

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Biological and Environmental Sciences</b>		
SUMMARY OF PREVIOUS YEAR		
<b>AY 2020-2021 Summary</b>		
<p><b>Summary of Last Year's Assessment Work</b></p> <p>We assessed critical thinking skills in BIOL-393 Junior Seminar (SP21) and communicating research in both BIOL-400 Senior Seminar (FA20) and BIOL-393 Junior Seminar (SP21). The same communication rubric was used to examine students in both the Junior and Senior seminar courses so that we can begin to track improvements in our students over time. We used a rubric in CampusLabs to produce a method of assessment that could be used consistently in multiple courses over multiple years moving forward. In our assessment results from 20-21, 100% of students met or exceed our expectations in critical thinking. We feel an additional year of assessment is needed for critical thinking in order to make reliable conclusions. 70% of seniors met or exceeded our expectation in communicating research while 100% of junior met or exceeded our expectations. The Junior and Senior Seminar courses were assessed with different rubrics and it is planned that one common rubric in CampusLabs will be used in the future to produce a method of assessment that could be used consistently in multiple courses over multiple years.</p> <p><b>Significant Accomplishments</b></p> <p>No course/curricular/program changes are planned at this time since another year is needed to draw any conclusions from these data with the new rubrics and new Junior seminar. Small changes are planned for the ENVS seminar course to address career development.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Communicating Research</b>		
<p><b>Outcome Statement</b> Communicate research findings orally and in writing to a variety of audiences</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Oral Presentation</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> BIOL-400 Senior Seminar</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b> 80% Met Expectations, 90% Exceeded Expectations</p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Critical Thinking</b>		

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<b>Biological and Environmental Sciences</b>		
<p><b>Outcome Statement</b> Think critically about scientific information</p> <p><b>Signature Learning Outcomes</b> Liberal Education Skills Ethical Interaction</p> <p><b>Assessment Measure Title</b> Oral Presentation</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> BIOL300 Junior Seminar in SP21</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> 80% Met Expectations, 90% Exceeded Expectations</p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Scientific Methods to Analyze and Create Knowledge</b>		
<p><b>Outcome Statement</b> Use scientific method to analyze, evaluate, and create knowledge</p> <p><b>Signature Learning Outcomes</b> Data Use Social and Natural Sciences</p> <p><b>Assessment Measure Title</b> Survey</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> BIOL-315 Research Methods</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

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## Biological and Environmental Sciences

Testing Instrument		
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# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Career Development

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021

#### Summary of Last Year's Assessment Work

##### OUTCOME WE ASSESSED

As a result of utilizing Career Development personal statement writing resources and reviewing their first draft with a staff member, students will revise their first drafts, and these revised statements will show improvement based on the Personal Statement Rubric Scale.

##### COLLECTION AND ANALYSIS OF ASSESSMENT DATA

During the 2020-21 academic year, we used our Personal Statement rubric to assess personal statements from eight students who met with a staff member more than once in order to determine if their personal statements improved. We scored each student's first draft prior to their meeting with a staff member, and their final draft after one or more appointments.

Additional data comes from our student satisfaction survey, through which students respond to services they sought related to this theme. This provides an indirect assessment (students' perceptions) of their learning outcomes.

##### WHAT WE LEARNED

All of the students who met with a staff member showed improvements from their first draft to their final draft. The average score was just over 20.75 (with a maximum of 24) after meeting with staff. The average improvement was 5.25 points.

##### WHAT WE ARE CHANGING AS A RESULT

Since we evaluated the statements using the rubric, we can work to improve on areas in the future in which students show a lack of improvement. If we are able to assess the areas where students seem to be struggling the most, we will be able to better assist them to improve those areas.

More significant improvements might have been possible had we used the rubric with from the beginning, to focus on students' specific needs. In this project, we collected the statements, and then used the rubric after the fact. In the future, we will use the rubric from the beginning, in an attempt to evaluate needs first, and possibly focus our feedback.

##### Future changes to the assessment itself:

The first item in the Personal Statement rubric assesses the introduction/thesis. It is framed in a way that looks for an attention-grabbing story and/or a statement of goals. This makes it difficult to assess those students who are writing with a specified prompt. Prior to the next time that personal statement assessment comes up in our assessment cycle, we will modify the rubric to broaden the terminology, such as "Is the student addressing the given prompt and/or beginning with clear goals / attention-grabbing story?"

#### Significant Accomplishments

Related to a previous year's assessment of student learning outcomes, we added resume formatting sessions to more courses as a result of the improvements to the resumes that our Peer Career Advisors had seen from the Business courses (in which we conducted the assessment). The results are anecdotal, but expanding this in-class hands-on learning has made a difference.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Students will show progress in career development

Outcome Statement	Achievement Level Threshold	Planned Changes to Course, Curriculum, or Programming Changes
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<b>Career Development</b>		
<p>After participating in career planning activities throughout their Capital experience, juniors and seniors will reach the final two levels of career planning, as measured using the Career Planning Rubric Scale.</p> <p><b>Signature Learning Outcomes</b> Liberal Education Skills Explain Choices</p> <p><b>Assessment Measure Title</b> Assessment Measure: Career Planning</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the program/unit-level</p> <p><b>Course(s)</b> N/A</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Divinity</b>		
SUMMARY OF PREVIOUS YEAR		
<b>AY 2020-2021 Summary</b>		
<p><b>Summary of Last Year's Assessment Work</b></p> <p>In AY 2020-2021, the seminary reviewed its M.Div. degree outcomes holistically; mapped exactly where each M.Div. degree outcome is introduced, reinforced, and mastered in required coursework; and collected assessment data related to each M.Div. degree outcome. Through this process, seminary faculty gained an "overview" picture of the health of the M.Div. program and grew its culture of assessment. Faculty were pleased to be able to see an overview report of assessment in each of the M.Div. degree outcomes and understood the distribution of scores (e.g. exceeds expectations, meets expectations, partially meets expectations, etc.) to indicate that we are successfully teaching our students and also <i>not</i> practicing grade inflation.</p> <p>Additionally, in the review process, degree outcome language was modified. This process did not change degree outcomes themselves, but it did add clarity and bolster inclusivity (e.g., "Ability to project a compelling personal presence when speaking in public" became "Ability to project a comfortable and confident presence when speaking in public"). Changes like these will help faculty better attend to our diversifying student population, which will help us grow as a healthy institution.</p>		
<p><b>Significant Accomplishments</b></p> <p>Language used in the M.Div. degree outcomes was modified. This will help faculty better attend to our diversifying student population, which will help us grow as a healthy institution. Additionally, tightening up verbiage in the degree outcomes will improve the assessment process because we are able to more easily assess each part of the M.Div. on a regular basis. Previously, the M.Div. had numerous sub-degree outcomes, which made viewing the degree at the "big picture" level difficult.</p> <p>Additionally, while great assessment work was done on the M.Div. seminary faculty engaged in formal conversation on other degree programs. Of particular note, aligning with standards set by our accreditors, the faculty voted to reduce the number of credit hours for the MTS degree. This curricular change has been initiated, but it is not yet complete. We expect to complete this change in AY 2021-2022.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Demonstrate Practices of a Healthy Faith Leader - A</b>		
<p><b>Outcome Statement</b> A. Ability to maintain healthy personal and professional relationships</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: FDN 1010 (21FA), MN 1001(22SP) Reinforced: MN -LIC 1 (21FA, 22SP)</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

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<p><b>Divinity</b></p>		
<p>Mastery: MN 3435, Internship (21FA, 22SP)</p>		
<p><b>Assessment Method</b></p>		
<p>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</p>		
<p><b>Demonstrate Practices of a Healthy Faith Leader - B</b></p>		
<p><b>Outcome Statement</b> Demonstrates a healthy commitment to the faith practices of their denomination/tradition</p> <p><b>Signature Learning Outcomes</b> Explain Choices</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: MN 1001 (22SP) Reinforced: MN-LIC 1 (21FA, 22SP) Mastery: MN 3435, Internship (21FA, 22SP)</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
<p>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</p>		
<p><b>Exercise Pastoral Leadership in Ministry Contexts and the Public Realm - A</b></p>		
<p><b>Outcome Statement</b> A. Plan corporate worship and preach in ways that are faithful to the gospel, attentive to varieties of liturgy and music, indigenous to local cultures and contexts, and inclusive of all</p> <p><b>Signature Learning Outcomes</b> Culture Engagement</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

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<b>Divinity</b>		
<p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: MN 1031 (21FA), MN 2021 (21FA), MN-LIC (21FA, 22SP) Reinforced: MN 1672 (22SP), Leadership in Chapel Mastery: Internship (22SP)</p> <p><b>Assessment Method</b></p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Exercise Pastoral Leadership in Ministry Contexts and the Public Realm - B</b>		
<p><b>Outcome Statement</b> B. Ability to demonstrate appropriate care, hospitality, and witness in various ministry contexts, including public settings</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: FDN 1010 (21FA), MN 2051 (22SP), MN-LIC (21FA, 22SP) Reinforced: CPE Mastery: Internship (21FA, 22SP)</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>



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Divinity		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Exercise Pastoral Leadership in Ministry Contexts and the Public Realm - C		
<p><b>Outcome Statement</b> C. Ability to enable congregations and/or agencies to discern, define, and live their identity, calling, and vision</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: MN-LIC (21FA, 22SP) Reinforced: MN 3500 (22SP) Mastery: MN 3435, Internship (21FA, 22SP)</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Interpret and Engage with Diverse Contexts of Mission and Ministry - A		
<p><b>Outcome Statement</b> A. Analyze and interpret the social, cultural, interpersonal, and other pertinent contexts found in ministry</p> <p><b>Signature Learning Outcomes</b> Culture Engagement</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

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<b>Divinity</b>		
<b>Assessment Level</b> At the course-level <b>Course(s)</b> Introduction: MN 1050 (21FA), MN-LIC (21FA, 22SP) Reinforced: FDN 1030, HTS 3061 (21FA) Mastery: MN 3500 (22SP), MN 3435  <b>Assessment Method</b>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES <b>Interpret and Engage with Diverse Contexts of Mission and Ministry - B</b>		
<b>Outcome Statement</b> B. Ability to interact appropriately and sensitively with diverse persons and groups in ministry and the public realm  <b>Signature Learning Outcomes</b> Culture Engagement <b>Assessment Measure Title</b> Multiple Measures <b>Assessment Semester</b> Fall Semester Spring Semester <b>Assessment Level</b> At the course-level <b>Course(s)</b> Introduction: FDN 1020 (22SP) Reinforced: MN 1672 (22SP) Mastery: FDN 1030, HTS 3061 (21FA)  <b>Assessment Method</b>	<b>Achievement Level Threshold</b>  <b>Assessment Results</b>  <b>Analysis and Summary</b>	<b>Planned Changes to Course, Curriculum, or Programming Changes</b>  <b>Changes to Assessment Plan</b>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES <b>Proclaim and Communicate Effectively the Gospel - A</b>		
<b>Outcome Statement</b>	<b>Achievement Level Threshold</b>	<b>Planned Changes to Course, Curriculum, or Programming Changes</b>

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<b>Divinity</b>		
<p>A. Ability to relate the message of the gospel to current global, social, and individual contexts</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Summer Semester Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: MN 2021 (21FA) Reinforced: MN 3041 (22SU) , Internship (21FA, 22SP) Mastery: Internship (21FA, 22SP)</p> <p><b>Assessment Method</b></p>	<p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Proclaim and Communicate Effectively the Gospel - B</b>		
<p><b>Outcome Statement</b> B. Ability to project a comfortable and confident presence when speaking in public</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: MN 1031 (21FA), MN 1001 (22SP), MN-LIC 1 (21FA, 22SP)</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

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<b>Divinity</b>		
Reinforced: MN 2021 (21FA), MN-LIC 2 (21FA, 22SP) Mastery: Internship (22SP)		
<b>Assessment Method</b>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Use Appropriately the Resources of Scripture &amp; the Church's Historical &amp; Theological Tradition - A</b>		
<b>Outcome Statement</b> A. Hermeneutical and interpretative methods - ability to interpret and apply biblical texts with appreciation of perspective reflected there	<b>Achievement Level Threshold</b>  <b>Assessment Results</b>  <b>Analysis and Summary</b>	<b>Planned Changes to Course, Curriculum, or Programming Changes</b>  <b>Changes to Assessment Plan</b>
<b>Signature Learning Outcomes</b> Not Applicable		
<b>Assessment Measure Title</b> Multiple Measures		
<b>Assessment Semester</b> Fall Semester Spring Semester		
<b>Assessment Level</b> At the course-level		
<b>Course(s)</b> Introduction: BL 1021 (21FA), BL 1041 , LA 1001 (21FA) Reinforced: BL 2022 (22SP), BL 2042 Mastery: Internship (21FA, 22SP)		
<b>Assessment Method</b>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Use Appropriately the Resources of Scripture &amp; the Church's Historical &amp; Theological Tradition - B</b>		
<b>Outcome Statement</b> B. Ability to apply the central doctrines and traditions to current cultural contexts and life situations with appreciation for a diversity of perspectives.	<b>Achievement Level Threshold</b>  <b>Assessment Results</b>  <b>Analysis and Summary</b>	<b>Planned Changes to Course, Curriculum, or Programming Changes</b>  <b>Changes to Assessment Plan</b>
<b>Signature Learning Outcomes</b>		

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Divinity		
Culture Engagement <b>Assessment Measure Title</b> Multiple Measures <b>Assessment Semester</b> Fall Semester Spring Semester <b>Assessment Level</b> At the course-level <b>Course(s)</b> Introduction: HTS 1024 (21FA) Reinforced: HTS 1025 (22SP), HTS 2044 (21FA), HTS 2031 (22SP) Mastery: HTS 3031 (21FA), MN 3500 (22SP)  <b>Assessment Method</b>		

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## English

### SUMMARY OF PREVIOUS YEAR

### AY 2020-2021 Summary

#### Summary of Last Year's Assessment Work

AY 2020-21 Assessment Results –English

Learning Outcomes:

1. **Critical Reading.** English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.
2. **Effective Writing.** English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.
3. **Linguistic Sophistication.** Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.

#### Critical Reading, Effective Writing, and Linguistic Sophistication – **Introductory level**

Assessed in UC 110, College Reading and Writing and ENG 111, Academic composition. As part of the assessment of all three outcomes in English at the introductory level, we assessed (random samples of) final research papers in UC 110 and ENG 111.

The goal pursued was that 90% of the students would score 3 points or higher in the six rubric categories as well as the overall holistic grade and will thus meet or exceed expectations. A score of 3.0 was considered "meet expectations" while a score of 5.0 and higher was considered "exceed expectations." A score lower than 3.0 was considered "partially meet expectations."

#### UC 110 Assessment Results

A random sample of 12 UC 110 papers from two sections was read (50% of received submissions from two sections). The following chart summarizes the UC 110 assessment results:

Rubric Category	Mean average for all papers read in this category	% of students scoring at least 3 points in this category
Argument	4.08	100%
Organization	4.00	91.7%
Development	3.91	83.3%
Clarity, Variety, ad Style	3.91	91.7%
Grammar and Mechanics	3.83	91.7%
Documentation	3.83	83.3%
Overall (Holistic Score)	3.83	100%

66.7% of the students (i.e., 8 students) met expectations.

16.65 % of the students (i.e., 2 students) exceeded expectations

16.65 % of the students (i.e., 2 students) partially met expectations

Therefore, 83.35% of the students met or exceeded expectations. The set goal was not reached in UC 110.

#### ENG 111 Assessment Results

A random sample of 18 papers (25% of submitted papers in 5 sections) was assessed.

The following chart summarizes the ENG 111 assessment results:

Rubric Category	Mean average for all papers read in this category	% of students scoring at least 3 points in this category
Argument	4.22	100%
Organization	4.11	100%

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## English

Development	4.00	94.4%
Clarity, Variety, ad Style	4.22	100%
Grammar and Mechanics	4.06	94.4%
Documentation	4.06	94.4%
Overall (Holistic Score)	4.17	100%

66.7% of the students (i.e., 12 students) met expectations.

27.8 % of the students (i.e., 5 students) exceeded expectations

5.5% of the students (i.e., 1 student) partially met expectations

Therefore, 94.5% of the students met or exceeded expectations. The set goal was reached in ENG 111.

### Critical Reading – Reinforced level

**Assessed in ENG 293, Post-Colonial World Literature.** As part of our assessment of Critical Reading at the Reinforced Level (and Signature Learning outcomes of Ethical Interaction and Communication), we set the following goal for ENG 293: 90% of all students will achieve a grade of C or greater on the essay that will ask students to interpret a contemporary work of art from the course material. Students were asked to examine a work of literature (The Dragon Can't Dance) from Trinidad and Tobago that asked them to consider one textual problem in light of the dynamics of postcolonial independence. 100% of students achieved a goal of C or higher. (A "C" was the lowest grade.) Success on this metric was achieved by extended analysis of the topic during in-class discussions, in-class peer-review of student drafts, and comments from the instructor on the drafts.

### ENG 293 Assessment Results:

100% of the students (16 students) met or exceeded expectations. The set goal was reached in ENG 293.

### Critical Reading, Effective Writing, and Linguistic Sophistication – Mastered Level

**Assessed in ENG 480, Senior Seminar in English.** As part of the assessment of all three outcomes in English at the Mastered Level, all student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric. The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course. All 8 rubric categories as well as the overall holistic score for the paper served as the measurable criteria. Each project The set goal was that at least 90% of all students would achieve a score of 3.0/6.0 in all rubric categories as well as the holistic score, thus achieving or exceeding the set expectations. A holistic score of 3.0 and lower was recognized as "partially meeting expectations" while a score of 5.0 and above was recognized as "exceeding expectations." The mean average scores from the rubric categories were compared against that target.

### ENG 480 Assessment Results:

56.25% of the students (i.e., 9 students) met expectations

37.5 % of the students (i.e., 6 students) exceeded expectations

6.25% of the students (i.e., 1 student) partially met expectations

Therefore, 93.75% of the students met or exceeded expectations. The set goal was reached in ENG 480.

### Significant Accomplishments

The English Department is satisfied with the assessment results for AY 2020-2021 and credits what we believe is a high achievement of our students to the rigorous curriculum in English that prepares our students to read critically and conduct independent research in their area of interest. In recent years, we have enhanced instruction in literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory. We have reviewed the goals in ENG 340, The English Language, placing additional emphasis on the instruction in grammar and style.

In the first-year writing program (as part of outcome delivery at the introductory level), ENG 111, Academic Composition, has provided more instruction in grammar, mechanics, and style, compared to UC 110. Our consistent assessment of final projects in UC 110 and ENG 111, performed annually between 2016 and 2021, shows higher quality of writing (i.e., higher achievement in PLOs and SLOs) in the Argumentative Research Essay, which is the final project in both UC 110 and ENG 111. See assessment reports for AY 2015-16-2020-21 in an attached folder. Almost all of the scores in the six rubric categories of the Written Communication Rubric (see rubric attached), as well as the final holistic scores, have been consistently greater for ENG 111, compared to UC 110.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>English</b>		
<p>Based on 5 years of assessment data, it is concluded that our entire student population (those with a need for a first-year writing class) could use the benefits of ENG 111. It's therefore proposed that we eliminate UC 110 and, starting <b>FALL 2022</b>, offer only ENG 111.</p> <p>Most recently, to deliver on our three outcomes at the reinforced and mastered level, we have discussed additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as valuable preparation for the type of projects pursued in ENG 480. This discussion will continue into AY 2021-22.</p> <p>While we consider the set goals for the AY 2020-21 assessment cycle met, we have started discussing additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature.</p> <p><b>Changes to Assessment Plan</b> We will retain the current approach to assessment in AY 2021-22.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Critical Reading - Introduced</b>		
<p><b>Outcome Statement</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Research Paper</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 111</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Critical Reading - Mastered</b>		
<p><b>Outcome Statement</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>



# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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English		
<p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Analysis and Summary</b></p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Critical Reading - Reinforced		
<p><b>Outcome Statement</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Project</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 393</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Effective Writing - Introduced		

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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English		
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Research Paper</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 111</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Effective Writing - Mastered		
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>English</b>		
Rubric		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Effective Writing - Reinforced</b>		
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Project</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 393</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Linguistic Sophistication - Introduced</b>		
<p><b>Outcome Statement</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Research Paper</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>English</b>		
<p>At the course-level <b>Course(s)</b> ENGL 111</p> <p><b>Assessment Method</b> Rubric</p>		
<b>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</b>		
<b>Linguistic Sophistication - Mastered</b>		
<p><b>Outcome Statement</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Media

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-21 Summary

##### Summary of Last Year's Assessment Work

###### *Analyze and Synthesize Outcome*

We used PR 494 (Client-based Immersion) and MDIA 302 (Emerging Media) to assess this outcome. PR 494 assessed the final reflection paper, with 85% exceeding expectations. MDIA 302 assessed the final project, and 77% exceeded expectations, 23% met expectations. A couple of observations follow: Students overall had a strong and clear perspective, were able to explain their methodology, synthesize material, and provide actionable work. Both classes had good students, but more might be done to ensure the goal was met as strongly as the rubric scores suggest.

###### *Ethics Outcome*

Assessment was done in PR 363 (PR Research) using questions on the final exam. Overall, 29% exceeded expectations, 7% met expectations, 43% partially met expectations, and 21% need improvement. The assessment process brought several issues to the forefront: Some students struggled with providing evidence-based support for their judgments or recommendations. Giving students the opportunity to have assignments pre-graded could ensure the linkage between evidence and judgments/evaluations are clearly articulated. Many students clearly had difficulty with ethical considerations in the public relations realm. More class time should be devoted to discussing ethical issues, and at least one additional assignment could incorporate ethical considerations.

###### *Create Artifacts Outcome*

We used PR 262 (PR Writing) to assess the creation of artifacts based on an assignment near the end of the semester. Using a rubric to evaluate, 35% exceeded expectations, 12% met expectations, and 17% partially met expectations. Students generally are proficient in the technical aspects of writing, including grammar, spelling, sentence structure, etc. Some students were less successful engaging in audience-based writing. Future classes might emphasize this importance by requiring students to indicate as part of each assignment the intended audience for the material being produced. Some students also struggled with the appropriate structure or formatting required. Future classes will be provided with examples of effective documents, and students will be provided the opportunity for pre-grading to ensure they understand what is needed for the practice of public relations.

##### Significant Accomplishments

We had a number of accomplishments over the past year:

- Received approval from the Curriculum Committee for the last of our curricular changes to revise and refine our offerings to better serve our students.
- Successfully navigated move to online course delivery in order to accommodate issues related to the pandemic.
- Emerging Media major has grown from 4 students upon its initiation in Fall 2017 to more than 30 students in Fall 2021.
- Earned external validation of our programs through student awards. Christina Everett, an FMP student, won a Student Production Award for her music video from the National Academy of Television Arts and Science Ohio Valley Chapter. Zach Ferenchak, a PR student, received the Outstanding Graduate PRism Award from the Public Relations Society of America Central Ohio Chapter.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Analyze and Synthesize

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Media</b>		
<p><b>Outcome Statement</b></p> <p>Students will be able to critically analyze and synthesize information and events from multiple perspectives (e.g., social, cultural, aesthetic, ethical, legal) in order to develop practical and actionable work.</p> <p><b>Signature Learning Outcomes</b> Data Use</p> <p><b>Assessment Measure Title</b> Assessment Measure: Final Projects</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> PR 363 PR Research PR 494 Client-based Immersion</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Students will average above 75%</p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Disciplinary Foundations</b>		
<p><b>Outcome Statement</b></p> <p>Students will be able to describe the historical, functional, and theoretical foundations of the discipline.</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Assessment Measure: Exam questions</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p>	<p><b>Achievement Level Threshold</b> Students will average above 75%</p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Media</b>		
<p><b>Course(s)</b> PR 161 Introduction to Public Relations MDIA 102 Media Criticism and Analysis</p> <p><b>Assessment Method</b> Testing Instrument</p>		
<b>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</b>		
<b>Ethical and Legal Implications</b>		
<p><b>Outcome Statement</b></p> <p>Students will be able to discuss and execute the legal and ethical implications of their work.</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Assessment Measures: Final assignment (FMP 433) and Ethics assignment (PR 464)</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> FMP 433 Advanced Video PR 464 PR Programs and Campaigns</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Students will average above 75%</p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Nursing

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Summary

##### Summary of Last Year's Assessment Work

###### CRITICAL THINKING AND JUDGMENT

Using critical thinking and clinical judgment in the process of clinical reasoning to answer, impact, or resolve clinical problems, questions, or issues.

**Analysis and Summary** This data was evaluated by the faculty within the Department to make individual course changes to promote weak areas and within the Department as a whole to strengthen the overall curriculum and level critical threads.

Our benchmarks evaluate students who get >950, >900, >850, >750, and below 700. It is a Departmental goal that 90% of our students score greater than 850. For this semester we did not meet this benchmark.

###### Demonstrating the holistic caring practice of professional nursing.

###### Analysis and Summary

Fall Results:100% of the graduating class met the expectations for this objective.100% of our students graduating students met the expectation using the Clinical Evaluation Tool.

Spring Results:100% of our students scored between 3-5 to meet this objective using the Clinical Evaluation Tool.100% of our students scored between 3-5 to meet this objective using the Clinical Evaluation Tool.

###### Assessment Results

###### COMMUNICATING EFFECTIVELY

Communicating effectively to collaborate with clients, and inter/intraprofessional teams.

###### Analysis and Summary

100% of our students scored between 3-5 to meet this objective using the Clinical Evaluation Tool.

###### FACILITATING TRANSITIONS

Facilitating transitions for self and clients.

###### Analysis and Summary

100% of our students scored between 3-5 to meet this objective using the Clinical Evaluation Tool.

###### CULTURAL COMPETENCE

Demonstrating cultural competence.

###### Analysis and Summary

100% of our students scored between 3-5 to meet this objective using the Clinical Evaluation Tool.

###### VARIETY OF SYSTEMS

Functioning within a variety of systems.

###### Analysis and Summary

100% of our students scored between 3-5 to meet this objective using the Clinical Evaluation Tool.

##### Significant Accomplishments



# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Nursing</b>		
<p>Due to the COVID synchronous-remote learning environment, there was an emphasis placed on remediation of standardized testing and small group work to promote critical thinking. The result was a 98.2% NCLEX pass rate for our May graduates.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Communicating Effectively</b>		
<p><b>Outcome Statement</b> Communicating effectively to collaborate with clients, and inter/intraprofessional teams.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Clinical Evaluation Tool</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the program/unit-level</p> <p><b>Course(s)</b> At the program level</p> <p><b>Assessment Method</b> Evaluator Observation</p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Critical Thinking and Judgement</b>		
<p><b>Outcome Statement</b> Using critical thinking and clinical judgment in the process of clinical reasoning to answer, impact, or resolve clinical problems, questions, or issues.</p> <p><b>Signature Learning Outcomes</b> Liberal Education Skills Explain Choices Data Use</p> <p><b>Assessment Measure Title</b> HESI-RN Comprehensive Exam</p> <p><b>Assessment Semester</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

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<b>Nursing</b>		
Fall Semester Spring Semester <b>Assessment Level</b> At the program/unit-level <b>Course(s)</b> At the program level  <b>Assessment Method</b> Evaluator Observation		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Cultural Competence</b>		
<b>Outcome Statement</b> Demonstrating cultural competence  <b>Signature Learning Outcomes</b> Liberal Education Skills Ethical Interaction <b>Assessment Measure Title</b> Clinical Evaluation Toll <b>Assessment Semester</b> Fall Semester Spring Semester <b>Assessment Level</b> At the program/unit-level <b>Course(s)</b> At the program level  <b>Assessment Method</b> Evaluator Observation	<b>Achievement Level Threshold</b>  <b>Assessment Results</b>  <b>Analysis and Summary</b>	<b>Planned Changes to Course, Curriculum, or Programming Changes</b>  <b>Changes to Assessment Plan</b>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Demonstrate Holistic Caring Practice</b>		
<b>Outcome Statement</b> Demonstrating the holistic caring practice of professional nursing.  <b>Signature Learning Outcomes</b>	<b>Achievement Level Threshold</b>  <b>Assessment Results</b>  <b>Analysis and Summary</b>	<b>Planned Changes to Course, Curriculum, or Programming Changes</b>  <b>Changes to Assessment Plan</b>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Nursing</b>		
Communication Culture Engagement Social and Natural Sciences <b>Assessment Measure Title</b> Clinical Evaluation Tool <b>Assessment Semester</b> Fall Semester Spring Semester <b>Assessment Level</b> At the program/unit-level <b>Course(s)</b> N/A  <b>Assessment Method</b> Evaluator Observation		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Facilitating Transitions</b>		
<b>Outcome Statement</b> Facilitating transitions for self and clients.  <b>Signature Learning Outcomes</b> Liberal Education Skills <b>Assessment Measure Title</b> Clinical Evaluation Tool <b>Assessment Semester</b> Fall Semester Spring Semester <b>Assessment Level</b> At the program/unit-level <b>Course(s)</b> N/A  <b>Assessment Method</b> Evaluator Observation	<b>Achievement Level Threshold</b>  <b>Assessment Results</b>  <b>Analysis and Summary</b>	<b>Planned Changes to Course, Curriculum, or Programming Changes</b>  <b>Changes to Assessment Plan</b>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Variety of Systems</b>		

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Nursing</b>		
<p><b>Outcome Statement</b> Functioning within a variety of systems</p> <p><b>Signature Learning Outcomes</b> Liberal Education Skills Ethical Interaction Communication Culture Engagement Data Use Social and Natural Sciences</p> <p><b>Assessment Measure Title</b> Clinical Evaluation Tool</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the program/unit-level</p> <p><b>Course(s)</b> N/A</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Psychology

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Communication

##### Summary of Last Year's Assessment Work

Overall, students do a good job of writing this type of essay. They are citing the APA ethics code and their writing is clear and easy to read.

##### Significant Accomplishments

While the ethics essay has a technical side (i.e., students must use the APA Ethics Code to analyze a situation), they also have a personal side in that students are describing situations that they or their family/friends have been personally involved in. The personal nature of the assignment likely leads to better writing -- we need to assess students' scientific writing, too.

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Ethics

##### Summary of Last Year's Assessment Work

Students did well on the assessment. They employed the APA Ethics Code to personal situations and were skilled at making connections to both the Guiding Principles and the Ethical Standards.

##### Significant Accomplishments

Students did well on the assessment. They employed the APA Ethics Code to personal situations and were skilled at making connections to both the Guiding Principles and the Ethical Standards.

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Principles and Theories

##### Summary of Last Year's Assessment Work

The 42 item test is comprised of items from a Psychology GRE practice test, with 7 items from each of 6 areas: developmental, abnormal, research methods/statistics, cognitive, social psychology, and biopsychology.

12 of 18 students enrolled in the PSYCH 300 class completed the test. Completing the test was not required for the course. A link to the online test was available in the course LMS in the first week of the class. Students were asked to complete the test and were told that the items came from the Psychology GRE Subject Test and they would be able to see their score after they completed the test.

Overall, the students did not perform well -- we note that most students took the test "cold" and it is possible that some students have not, yet, completed the psychology classes that include items from the test. Means (SDs) for the subsections are as follows:

- 4.58(1.16) social psychology
- 4.00(1.54) abnormal
- 4.00(2.04) cognitive
- 3.92(1.38) research methods/statistics
- 3.83(1.40) developmental
- 3.08(1.51) biopsychology

A repeated measures ANOVA did not reveal significant differences in scores across the subsections; we note that the small sample violated the assumptions of the test.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Psychology</b>		
<p><b>Significant Accomplishments</b>                      Based on a department discussion 2021.04.13: Need more students to take the test. Want a more representative sample. Should we do a post-test at the end of different classes? Or, is the goal to see what students retain at "graduation"? Would this be better in the PSYCH 410 class in which more students will have completed the required courses? Do we know what this means? It is a low-stakes test. What is the motivation for the students to do well on the exam? Should we have students do a complete practice exam? Look at the 2013 APA assessment options for an external referent (Rich will look at this). Is there a way to incentivize people to do well on the exam? Are we tapping into more of a memory function rather than an understanding function? Would a case study approach be better to demonstrate understanding the principles and theories being addressed? Look at the broad PLOs and address them with more targeted types of assessments, rather than just content knowledge.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Data Use- Research Methods</b>		
<p><b>Outcome Statement</b>                      Students recognize, apply, and critique basic research methods in psychology, including research design, data analysis, and interpretation including the use of technology for these purposes</p> <p><b>Signature Learning Outcomes</b>                      Data Use</p> <p><b>Assessment Measure Title</b>                      Assessment Measure: Data Use Rubric</p> <p><b>Assessment Semester</b>                      Fall Semester                      Spring Semester</p> <p><b>Assessment Level</b>                      At the program/unit-level</p> <p><b>Course(s)</b>                      PSYCH 350                      PSYCH 450</p> <p><b>Assessment Method</b>                      Rubric</p>	<p><b>Achievement Level Threshold</b>                      70% means the students have met expectations</p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Ethical Thinking</b>		
<p><b>Outcome Statement</b>                      Students identify, explain, and assess the ethical implications of issues and situations and act ethically</p>	<p><b>Achievement Level Threshold</b>                      70% means the students have met expectations</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p>

## 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Psychology</b>		
<p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Assessment Measure: Ethics Rubric</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> PSYCH 200</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Changes to Assessment Plan</b></p>
<b>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</b>		
<b>Scientific Thinking</b>		
<p><b>Outcome Statement</b> Students demonstrate scientific thinking that was gained through practical research, laboratory, or field experience</p> <p><b>Signature Learning Outcomes</b> Social and Natural Sciences</p> <p><b>Assessment Measure Title</b> Assessment Measure: Scientific Thinking Rubric</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the program/unit-level</p> <p><b>Course(s)</b> PSYCH 350 PSYCH 450</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> 70% means the students have met expectations</p> <p><b>Assessment Results</b></p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>