49	1	67	6	54	5	63	3	75
140-144	5	54	40-44	4	50	3	42	4	46	8	42
135-139	7	25	35-39	6	25	2	33	5	25	3	29
130-134	2	17	30-34	2	17	6	8	1	21	2	21
125-129	3	4	25-29	2	8	1	4	5	0	4	4
120-124	1	0	20-24	2	0	1	0	0	0	1	0

Chemistry & Biochemistry, Natural Sciences

Report submitted by Dr. Eduard Bitto

AY 2015-2016.

Summary: Data from course assessment was aligned with the program goals of critical thinking. Analysis showed that students in the 200 level course did not meet expectations, but that there were few Chemistry majors in the sampling. Assessment of critical thinking skills in a 400 level course met expectations.

Quantitative analysis of results from Major Field Achievement Test (MFAT) in chemistry is presented below to address the goal of foundational knowledge. Due to a small size of the program, which typically graduates 3–5 students per year on average, the program presented analysis of the data collected in the last 5 academic years. In addition, biochemistry and critical thinking sub-skills scores were evaluated.

To improve laboratory skills of GCU students, over the last three fall academic semesters (Fall 2013; Fall 2014; Fall 2015), the department has used, and will continue to use, in-house laboratory exercises for the 100-level general chemistry course sequence with a focus on improving student understanding of equipment use, precision and accuracy related to the experimental nature of the discipline, and conceptual understanding of the foundations of the field. In addition, an improvement in student critical thinking skills is developed through analysis of collected experimental data and application of skills acquired in the laboratory to alternate reactions or chemical systems. Data collected was presented in table format, highlighting differences between pre- and post- interventions. Based on the data, the course instructor concluded:

“Student performance has improved over the last three fall term. AY 2015 and 2014, as a whole, have seen an increase in earned average grade across the sections.”

Students' communication skills were extensively evaluated in 200-level organic chemistry I classes in the last several years, and including Fall 2015. The course is taken by mostly biology majors with an occasional bio/chemistry major and health science majors. Students' writing skills were assessed and honed in Fall 2015 in the 300-level biochemistry I class. (Class typically has about one 30% biochemistry, 70% biology majors.) Communication skills of chemistry and biochemistry graduates were evaluated in the senior level chemistry seminar course. Data from these assessments were included in the report. Senior level students in 2016 achieved score of 73% on presentations and 66% on papers.

The department analyzed and discussed the results of assessment of critical thinking skills, foundational knowledge, laboratory skills, and communication were analyzed and discussed by the department. Resulting action plans include the following.

- In foundational courses, faculty will emphasize homework completion and use of the flipped classroom and benchmark learning to improve foundational knowledge and critical thinking.
- Pre-lab online quizzes will precede laboratory course days.
- The department faculty members will review and implement in an appropriated form a plan proposed to improve senior seminar experience: Plans envisions, that
 - faculty members will develop specific questions/projects/topics to be investigated in inorganic chemistry, organic chemistry, analytical chemistry, computational chemistry and biochemistry.
 - Students will be asked to choose to work on any one project, under the guidance of the faculty who developed the project.
 - Students would investigate in depth the question(s) posed by searching relevant authoritative scientific literature.
 - Finally, students would “defend” their answer/solution to the question in a presentation to the department faculty/students and write a “thesis” on their work.

Table 8. GCU Chemistry and Biochemistry MFAT scores: 5 year average

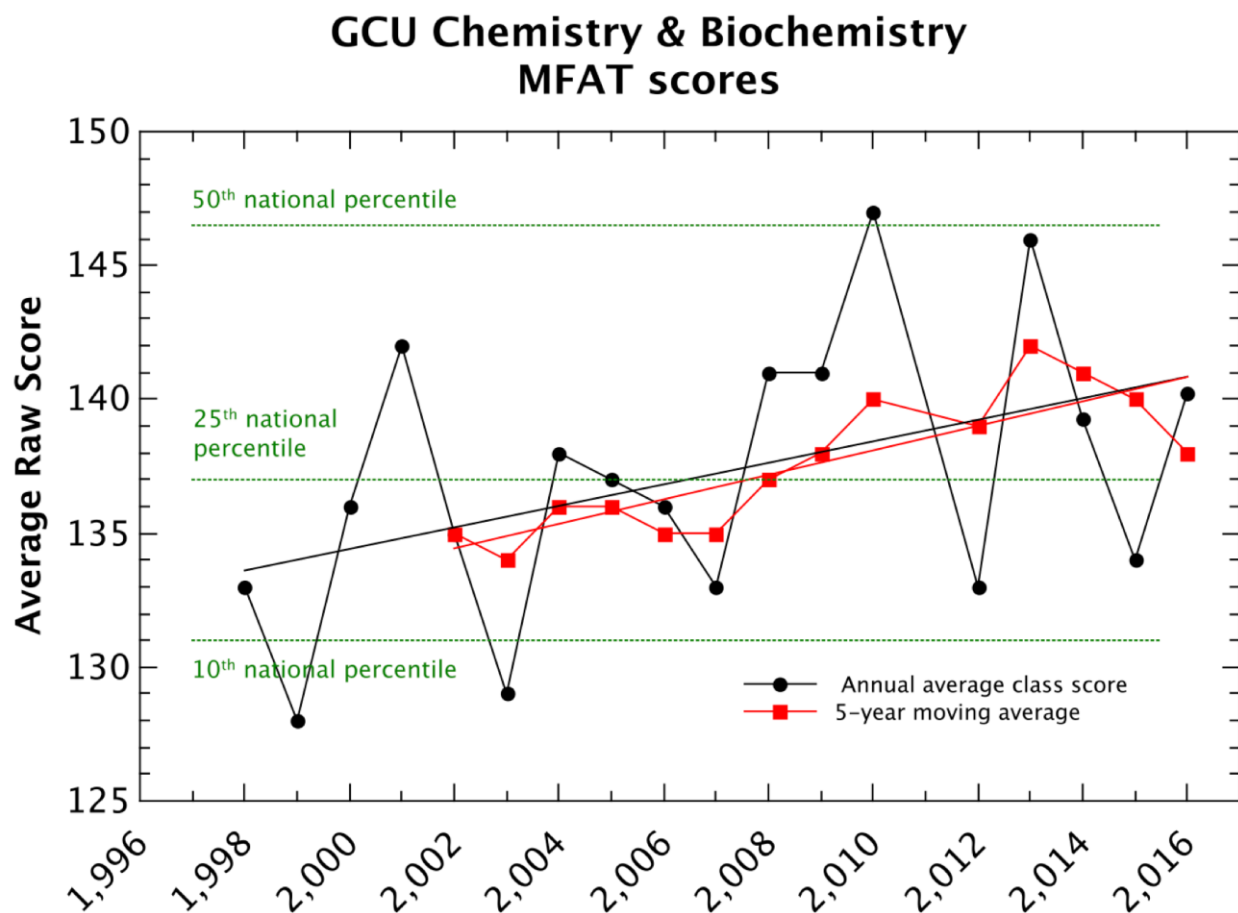


Table 9. MFT class sub-scores for Biochemistry and Critical Thinking

Year(s)	Biochemistry	Critical Thinking
2012–2015	42% (22th) (N = 19)	34% (14th) (N = 19)
2016	43% (25th) (N = 8)	37% (22nd) (N = 8)

Criminal Justice, Anthropology, and Sociology

Report submitted by Anna King.

Fall 2015.

Summary: Program is undergoing significant revision. Process began with a review of current course offerings. This led to a revision of program goals. The department sees the development of an effective assessment plan as the third step of the process.

This summary of assessment data from course reports is applied to the current program goals according to a new understanding of how course assessments can be used to assess program goals. The program faculty have not yet been able to implement a senior seminar project specifically designed to handle this task. In the interim, they identified particular assessments used in specific courses that can provide a sense of how well students are doing at meeting three (Goals #3, 4 & 5) of our five current goals (goals #1 & 2 were not assessed this fall).

Goal #3: Demonstrate understanding of the major quantitative and qualitative methods of conducting research in criminal justice, including their oral and written articulation, and assessed with appropriate rubrics. Results were given and an action plan developed. There was consensus that the course material in general is very difficult for most students. The department agreed that two courses in particular would assist in student preparedness for CJ331: SO 325 Crime and Delinquency (SO200 Theories of Crime Fall 2016), and MA103 as a precursor to the current prerequisite of SO201 Social Statistics (see other sections for an explanation of changes to SO201). Beginning Fall 2016, SO200 will be a prerequisite for this course, and MA 103 will be a prerequisite for SO201. Specifically, within the course, the instructor will offer only a handful of topics for students to choose from (opposed to allowing students to select any topic they desire), will require that the design be experimental or explanation, and the measurement method will be a survey design. The intention is for students to come away having confidence and proficiency in at least one methodology, and that that confidence may lead to greater success in utilizing and understanding other research methods.

Goal #4: Demonstrate information literacy and the ability to think critically and ethically, evaluating and integrating information with regard to criminal justice policymaking.

This goal is currently best assessed with an assignment implemented in CJ335 Ethical Issues in CJ. The course is generally taken by juniors or seniors. Results were given as: 14 students, the average grade on the assessment was a 76%; median 88%. This data was discussed and analyzed by faculty. Activities throughout the program need to consistently reinforce (1) theoretical approaches to ethics and (2) critical evaluation of arguments from an ethical perspective. Recommendation: have at least one exercise that is similar to this assignment in each required course; move the assessment to the senior seminar giving students more of a chance to hone these skills all of their required courses.

Goal #5: Demonstrate an understanding of multicultural/diversity issues (e.g., gender, sexuality, nationality, race) including transnational crime and justice issues, in relation to the role and place of the United States.

This goal is currently best assessed with an assignment implemented in CJ225 Women and Crime. The course is taken by sophomores. The average paper grade as a 78% (n=30). Results were discussed by faculty. Recommendation: Students in 200 level classes may not as of yet had enough practice in developing their writing to assess these ISLG. In the future, more time will be spent in class on evidence, basic writing, and APA.

Dance

Report submitted by Silvana Cardell, Erin Bonzeck, Hee Ra Yoo, William Robinson, Steve Vaughn, Sherry Greenspan.

AY 2015-2016.

Summary: Course assessment results were aligned with Institutional Student Learning Goals. Program goals were referenced in the report, but were not aligned with the course assessment results. The report provided indirect summative information in the format of percent of students meeting expectations. No direct data was included, and some data presented was intuitive.

The program faculty summarized assessment data as stated below.

Faculty team teach courses such as Ballet, Modern and Jazz, thus, the data for course assessments for the current report was collected after the final evaluation meeting that takes place during exam week. During these final evaluations faculty spoke with students and were pleased to find positive outcomes in most students. All students have improved their technical skills and performance qualities, even the ones that we considered at risk. Because of this assessment, the faculty wants to create a make-up program for unexcused absences. Next semester, students will be able to make-up technique classes taking any class in the program. Since Dance Technique is mainly a lab course, participation and practice is indispensable for advancement, faculty think that a regulated make-up program will help student further improve. In addition, faculty wish to add performance opportunities for the most advanced students in the program.

In previous assessments, the department recommended tutoring students that needed further technical improvement. In these cases, all students were males, who arrived to the program with well-defined creativity and outstanding improvisation skills and performance but with lower levels of Ballet. Tutoring has helped tremendously these students and their technical development.

English

Report submitted by Professor Pamela Rader

AY 2015-2016.

Summary: Program Student Learning Goals are aligned with appropriate Institutional Student Learning Goals (ISLG). English Major Program Goals (EMPG) are assessed in

1. **EN 300 /Gateway to Literary Studies:** This course is required of all EN majors (and minors) and students need a grade of C or better to continue in the major.
 - a. A pre and post- test of literary terms. EMPG #3; ISLG #2, 8
 - b. Presentation rubric ” EMPG #2, 3, 4, 5/ ISLG #1, 3A,8,9
 - c. Final Research paper rubric(See Appendix B)” EMPG #1,3,4,5 / ISLG #1, 2, 3A, 8

2. Senior portfolio:

- a. list of English courses taken;
- b. EN 300 research paper;
- c. a paper from a required 300-level or higher course;
- d. a paper from EN429 or EN 430; and
- e. Reflection piece on how papers meet the program goals.

4 of the 5 English Major Program Goals Assessed with the Portfolio Rubric. Students will demonstrate

1. “Competency in critical and/or creative written work”/ ISLG #1
2. Not measured.
3. “Perceptive thinking through formalist analysis and other critical reading strategies in presentations or papers”/ISLG #2, 8
4. “Competency in research skills and MLA documentation”/ ISLG #2
5. “Comprehension of the ways texts may reflect, comment on, and influence their social, historical, and cultural context.”/ISLG #5, 7, 10

Assessment of EMPG #2 Effective Oral Communication Skills

EN 430 Final Paper (see Appendix C for rubric)

- Student Learning outcomes: “The average grade on the final paper across both sections was 3.13, or a high “B.” Only one student earned lower than a “C,” and she was a non-native speaker of English. ... Only one student fell dramatically short of the minimum length requirement, and she was not a native speaker of English.”
- See Appendix E for sample EN430 Course Assessment with Final Paper Outcomes
- See Appendix L for the updated Final Presentation Rubric (spring 2016). More on this topic under “Recommendations for Improvements” #3 “Assessment of EMPG #2.”

Results and Use of Assessment Data:

EN 300: Two sections. Different instructors.

- Pre- and post- test: Pretest average score of (a) 50/75 (66.8%) and (b) 51/75 (68%); the posttest average scores (a) 62.5/75 (83.3%) and (b) 64/75 (85.3%). Both instructors saw clear improvements in the students’ knowledge/application of literary terminology and concepts. This test remains helpful in gauging the course goal of “determin[ing] the meanings of specialized vocabulary for literary analysis.”
- Both instructors found that the class averages for the student presentations were in the B range (80-88%). The faculty shared common questions for the student presenters to answer in their literary criticism presentations. Faculty collaboration enhances faculty experience with the presentation and student success in presenting their literary criticism lens.

- Final Research Paper: Both instructors work with the library faculty to guide students through the research process. Students demonstrated skill in finding secondary sources to support their arguments. One instructor reported two student grades of 0 for failing to submit the paper. Taking the no paper/0 out of the class averages, both professors stated a class average of B- (80-83%).

Discussion: We might consider reviewing the presentation and final research paper rubrics. We might review the pre-/post-test questions and consider reducing the number of questions on the exam. Following discussion of Fall 2015, results the following changes were incorporated for Spring 2016.

- a. We piloted a new diagnostic exam that used 60 rather 75 questions. We attempted to reduce the redundancy in questions, as well as eliminated terminology that isn't necessarily covered in EN300 as the course is currently configured. After we gave the test, we then met again to discuss minor revisions to questions. A master copy of those subsequent changes is on file, but faculty use the same version of the test in the spring 2016 semester.
- b. Faculty piloted a new EN300 research paper rubric, which is basically modelled after the EN114 rubric change; we moved to 5 categories rather than 4.
- c. Our final piloting was a revised presentation rubric. We attempted to take into account the different expectations for the people doing the three different tasks as part of the project. Fall faculty shared documents with faculty teaching the course in the spring semester.

Portfolio:

- The English faculty conducted a norming exercise on the portfolio rubric, and discussed the results.
- Norming exercise completed on 21 complete portfolios from Spring 2015.
- Ten out of eleven students submitted complete portfolios in Fall 2016.

Discussion: Regarding our senior portfolio assessment process: we aim to make changes to the rubric, to shift the numeric values and their assigned effective ness, e.g., instead of linking “5” and “4” together, we discussed linking “4” and “3” together; “2” and “1” together as well. This recalibration of the rubric may enable us to gain more accurate assessment information—since 5 will clearly indicate a level of excellence. Based on the review of data on the Senior Portfolio and the final research papers in EN300, we would like to keep the number of students to 18 in the required major courses at the 300 level to ensure individualized attention.

Update: In fall 2015, one section of EN430 was offered and 10 out of 11 students submitted portfolios; a student failing the course did not submit a portfolio. In spring 2016, we were currently up to 20 students in the major courses with two courses exceeding the max.

Assessment of EMPG #2 (“Effective Oral Communication Skills...”): We will work to consider ways to better assess oral communication, e.g. digitally record presentations, seminar leadership. In the meantime, we are reviewing presentation rubrics for EN300, 429, and 430. The challenge has been how students can include this information in a portfolio to indicate their achievement.

Update in Spring 2016 the professors teaching EN430 revised and updated the presentation rubric. Maintains the oral communication standards introduced in EN300 and upheld in EN429.

History, Geography, and Political Science
No report submitted.

AY 2015-2016.

Summary:

Holistic Health & Exercise Science
 Report submitted by Melisa Salsali

AY 2015-2016. (Separate reports for Fall 2015 and Spring 2016. Spring 2016 results are reported below.)

Summary: See results and action plan in the table below. There were no department meetings related to assessment this semester. Through email communication between full- and part-time faculty, the department decided to continue to execute course assessments in the same manner as begun in the previous semester. Reported data is indirect, as final grades or assessment was cited, rather than rubric results defined by tallies of rubric criteria.

Table 10. Assessment Results Holistic Health & Exercise Science Spring 2016

Program Goal	Program Objective	Assessment completed	Assessment Results	Action Plan
1. Understand major concepts related to Exercise Science	a. Demonstrate factual and conceptual knowledge of functional anatomy	ES250: Describe motion of joints in correct anatomical terminology and then also	ES250: 21% of students were graded as poor, 50% were good, 21% were excellent, and	ES250: No changes will be made to this assignment

Program Goal	Program Objective	Assessment completed	Assessment Results	Action Plan
		<p>provide description for a lay-person</p> <p>ES255: written assignment to gain familiarity with biomechanical models</p>	<p>7% did not complete.</p> <p>ES255: 30% of students were graded as proficient, 50% as intermediate, 10% as competent, 10% as novice, and no one was unsatisfactory</p>	<p>ES255: more content will be conducted online</p>
	<p>b. Demonstrate factual and conceptual knowledge of the physiological response to exercise</p>	<p>ES350: exam questions related to muscular strength and muscular endurance</p>	<p>ES350: 16 students received an A on the exam, 8 students received a B, and 3 students received a B</p>	<p>ES330 is a prerequisite for this class, however this year there were a significant percentage of students who did not take this beforehand. This was a problem especially towards the beginning of the course.</p>
	<p>c. Demonstrate factual and conceptual knowledge of the principles of nutrition</p>	<p>ES220: online quizzes</p>	<p>ES220: scores were worse on online quizzes this semester, due to the fact that less time was used in</p>	<p>ES220: increase number of out of class assignments related to these</p>

Program Goal	Program Objective	Assessment completed	Assessment Results	Action Plan
			class to cover the material	
2. Develop skills related to conducting exercise testing and prescription	<p>a. Be able to stratify the population according to risk</p> <p>b. Be able to choose fitness tests according to health status</p> <p>c. Be able to conduct fitness tests independently</p> <p>d. Be able to prescribe exercise programs for healthy and diseased populations</p>	<p>ES350: lab activities targeted each of these objectives</p> <p>ES111: Students were to conduct a personal physical fitness assessment</p>	<p>ES350: almost all students received A's in lab, which had a big effect on their overall grade</p> <p>ES111: 92% of students were rated as excellent, while 8% were rated as intermediate.</p>	<p>ES350: need a bit more rigor in lab grading – this semester labs were taught by 2 adjuncts new to lab</p> <p>ES111: As this is an introductory course, these results are deemed acceptable in order to get students excited about their field</p>
3. Understand the interdisciplinary nature of Exercise Science	<p>a. Be exposed to careers related to exercise science</p> <p>b. Be exposed to professional organizations</p>	<p>ES100: Write a summary at the end of each professional speaker's presentation</p> <p>ES350: Interview with</p>	<p>ES100: summaries were all satisfactory (class is pass/fail)</p> <p>ES350: 22 students received an A, 1</p>	<p>ES100: begin course with a presentation from</p> <p>ES350: while a bell curve is not close to being achieved here,</p>

Program Goal	Program Objective	Assessment completed	Assessment Results	Action Plan
	related to exercise science c. Interact with exercise science professionals in the community	fitness professional	student a B, 1 a C, and 3 students failed the assignment	the assignment is an important one in order to get the upper-level exposure to professionals in the field
4. Build information literacy skills	a. Be able to use the library/library website to find scientific literature b. Be able to read, summarize, and critically evaluate scientific literature c. Be able to critically evaluate health information provided to the general public by the media	ES350: find research articles and write 3 article reviews ES310: Write a research paper	ES350: these upper-level students had trouble finding peer-reviewed articles ES310: 3 students received an A, 7 a B, and 1 a C. It appeared that many students were not great writers, and did not have much experience with writing research papers.	ES350: need to express need to those teaching lower-level classes of presenting information literacy ES310: break the research paper down in a step-wise fashion and have students turn in parts throughout the course.

Program Goal	Program Objective	Assessment completed	Assessment Results	Action Plan
5. Communicate effectively	<p>a. Be able to give an effective oral presentation</p> <p>b. Be able to write a brief, concise summary of a topic or article</p> <p>c. Be able to write a longer paper that integrates information learned</p> <p>d. Communicate in ways that are sensitive to diverse populations</p>	<p>ES310: write research paper</p> <p>ES320: group presentation</p> <p>ES350: write several short article reviews</p>	<p>ES310: results discussed above in program goal #4</p> <p>ES320: every group received an A on their oral presentation</p> <p>ES350: results discussed above in program goal #4</p>	<p>ES310: plans discussed under program goal #4</p> <p>ES320: no changes planned for this assignment</p> <p>ES350: plans discussed in program goal #4</p>

Mathematics & Computer Science, Physics

Report submitted by Sarita Nemani, Banani Dhar, Lei Cao, Beth Schaefer, Ann Tabor-Morris

AY 2015-2016.

Summary: Previous recommendations of spending more time on real-world problems helped students improve their critical thinking and problem-solving skills. More students were able to complete their course work successfully by working on varieties of math problems.

The math faculty continually assesses the effectiveness of the methods of teaching of all courses offered by the department. All faculty members attended the academic assessment department meeting. It was decided in the meeting that instructors will be required to write specific homework assignment questions or semester projects that satisfies the program goals for assessing performance of students and determining areas

that need improvement. Several faculty members implemented this idea during Fall 2015. We found that about 80% of the students completed courses successfully. Some students struggled with understanding mathematical formulas in lower level courses (faculties will work on MA115, MA116, MA209). A few of the students in upper level courses had difficulty in writing proofs of theorems discussed in class (MA210, MA311, MA312, MA401).

These conclusions were submitted without collaborating data, or with indirect evidence based on course grades.

Nursing

No report submitted.

AY 2015-2016.

Summary:

Psychology & Counseling

Report submitted by Alfred F. Mancuso, Psy.D. and Christopher Trigani, Ph.D.

Fall 2015

Summary: As of the start of the Fall 2015 semester the department agreed to adopt the new APA undergraduate student learning goals. All master syllabi were converted from the previous nine goal (plus objectives) format to the new five goal (no objectives) format. Individual faculty were also asked to change their syllabi and course outlines to reflect the new goals. The chairperson and associate chairperson are currently sorting through the Fall 2015 semester syllabi to check for compliance and make any necessary changes.

Faculty teaching courses that will be assessed will be required to use common “artifact assignments” which will allow for more efficient measurement of program goals.

After much discussion, the department agreed that universal artifacts must be developed for all courses, especially courses which are used to assess the attainment of departmental student learning goals. The department also agreed, after seeing the small sample size, that adjunct courses will be utilized in future assessments. To facilitate the use of adjunct-taught courses the department agreed to provide additional training to the adjunct faculty. Currently the adjunct faculty are required to meet with the associate chairperson each year for an overview of responsibilities. This training will be incorporated into these meetings.

Results: Program Goal 1 was assessed in Fall 2015.

Goal #1:

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

ISLGs

3a. Demonstrate academic excellence in the major field

3b. (for gen. ed. courses): Gain a broad foundation in knowledge and understanding of modes of inquiry in the arts, humanities, behavioral and social sciences, natural sciences, and mathematics.

Overall 19 out of 24 students (79.17%) across two sections of PS111 achieved the at least the minimum score of 80% on test items designed to measure attainment of Goal #1. This small sample size includes an honors section as well as a small section taught by a full-time faculty member. Departmental discussions led to an agreement that course assessments collected from full-time faculty would yield more reliable data.

Our goal acquisition rate of 79.17% demonstrates that undergraduate students in PS111: Introduction to Psychology have begun to demonstrate comprehension of the major theoretical perspectives in psychology. Unfortunately, the two instructors did not use the same assignment to measure attainment of this goal so more detailed analysis is not available at this time.

Additionally, anecdotal data reported by the faculty on their course assessments revealed the following insightful comments:

“By the end of the semester, it appeared that all students gained a recognition and understanding of different theoretical perspectives and major concepts. To the extent that they were able, they appeared to gain respect for complexity of major concepts of Psychology.”

“Performance in biological psychology, cognitivism, and personality was quite good, with a strong majority of students achieving the criterion. The performance on the final exam was a little disturbing, particularly for the personality section.”

Religious Studies, Theology, Philosophy

Report submitted by Sr. Mary Paula Cancienne, Johann M. Vento, Louis McNeil, Jonathan Kim-Reuter, and Joseph Gower

Spring 2016.

Summary: The department submitted an updated assessment plan for the program.

It has been some time since student learning outcomes have been measures for the undergraduate major, because of the program's small numbers. Faculty did revise the rubric related to the signature assignment(s) for RS401, due to feedback received during the implementation process related to the new General Education programs. The feedback stated that our rubrics focused too much on writing skills and not enough on

measuring other learning goals. Once the department revises the signature assignments for RS401, they will create yet a new rubric, based on these learnings.

The department evaluated student work in its capstone course RS401: Seminar in Religious Thought. Only four students were enrolled in the course, and only two student artifacts were assessed. Consequently, the results are not statistically valid for program assessment. However, the exercise to use the rubric on these artifacts was helpful and was discussed by the department faculty.

Following is a summary of the improvements the program plans to implement:

- 1) Regarding the senior seminar, review the course description and official course syllabus and make revisions based on the results of faculty discussions about what will be the appropriate signature assignment(s) for that course.
- 2) Make sure that that course is taught with the same signature assignments consistent across sections no matter who is teaching the course.
- 3) Enroll students in the course only in the last or second to last semester of the student's course of study in the major, even if this means offering the course as independent study. Running the course when a "critical mass" of Religious Studies majors can be assembled to take it together as a seminar, means that some of those students are not near enough the end of their studies to fully benefit from and participate in the course.
- 4) Jettison the pre/post test method and use a portfolio to measure Goals 2 and 3 in the Assessment Plan.
- 5) Identify signature assignments from select key courses that will make up the contents of the portfolio.
- 6) Put a plan in place to make sure that those signature assignments are collected on one place on Blackboard, so that they will be available to faculty for assessment

Social Work

Report submitted by Dr. Cheryl Resnick-Cortes

Fall 2015.

Note: Program submitted a Self-Study for CSWE Reaffirmation in April 2015. In May 2016, the department submitted a Progress Report to CSWE for Standard 3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Summary: The following actions were the focus of program assessment during Fall 2015.

1. Preparing for and getting through the CSWE Reaffirmation process and site visit in order to receive reaccreditation.
2. Reducing the number of general education requirements demanded by the social work program.
3. Replacement of the Accuplacer/Write Placer with another vehicle for assessing writing skills.

World Languages & Cultures, Spanish and Latino Business Studies

Report submitted by K. Quinn-Sánchez

AY 2015-2016.

Summary:

<p>Program Goal: Perform Research in the target language on a literary text with appropriate bibliography and MLA citations</p> <p>ISLG: Demonstrate academic excellence in the major field</p>
<p>Program Goal: Create written discourse at an advanced low level on the ACTFL scale.</p>
<p>Program Goal: Demonstrate cultural competency in Latin American, Spanish or Latino/a cultures</p>

The above goals are measured through successful completion of the senior seminar capstone final paper. Success has been determined by the department to be a B- or above with a rubric.

There are low numbers of majors in this discipline. Using artifacts from the senior seminar is a primary assessment tool, however results from the four students enrolled in the seminar class is not statistically valid for program assessment. The following actions were taken by the department based on past assessment data.

1. Created a study abroad course WLC 215 and have two trips planned for the spring 2016. These courses will especially help with cultural knowledge and of course all areas of language proficiency (with an emphasis on speaking/listening). WLC215 is a course that includes both F2F class time as well as a trip abroad. Students are exposed to culture directly through readings and discussions and then to the physical reality of being in the target culture.
2. Students will take short quizzes more frequently to ensure that they are reading and coming to class prepared. This checks and balances system in the 200 and 300 levels teaches the behaviors necessary for the students to be successful in this major. Cultural competency, excellence in the field, and written discourse at the ACTFL advanced low are the objectives aided by doing the quizzes frequently.

3. We continue our focus on culture in each course. The students are successfully attaining a score of 3 or above on our cultural competency rubric at the time of completion of our capstone course.

Graduate Programs.***Applied Behavior Analysis.*****No report submitted.*****Clinical Mental Health Counseling.***

Report submitted by Dr. Richard Ponton

The clinical mental health program uses the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. All goals are assessed every year. This 63-page document can be accessed at <http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>. The 2015-2016 CACREP report was submitted as the program assessment report. The program is assessed through course assessment, site supervisor surveys, employer surveys, and review by our advisory committee and program faculty/instructors. Results from all of the above areas were included in the report. Course related assessment and analysis follows.

Main findings from course specific assessments:

1. CMH 5804 Internship– Competency and self-efficacy were correlated to quality of site, suggesting the importance of monitoring sites closely. Management skills will be introduced earlier in the semester to encourage professional work behaviors and awareness. Students showed progress across the semester on the Professional Counselor Interpersonal Characteristics Scale.
2. CMH 5304 Theories – Instructor will return to using primary sources from professional literature. The assignment of a single “significant” article to the entire class for each theory is helpful in promoting class engagement and application of theory to practice.
3. CMH 5500 Career – Program will collaborate with career services, encouraging students to volunteer, and gain practical application of course content. Program will incorporate more material from O-net into the course.
4. CMH 5302 Assessment & Measurement – Based on student feedback and exam scores, instructor will spend more time on statistical concepts and evaluating suitability of a measure, and less time on specific instruments.
5. CMH 5101 Psychopathology – Discontinuing study sessions, as they were not well attended.

6. Based on results from course specific instruments, all students were rated as “meets standard” and overall showed improvement across semesters. Consistent with these results, no students were put on a remediation plan related to interpersonal concerns.
7. **All students passed the national comprehensive exam.**
8. In CMH 5300, objective specific student self-efficacy assessments were introduced in the Spring 2016 semester. The results were reported as part of the individual course assessment of the instructor. The results indicated that over all students perceived themselves as having met the objectives of the course through the learning activities. This methodology will be continued in other courses.
9. In CMH 5200, the professor introduced an online book club which provided a learning activity focused on multicultural awareness. The students were engaged with the activity and demonstrated competence in the objective.
10. Across the CMH curriculum there was increased use of on-line learning activities, flipped classroom methodology, and on-line discussion forums.

Based on the above assessment activities, the CMH faculty will:

1. Monitor clinical sites more closely and regularly.
2. Develop a network of supervisors to support students upon graduation.
3. Make specific changes to course material discussed above.
4. For the first time in several years, we have personnel changes in the department. We will begin a search for an assistant professor in Fall 16 and for a field placement coordinator in August 2016.

Holistic Health Studies.

No report submitted.

Homeland Security.

Report submitted by Marny Requa

Spring 2016.

Summary:

Fall 2015 assessment issues addressed in Spring 2016.

Problems 1 & 2 related to staffing and accountability of adjuncts. Not included in program assessment, but these will be address as program review items. A new program assessment plan was written in Spring 2016.

Problem 3: Preparedness for Capstone course and Research Methods

- Solutions:
 - Create a new Research Design course, in addition to Research Methods, which students must complete before starting the Capstone course. Completed.

Problem 4: Extra electives in catalog / inaccurate descriptions

- Solutions:
 - Revisions to the course catalog will be made, for publication in the Fall 2016 catalog. These will include deleting courses that we do not anticipate offering and altering some descriptions. Completed.

Problem 5: Under-emphasis of Goal 2 and Goal 5, as compared to other goals.

- Solutions:
 - Some courses are currently run as HS535 Special Topics, and these courses are associated with Goals 2 and 5. These courses can be made permanent to ensure program goals are achieved. Completed. Three new courses (previously HS535) were approved and two more may follow next semester.

Table 11. Masters in Homeland Security Assessment Plan (Update Spring 2016).

<u>Program Goal</u>	<u>Related ISLG</u>	<u>Key Courses</u>	<u>Signature assignment</u>	<u>Results</u>
1. Demonstrate an awareness of history in homeland security in the United States, the implications of government policy decisions, and the current policy and legal dimensions of national, state and local operations	- Demonstrate academic excellence in the major field	HS501 Introduction to Homeland Security (hybrid) HS520 HS Preparedness, Prevention & Deterrence (OL) HS535 Hostage Negotiation		HS520 No course assessment, syllabi, or outline provided.
2. Demonstrate mastery and	- Demonstrate	HS505 Understanding		HS 535: See note below.

<u>Program Goal</u>	<u>Related ISLG</u>	<u>Key Courses</u>	<u>Signature assignment</u>	<u>Results</u>
appreciation of social/human aspects of homeland security and the relevant theoretical perspectives (e.g., organizational, leadership, sociological, psychological, political, economic, cultural, etc.)	academic excellence in the major field - Demonstrate awareness of the value of engagement in local, national, and global issues	Violence & Victimization HS525 Leadership & Policy Analysis for Protective Professionals HS535 Terrorism (OL)	Research paper	
3. Demonstrate effective communication and presentation skills suitable to the medium and the audience, and competence in research methodology appropriate to the problems and issues presented (e.g., quantitative, qualitative methods, etc.)	- Communicate effectively in written and spoken English. - Apply critical thinking, problem-solving, and research skills. - Demonstrate academic excellence in the major field.	HS510 Research Design & Methods (OL) HS590 Capstone Option: Applied Research Project or Thesis	Research proposal Independent student-led writing project	HS590 <u>Spring 2016 enrollment:</u> 1 student enrolled in HS590 completed. 2 students enrolled in GRCONT completed. 2 students enrolled in HS590, initiated projects, and will complete in GRCONT during Fall 2016. 2 students enrolled in GRCONT but did not complete. Both will continue in GRCONT for a second semester in Fall 2015.
4. Demonstrate information literacy and the	- Apply critical thinking,	HS515 Computer	Independent student-led	HS530 -There was minimal information about student scores and details of

<u>Program Goal</u>	<u>Related ISLG</u>	<u>Key Courses</u>	<u>Signature assignment</u>	<u>Results</u>
ability to think critically and ethically, evaluating and integrating information with regard to criminal justice policymaking.	problem-solving, and research skills. - Demonstrate academic excellence in the major field. - Demonstrate awareness of the value of engagement in local, national, and global issues	Applications in CJ & HS (OL) HS530 The Intelligence Function: Collection, Analysis, Use HS590 Capstone Option: Applied Research Project or Thesis	writing project	assignments provided in the Course Assessment.
5. Demonstrate an understanding of multicultural/diversity issues (e.g., gender, sexuality, nationality, race) including transnational crime and justice issues, in relation to the role and place of the United States	- Demonstrate understanding of the Mercy core values. - Demonstrate awareness of women’s issues. - Demonstrate awareness of the value of engagement in local, national, and global issues.	HS505 Understanding Violence & Victimization HS535 Transitional Justice and Human Rights HS535 Torture and State Violence	Research paper (thesis-governed, student-led, 10-20 pages) Evidence-based position paper	HS535: The program goal and related course goals were met in the course during the Spring 2016 semester. All students demonstrated high aptitude in achieving the goal (including 2 “excellent” achievements), assessed through evaluating their final evidence-based position papers. Students were successful in identifying and assessing diversity issues in relation to the course content, across time and space (last 40 years in various political/social contexts). In relation to using references and citations, key goals of the course, students

<u>Program Goal</u>	<u>Related ISLG</u>	<u>Key Courses</u>	<u>Signature assignment</u>	<u>Results</u>
	- Demonstrate awareness of diversity issues.			successfully completed relevant assignments but were inconsistent in use of a citation style and continue to have problems citing online sources correctly.

Note: Courses in Bold offered in Spring Semester

Analysis: There is inconsistency in student learning and achievement of goals in the capstone, in addition to a disparity in the time it takes students to complete the capstone. In the past there has been little consistency in regard to the supervision process and guidance provided to students – different supervisors approached the capstone in different ways. Weaker students struggle with the capstone, particularly in terms of deciding on a viable project, embarking on research, and completion. Strong students have done well in the past academic year.

Suggestions for improvement

- Creation of one set of guidelines and resources for all students as well as a suggested timeline and evaluation (feedback) document.
- The new Research Design course has been approved; its implementation should greatly improve student preparation to complete the capstone.
- Meeting to be held with all supervising faculty members.
- Re-set course expectations so students plan to complete in one semester.

School Psychology.

Report submitted by

Alfred F. Mancuso, Psy.D.

AY 2015-2016.

Summary:

Goal #1: Data-Based Decision-Making and Accountability

Goal attainment was measured by performance on an assignment in the course SPS6104: Data-Based Decision Making II, which required graduate students to administer, score, interpret, and write a report for a standardized psychological assessment instrument (Wechsler Intelligence Scale for Children, 5th edition [WISC-V]). A rubric was used to assess performance in 14 areas (sample rubric attached) related to the administration, scoring, interpretation and reporting of results of the WIS-V. Each of the 14 areas was assigned rated as follows: 0 = needs improvement, 1 = effective, 2 = very effective. Additionally, each area was also assigned a point

total with a maximum total value of 100 points. The benchmark for mastery on this assignment was a total score of ≥ 80 points.

Overall the assessment data collected from the individual course assessments was very positive. All 11 students who were registered for the course and completed the assignment achieved a cumulative score of 80 points or higher on the assignment. A more detailed analysis of the student's individual performances reveals that out of a possible 154 distinct ratings (11 students and 14 areas per student) only 10 ratings of "0" (needs improvement) were assigned. This represents only 6.5% of the total ratings assigned. Another way to look at this would suggest that 93.5% of the total ratings assigned were either 1 (effective) or 2 (very effective).

Recommendations for Improvements

The majority of the "0" (needs improvement) scores assigned were in the areas of interpretation of test scores and conclusions. Further emphasis will be placed on the proper interpretation of test results and how to derive meaningful conclusions from the child's performance on the standardized test.

Implementation

Implementation will begin with the Fall 2016 course. The course is only offered once per academic year, always during the Fall semester.

Theology.

Report submitted by Johann Vento, Joseph Gower, Lou McNeil, Jonathan Kim-Reuter, and Sr. Mary-Paula Cancienne

AY 2015-2016.

Summary: Program assessment plan was included. Assessment of program goals will occur through evaluation of student portfolios. Evaluation of a portfolio of papers of graduating students will be by a rubric based on the learning objectives. This portfolio will consist of one research paper each from the following required program areas: Method, Theology, Biblical, and Pastoral. The program standard for this evaluation is that 80% of the students will score 8 or better on a scale of 10 on the rubric for each category.

Three faculty members were involved in evaluating material related to this assessment.

Assessment was based upon reading and assessing main papers written by students who graduated spring 2016 in Theology. These papers are from the areas of Methods/Systematic Theology/Bible/and Pastoral. Faculty were able to assess two complete portfolios, and two partial portfolios of student papers.

Results:

Program Objective: The student describes and/or applies two or more critical methods in theology and biblical studies.	Assessment Review	Results
1. The student develops a pertinent and current bibliographical instrument for a designated area of study within the field of theology.	1. The data indicates that students use a “method,” but not always with full understanding of a particular method, or the broader landscape of <i>methods</i> .	Overall score of 65.
2. The student demonstrates research abilities appropriate to the discipline.	2. Papers associated with Theology were characterized by both contemporary and historical bibliographical resources.	Overall score of 80.
3. The student develops a pertinent and current bibliographical instrument for a designated area of study within the field of theology.	3. Students generally scored high in terms of research abilities, often going beyond what is required. While this is not necessarily so for all of our students, of these four, three scored above 80, and one student for whom English is not her first language, scored 70.	Overall score of 80.
4. The student applies their studies to a pastoral context.	4. Regarding pastoral areas, here is where our students usually do very well. --They demonstrated an ability to understand the demands of a pastoral approach, to connect to ethical issues in local and global contexts, and to articulate how the tradition calls us to be pastoral.	Overall score 80.
5. The student applies theological ethics to personal and social issues.	5. Students were able to apply theological ethics to both personal and social situations and to elaborate on the connections of theology to the issues at hand. Of the four students in this grouping, one is from Africa and one from South America, which allowed for some different perspectives.	Overall score of 85.

Program Objective: The student describes and/or applies two or more critical methods in theology and biblical studies.	Assessment Review	Results
6. The student appropriates and applies one area of systematic theology, e.g. Christology, Ecclesiology, Grace, etc., to a practical context.	6. In terms of applying a particular area of systematic theology to a practical context, this was found to be a more difficult task. The better writers were able to perform well, while for those who still have some struggles with English, the task was more daunting.	Two scored 85. Two scored 65-75. Overall score 80.
7. The student articulates major historical development in the Christian tradition and trends in contemporary Catholicism.	7. Students generally do not think “historically,” so “connecting the dots” is an ongoing effort. Contemporary context is more readily engaged.	Overall score 75.
8. The student shows competence in using primary texts in theology.	8. Regarding primary text, students did so when the class called for it, but it seems more work is needed in this area in terms of why primary texts are significant and how they connect to contemporary questions.	Overall score 65.
9. The student’s writing is clear, logical, and uses the conventions of Standard English.	9. This group of students included two students, one for whom American English is different from their native English and another whose first language is Spanish. – Even without considering this, these two students did very well in the program as demonstrated by their papers.	Overall score 75. Overall score for native speakers 85.
10. The student demonstrates curiosity, creativity, and/or insight.	10. The students were curious, somewhat creative, and their diverse experiences tended to stir them toward different questions and different kinds of insights.	Overall 85.

From analysis of the above data, the faculty made the following recommendations for action.

- TH500 is a foundations course that includes work with “methods.” Consider how we can work this course into a student’s early experience in the program or devise some other delivery of this material. This is a dilemma for which we continue to search for a solution.
- The program does not have a “Historical Theology” course, per se, as part of its curriculum. This is something for the department faculty to consider as we are in Program Review and will be looking to revise the program over the next two years. This would also help students with their use of primary texts.
- Also, as the school now has a Writing Center, we may begin a conversation with the Center on how our students, especially those at a distance and those for whom English is not their first language, could best use this resource.

Other.***General Education.***

No report submitted. New General Education Program (BRIDGE) in process of finalization for implementation Fall 2016.

Writing Program.

Report submitted by Jessica Hausmann, Connie Chismar, and Anthony Brano.

AY 2015-2016.

Summary:

Mission of the Program: The GCU Writing Program’s mission is three-fold:

- 1) To provide students with the knowledge and skills they need to research, draft, and produce writing assignments that meet learning goals and objectives for developmental, first-year, and advanced writing courses and that help prepare them for writing in other academic courses and
- 2) To provide faculty with knowledge and resources necessary to integrate writing for thinking, learning, and communicating into their courses.
- 3) To provide all members of the GCU community with support as they create and produce written and spoken work for courses and careers

Goals/Objectives: The GCU Writing Program meets the following institutional goals

1. Communicate effectively in written and spoken English
2. Apply critical thinking, problem solving, and research skills

GCU Writing Program Goals:

Through first-year writing courses, a WAC/WI program, and the Writing Center, the GCU Writing Program

- 1) provides students with the knowledge and skills they need to explore topics, research, draft, and produce writing assignments that meet learning goals and objectives for developmental and first-year writing courses and that help prepare them for writing in other academic courses and in their careers

In first-year writing courses, students will:

- a. demonstrate competence in Academic Writing Skills
 - b. demonstrate competence in Critical Reading/ Thinking Skills
 - c. demonstrate competence in Information Literacy
 - d. demonstrate basic competence in Oral Communication
- 2) provides faculty with strategies for integrating writing for thinking, learning, communicating, and publishing into their general education, major, and elective and graduate courses
 - 3) provides all members of the GCU community with support as they create and produce written and spoken work for courses and careers

III. Summary of Assessment Findings**First-year Writing Program:**

Members of the writing faculty participate in an annual May Assessment Day, during which the usual focus is on reading/scoring research papers, selected from one or more writing courses. This year, we chose to assess Fall EN111 papers. A norming process was used.

Which rubric items were strongest/weakest?

The three strongest scores:

- 4B. Audience/Voice/Rhetorical Situation
- 2A. Structure
- 2B. Coherence

The three weakest scores:

- 3A. Research
- 3B. Source Integration, Citing, and MLA
- 1B. Support

WAC/WI program

The Writing Intensive Program at Georgian Court emerged along with the new General Education Bridge program, to support the change in writing requirement from two courses to one.

A total of 39 faculty members (full-time and adjunct) became WI-certified through participation in at least two of the three basic workshops. Overall, the feedback was positive, and 9 faculty members will offer WI-status courses this fall. A more detailed summary appears in Appendix F.

GCU Writing Center

Department: Writing Center

Name of Faculty compiling report: Anthony Brano

Semester and year: Spring 2016

Writing Center Goals

- *Students find the Writing Center to be a valuable resource.*
- *12-15% of the undergraduate population utilize the Writing Center.*
- *Students use the Center to hone a growing range of skills.*
- *The Writing Center exceeds fall 2015 usage statistics.*

Assessment of Goals

- 194 individual undergraduates visited the GCU Writing Center during the 2015-2016 academic year. If there are 1,368 undergraduates at GCU, then 14% of them used the Center at least once.
- During the fall 2015 semester, students booked 235 appointments. During the spring 2016 semester, 308 appointments were booked, an increase in usage of 31%. 543 appointments took place during the academic year.
- 87% of our clients identify English as their first language. 50% of students listed 3.0-3.5 as their GPA range. 30% of students listed 3.51-4.0 as their GPA. 90% were full-time students. 52% of sessions were 30-minute appointments. 65% claimed that they did not have difficulty scheduling an appointment. Finally, 31% of 63 respondents assumed that their revised paper grade would be in the "A" range.
 - The Director hosted four workshops during the academic year: 11/19/15; APA Citation Clinic and Quotation Integration.
 - 3/16/16; Chicago Manual of Style.

- 4/12/16; Study Tips and Outlining.
- 5/4/16; Crafting Clear Arguments.

Recommendations based on Assessment Data

First-year Writing Courses

Last year's focus was on helping students choose an argumentative thesis and develop a paper organized to address supporting evidence and counterarguments. We were happy to see that Structure was one of the three strongest scores for Fall 2015 papers.

Based on this May's results, in the 2016-17 EN111 and EN112 classes, focus will remain for another year on the two competencies in the rubric category of Information Literacy. In the argument-based papers, which are the signature assignments in EN105 and EN106, focus will be on preparing students to succeed in EN111 as always, with emphasis this coming year on choosing and integrating strong supporting evidence and introducing the concept of MLA documentation style.

As part of the focus on the two competencies in the Information Literacy rubric category, faculty will review online resources for pre-post assessment of Information Literacy skills, with a goal of creating an assessment tool for all writing courses by the beginning of Spring 2017 semester

Based on the relatively low scores in the Support and Coherence rubric competencies, we will continue as we did last year. Review syllabi for EN105, EN106, EN111 and EN112 and share strategies (via email and Blackboard GCU Writing Faculty organization) for strengthening the those competencies, in light of the current level of student ability that we are seeing in our freshmen classes

WAC/WI program

Based on this year's feedback, we will continue the three "basic training" workshops, but will market them as WAC workshops, two of which will be required to be WI-certified but will be open to any faculty members who may wish to learn more about any of the three workshop topics. Also, the Plagiarism workshop will be repeated during Fall 2016, based on participant feedback. Finally, a more detailed workshop for assessing student writing that includes rubric development will be offered Spring 2017.

GCU Writing Center

- The Writing Center is not equipped for full coverage. Virtually all of the complaints that the Writing Center received this year occurred during the month of April, when the Center booked 115 appointments. In our busiest month, the Center was not equipped to handle more than two patrons at a time.

- The Writing Center also needs to continue to learn about GCU's programs and assignments. For example, students expressed concerns that tutors, in some instances, were unfamiliar with the assignments that the student brought to the session. Finally, students have expressed concern that their tutors did not teach them enough about the APA format. The Director will host more APA workshops for undergraduates and graduate students. The one provided in the fall was by far the most popular workshop.
- The Writing Center needs to do more to attract the weakest, least confident students. It also needs to reach more sophomores.