

Francis Marion University's programs and departments are engaged in continuous improvement. The departments and programs at Francis Marion are committed to a collaborative-process that involves documented institutional effectiveness (IE) reports in conjunction with yearly reviews. The main components of an IE report include revisiting and revising (i) mission statements, (ii) program outcomes, (iii) student learning outcomes (SLOs), (iv) assessments of SLOs, (v) analysis of SLO results, and (vi) planned improvements based on these results. The cumulative report enclosed presents and summarizes (i) 2017-18 academic year program/department Institutional effectiveness reports, (ii) Program/department evaluation cycle, and (iii) IE committee's assessment results.

## Department/Program Institutional Effectiveness Reports

Francis Marion University

2017-18 Academic Year

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17.	Psychology Department .....	237
18.	Chemistry Department .....	262
	School of Business .....	270
1.	Bachelor of Business Administration .....	270
2.	BS in Computer Science.....	294
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	School of Education.....	324
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1.	RN to BSN .....	332
2.	Pre-licensure BSN .....	338
3.	Physician Assistant Studies .....	348
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5.	Master of Science in Speech-Language Pathology.....	365
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# 2017-18 Academic Year

## Program/Departments Reports

For the 2017-18 academic year, all thirty-four programs/departments submitted program/department Institutional Effectiveness (IE) reports to the Office of Institutional Effectiveness. The reports came from six divisions: (i) the College of Liberal Arts had nineteen reports, (ii) the School of Business had four reports, (iii) the School of Education had one report, (iv) the School of Health Sciences had eight reports (v) the Center for Academic Success and Achievement (CASA) had one report, and (vi) the Honors Program had one report. Table 1 provides the individual programs/departments by division and IE coordinator (preparer).

Figure 1 below presents a schematic diagram of the formal planning and evaluation process of each program/department's IE report for the 2017-18 evaluation cycle. Table 2 explains key steps in the IE process. Each program/department report provided the following components: (i) Name of Program/Department, (ii) Year of report, Name of Preparer, (iii) Mission Statement, (iv) Program Learning Outcomes, (v) Executive Summary of Report, (vi) Student Learning Outcomes, (vii) Assessment Methods, (viii) Assessment Results, (ix) Action Items and (x) Appendix.

Table 1: Department/Program IE Reports by Division & Preparer

Division	Name of Program/Department	Preparer
College of Liberal Arts	Theatre Arts	Dawn Larsen
	Mass Communication	David Baxley
	Visual Arts Program	Gregory G. Fry & D. Keith Best
	Department of History	Scott Kaufman
	Department of Political Science and Geography	Natalie P. Johnson
	Physics, Industrial Engineering/Physics and Astronomy	Joe H. Mehaffey
	Department of Biology	Ann Stoeckmann
	Art Education/Fine Arts	EunJung Chang
	Master of Science in Applied Psychology and Specialist in School Psychology	Crystal R. Hill-Chapman
	English Composition	Rachel Spear
	Mathematics Program	Minerva Brauss, Thomas Fitzkee, George Shnibben and Sophia Waymyers
	Sociology	Jessica Burke
	Professional Writing Program	Christine Masters
	Music Industry	Terry Roberts
	Speech Program	Bryan Fisher
	Languages	Wendy Caldwell
Liberal Arts	Shawn Smolen-Morton	
Psychology Department	Crystal Renee Hill-Chapman	
Chemistry Department	LeRoy Peterson	
School of Business	Bachelor of Business Administration	Johnathan G. Munn
	BS in Computer Science	M. Padmaja Rao
	Economics (BS/BA)	Caroliniana S. Padgett
	Masters of Business Administration	Kay Lawrimore Belanger
School of Education	School of Education	Erik Lowry
School of Health Sciences	RN to BSN	Rhonda Brogdon
	Pre-licensure BSN	Ruth Wittmann-Price and Karen Gittings
	Physician Assistant Studies	April H. Martin
	Healthcare Administration	Sarah Kershner
	Master of Science in Speech-Language Pathology	W. Freda Wilson
	MSN Nurse Educator Options	Karen Gittings
	Nursing MSN/FNP	Deborah Hopla
	Doctor of Nursing Practice	Ruth Wittmann-Price
CASA	University Life	Jennifer Kunka/Allison Steadman
Honors Program	Honors Program	Jon Tuttle

Figure 1: Schematic of the Formal Planning and Evaluation Process

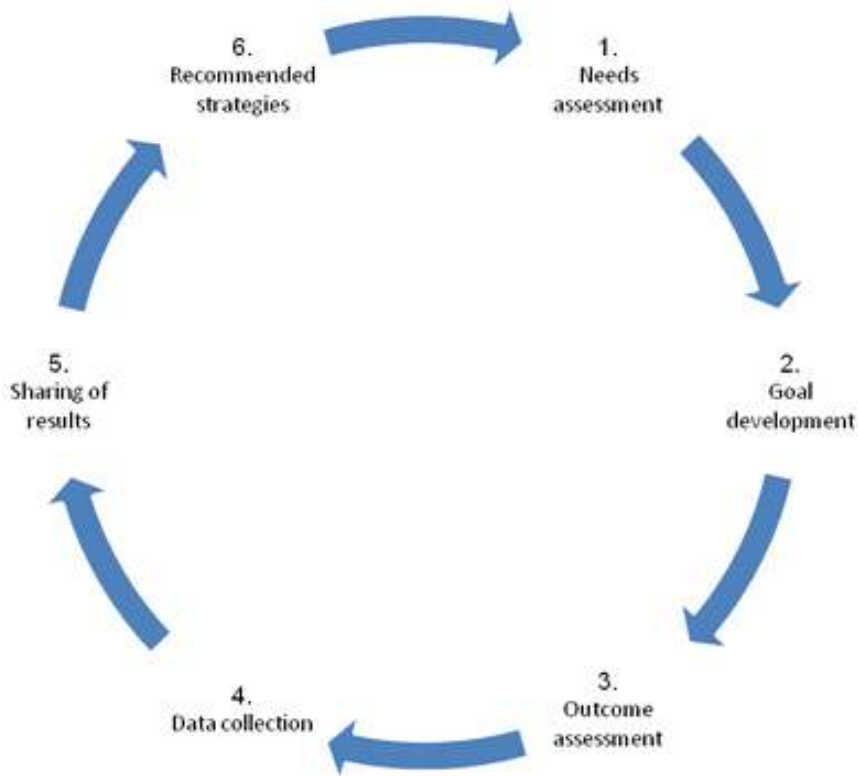


Table 2: Institutional Effectiveness Process

Description of Points in the Institutional Effectiveness Process	
1	Review mission and preliminary plan for upcoming year. Evaluate budget implications.
2	Finalize vision, goals, and goal indicators for upcoming year with assistance from Institutional effectiveness and Institutional Research. Refine unit and student learning outcomes.
3	Determine assessments. Implementation period.
4	Collect data. Conduct the mid-year review. Review budget implications.
5	Complete preliminary outcome evaluations. Determine if the targets were achieved or not achieved, and state the status.
6	Finalize Institutional Effectiveness reports. Document and develop action items for upcoming year. Document the use of results and prepare the preliminary plan for the upcoming year based upon outcomes from the current year.

## Program Learning Outcomes and Student Learning Outcomes

In 2017-18 academic year, all thirty-four programs/departments submitted program/department IE reports. Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) were identified by each program/department, see Figure 3, resulting in a total of 198 PLOs and 219 SLOs for the 2017-18 academic year. On average, programs/departments reported 5.7 PLOs ( $\pm 2.2$  standard deviations) and 6.3 SLOs ( $\pm 2.0$  standard deviations). Table 3 provides the corresponding number of PLOs and SLOs by program/department and division.

Figure 3: Identifying Outcomes (PLOs and SLOs)

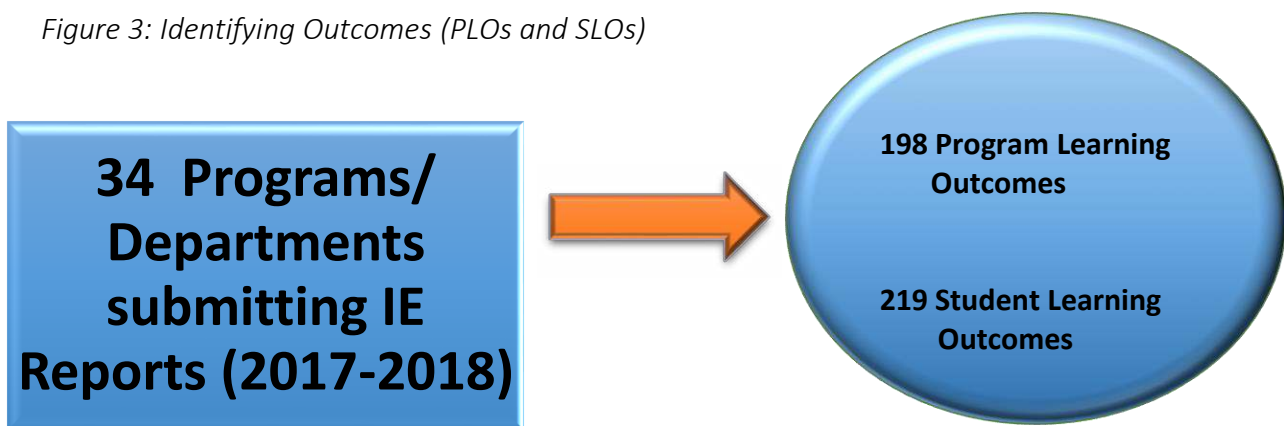


Table 3: Program Learning Outcomes and Student Learning Outcomes by Program/Department

Division	Name of Program/Department	PLOs	SLOs
College of Liberal Arts	Theatre Arts	4	4
	Mass Communication	5	5
	Visual Arts Program	5	8
	Department of History	8	6
	Department of Political Science and Geography	4	3
	Physics, Industrial Engineering/Physics and Astronomy - 1.) Computational Physics 2.) Industrial Engineering Program	5	7
		4	11
	Department of Biology	4	4
	Art Education/Fine Arts	7	6
	Master of Science in Applied Psychology and Specialist in School Psychology	6	4
	English Composition	4	7
	Mathematics Program	4	5
	Sociology	3	6
	Professional Writing Program	5	6
	Music Industry	4	4
	Speech Program	5	5
	Languages	5	5
	Liberal Arts	6	4
	Psychology Department	5	4
Chemistry Department	6	5	
School of Business	Bachelor of Business Administration	6	6
	BS in Computer Science	4	5
	Economics (BS/BA)	4	5
	Masters of Business Administration	5	6
School of Education	School of Education	2	4
School of Health Sciences	RN to BSN	10	9
	Pre-licensure BSN	10	9
	Physician Assistant Studies	7	6
	Healthcare Administration	9	9
	Master of Science in Speech-Language Pathology	5	10
	MSN Nurse Educator Options	8	8
	Nursing MSN/FNP	12	8
	Doctor of Nursing Practice	8	8
CASA	University Life	3	9
Honors Program	Honors Program	6	8



## Evaluation Process

The main responsibilities of the members of the Institutional Effectiveness committee (2017-18 academic year shown in Table 4) are assessing and providing feedback to the thirty-four programs/departments, including two reviews/assessments (either by committee members or the committee chair) of each program/department's IE report. Further the Director of Institutional Effectiveness is responsible for reviewing/assessing all IE program/department reports. The 2017-18 IE committee and Office of Institutional Effectiveness collaborated to address the annual IE schedule (outlined in Table 5).

*Table 4: Institutional Effectiveness Committee Members*

<b>Name</b>	<b>Membership</b>
Dr. Jessica L. Burke	<b>Committee Chair</b>
Dr. Jessica McCutcheon	<b>Committee Member</b>
Dr. Rachel N. Spear	<b>Committee Member</b>
Dr. Jonathan G. Munn	<b>Committee Member</b>
Dr. Crystal R. Hill-Chapman	<b>Committee Member</b>
Dr. Hubert H. Setzler III	<b>Committee Member</b>
Dr. Minerva R. Brauss	<b>Ex-Officio Member</b>

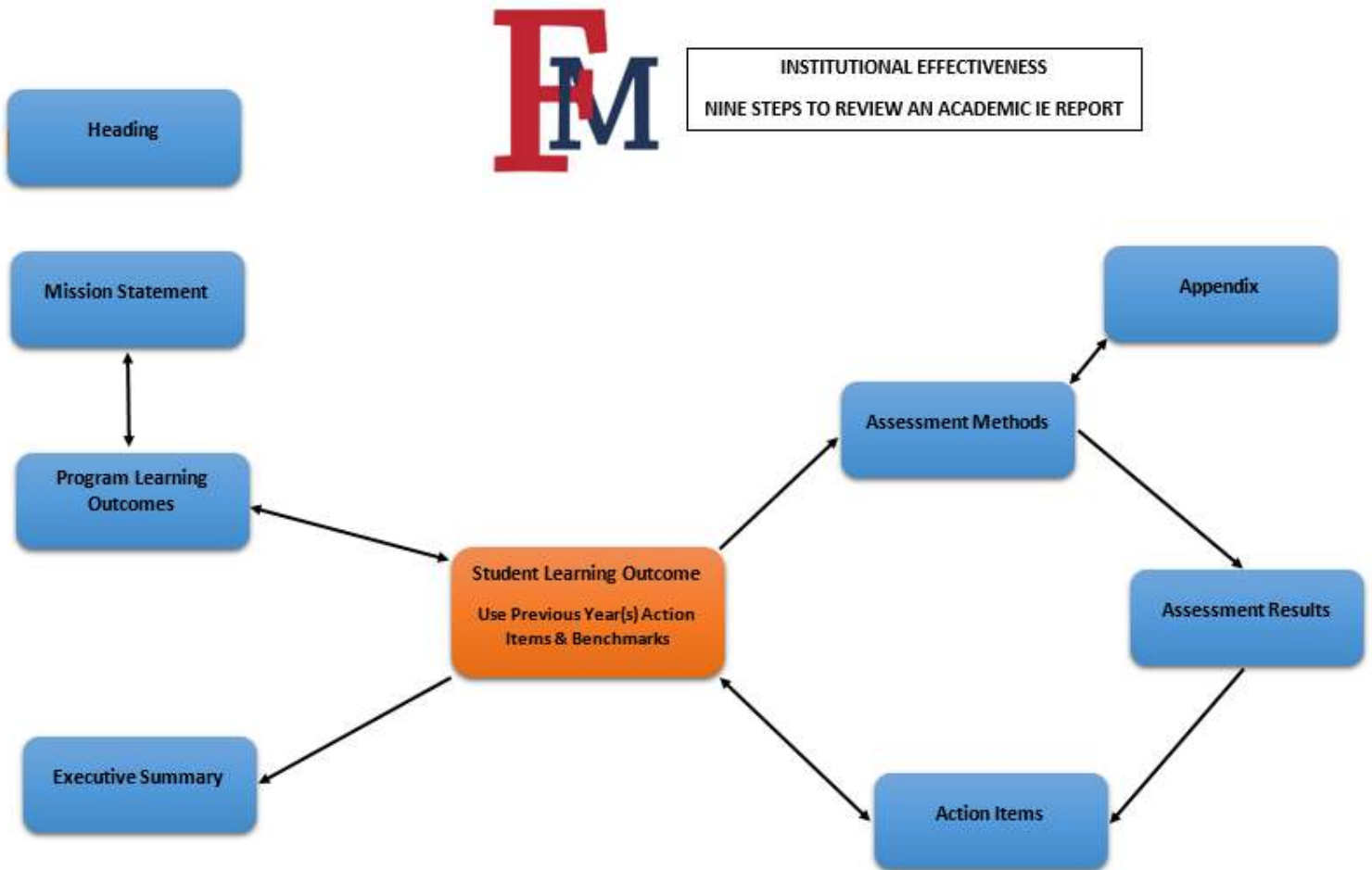
IE committee members reviewed and assessed all program/department reports submitted at the end of the 2017-18 academic year. All the 2017-18 program/department reports were assessed once by either the committee members or the committee chair; and once by the director of institutional effectiveness. Some of the reports received a second review.

Table 5: Institutional Effectiveness Schedule

<b>Month</b>	<b>Activity</b>
<b>July</b>	Review mission and preliminary plan for upcoming year
<b>July, September</b>	Finalize vision, goals, and goal indicators for upcoming year with assistance from Institutional Effectiveness and Institutional Research. Complete unit outcomes. Define student learning outcomes. Determine assessments.
<b>October through May</b>	Implementation period.
<b>January, February</b>	Conduct the mid-year review with assistance from Institutional Effectiveness and Institutional Research.
<b>May</b>	Complete preliminary unit/program outcome evaluations. Define student learning and unit goals for upcoming year based on outcomes. Determine assessments measures with assistance from Institutional Effectiveness and Institutional Research.
<b>June</b>	Finalize Institutional Effectiveness reports. Document the use of results. Prepare preliminary plan for upcoming year based on results from current year. Present planning results at Institutional Effectiveness planning hearing.

Each program/department’s IE report was assessed using a rubric consisting of eight measurements based on a 0 to 4 Likert Scale. A report was considered complete if it had all nine components illustrated in Figure 2. The rubric assessed six of the nine components specifically and all nine components generally. Further, each report was assessed for organization, completeness and readability. The rubric’s 8 measurements (seen in Figure 4) were (i) organization of report, (ii) desired program learning outcomes (PLOs), (iii) desired student learning outcomes (SLOs), (iv) assessment methods & procedures, (v) assessment results, (vi) action items—closing the loop, (vii) action items—appendix, and (viii) readability of report.

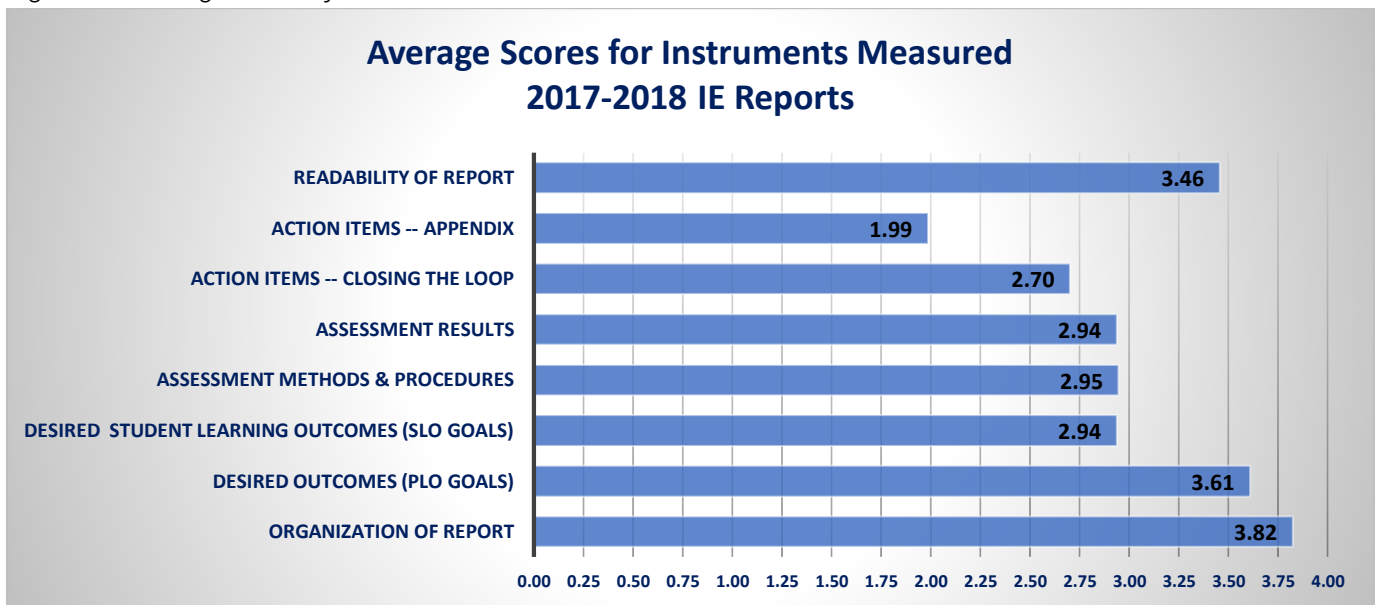
Figure 2: Components of an Academic Institutional Effectiveness Report



## Results

Figure 4 provides the average scores for these instruments measured for the 2017-18 academic year. On a scale of 0 to 4, the instruments with the lowest scores were the action items–closing the loop and action items–appendix with a 2.7 and 1.99 scores respectively. The instruments with the highest scores were the organization of report (3.82) and desired outcomes --PLO goals (3.61).

Figure 4: Average Scores for Instruments Measured



Program/Department Institutional Effectiveness Reports by Division  
College of Liberal Arts

1. Theatre Arts

**Institutional Effectiveness Report**

<b>Name of Program:</b>	<b>Theatre Arts</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Dawn Larsen</b>

**Program Mission Statement**

The Mission of the Theatre Program is:

The Department of Fine Arts offers a major in theatre arts with specialties in performance (acting and directing) or design/technology (scenery, lighting, costuming, and stagecraft). The department seeks to prepare students for graduate studies in the major, for entering professional training programs, or for entering professions that require creative thinking and artistic expression. Students may also earn either a minor or a collateral in theatre. The education students participate in leads to the development of life skills of self-discipline, personal responsibility, and organization; and the ability to communicate effectively and work cooperatively is fostered in the program. The program educates the student body at large and serves the community through quality performances that exhibit student and faculty artistic work and function as a laboratory for applying skills learned in the classroom and studio.

The Mission of the University Theatre (a co-curricular activity of the Theatre Arts Program) is "to produce wide and varied selections of challenging dramatic literature that is educationally beneficial to both student participants and observers."

**Program Learning Outcomes (PLOs)**

1. Students will learn communication skills, collaborative problem-solving, and modes of self expression that are essential to the art of theatre and theatre production.
2. Theatre arts students will understand the relevance, implications and consequences of theatre to its social, cultural and historical context.
3. The theatre arts program will develop in theatre arts students an appreciation for a professional disposition in theatre art analysis, production process and practices.
4. Theatre arts students will learn the practical and professional aspects of the production process.

## **Executive Summary of Report**

We have made several faculty changes in the last two years necessitating changes to our program. Because of our new faculty, we are looking at our entire program to reevaluate area strengths and weaknesses. We are working to provide more clear information and policies for the students. As we have considered changes to our program, we have decided as a faculty that our current assessment methods are not valuable to us or providing useful information. Though there is some assessment data, we are evaluating our current assessment tools. This next year will be one of assessment and goal-setting.

## **Student Learning Outcomes (SLOs)**

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.
2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.
3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.
4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.

## **Assessment Methods**

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.

The primary assessment tool for this SLO is the Exit Exam given to graduating seniors. The exit exam includes questions from each theatre course that the student completed at FMU. These questions target specifics from the courses that would be representative of the knowledge in this SLO. The graded exams are reviewed by theatre faculty to determine areas in which students seem to have difficulty retaining important information.

2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.

The primary assessment tool for this SLO is the use of the course Theatre Practicum (THEA 210) in which students receive a grade for specific roles (both onstage and backstage) under the direction of theatre faculty. The theatre faculty assigns practicum grades at the end of the semester based on an evaluation of the student's performance in a specific assignment (lighting, acting, stage management, etc.). Items considered include (but are not limited to) attitude, professional manner, timeliness, discipline, commitment, quality of work, etc.

3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.

Many parts of the Exit Exam are specific to the production process including areas of aesthetic judgment. These parts are assessed independently of the entire exam, often through the practicum assignment. We also utilize a response report (written and oral) from a KCACTF (Kennedy Center American College Theatre Festival) respondent for at least one of our yearly productions. This entails participation in the yearly festival including a visit from a respondent to comment upon all areas within a production.

4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.

In addition to being graded in the course, final projects in upper level courses like Costume Design, Directing II, and Acting IV receive outside adjudication. In addition, an outside adjudicator is often called upon to provide more general feedback to at least one of the productions each year.

### **Assessment Results**

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.

In 2017-2018, the Exit Exam has been rewritten to reflect current courses and content using input from a new design faculty member. The benchmarks were re-evaluated and a more realistic target was established. However, upon review of our in-house assessment exam, we have concluded that it is ineffective and we are currently researching a more effective tool. Thus we have no assessment data at this time.

2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.

100% of students taking the Practicum course in the 2017-2018 year were judged to have successfully completed the requirements of the course by a faculty panel.

3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.

The Theatre faculty revisited the goals (PLO and SLO) of the program in 2017-2018. The faculty members decided to delay any substantial changes to the core goals until the staff changes were completed. This year, there were personnel changes to our KCACTF region. Though we applied to be an associate production and get a response to our April show, something happened in the regional office and we were not included in this year's festival.

4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.

The acting IV assessment for the adjudicators were updated to be more specific about student abilities and competency. New benchmarks will have to be established, but you'll find the current report in the appendix.

## **Action Items**

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.
  - The faculty has decided that the exit exam is not providing useful information for our purposes. We are considering doing away with this exam or using another tool to assess concept retention. We intend to completely reevaluate the assessment process during the Fall 2018 semester.
  - The Theatre Handbook will be online by the end of the summer in time to distribute to the Fall 2018 majors and minors.
2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.
  - The faculty is reassessing practicum assignments as well. We are intending to make each practicum assignment more equitable across the various areas in a production.
3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.
  - The initial "core goal" statements, which were separated into Program and Student Learning Outcomes, have been updated but still need further revision.
  - A short-range and long-range plan has been discussed in 2017-2018 with a goal of implementation in 2018-2019.
4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.
  - Our benchmark is to improve +5% in two years.

## **Appendix**

### **1. Acting Final – i.e. report**



3 students – 100 % - all performances ready for Graduate School or Professional Level Program

1 student – 70% of all performances ready for Graduate School or Professional Level Program.... 30 % of all performance not ready

1 student – 40 % of all performances ready for Graduate School or Professional Level Program.... 60 % of all performance not ready

1 student – 38 % of all performances ready for Graduate School or Professional Level Program.... 62 % of all performance not ready

1 student – 20 % of all performances ready for Graduate School or Professional Level Program.... 80 % of all performance not ready

4 students (57%) above or at the 60% benchmark “ready for Graduate School or Professional Level Program”

3 students (43%) below the 60% benchmark

Potential total scores:

1 student 89% of potential number of points

1 student 86% of potential number of points

1 student 82% of potential number of points

1 student 73% of potential number of points

1 student 68% of potential number of points

1 student 61% of potential number of points

1 student 56% of potential number of points

86% of students enrolled reached the “passing benchmark”

14% of students (1) enrolled did not reach the “passing benchmark”

## 2. Mass Communication

# Institutional Effectiveness Report

<b>Name of Program/Department:</b>	<b>Mass Communication</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Assistant Professor David Baxley</b>

### **Program Mission Statement**

The Mass Communication program at Francis Marion University seeks to provide its students with guidance and encouragement to develop communication skills needed to begin careers in journalism, public relations and allied professions. For students who do not choose to prepare for a career as media professionals, we expect to illuminate them on media traditions, to inculcate in them an appreciation of free expression, to kindle in them a desire to learn, to help them understand the roles media play in America, and to encourage them to share the fruits of their intellectual growth. We will provide our students with a climate of learning that stresses the importance of personal honor and integrity and promotes the responsibility to serve society through the productive use of their communication talent and training.

Rooted in the liberal arts tradition, we emphasize the value of a broad educational foundation that encompasses the use of English. We want to encourage students to become informed, responsible, and articulate; to think critically and creatively; and, to write well and develop an understanding of media history, ethics and law. We aim to refine students' reporting, writing and presentation skills, including tasks of editing and content production for traditional and converged media. We want our students to understand and use the changing technologies in communication to better equip them to work in the emerging multi-media workplace.

Combining discipline-specific knowledge with expressive, interpretive and reasoning skills, we encourage originality and creativity and promote intellectual curiosity, critical analysis, clarity of thought, precision of language and a desire to continue learning with graduate study. We seek to provide knowledge and the requisite learning skills necessary to fully participate and succeed in a global society as a communication professional and as an involved citizen.

## **Program Learning Outcomes (PLOs)**

All Mass Communication students are expected to be able to:

1. Demonstrate and advance academic integrity in all interactions.
2. Demonstrate the ability to use tools and technologies appropriate for the communication professions in which they work.
3. Demonstrate the ability to think independently, critically, and creatively.
4. Demonstrate the ability to write correctly and clearly in forms and style appropriate for the communications professions, audiences and purposes they serve.
5. Demonstrate the ability to gain the required skills, knowledge, and dispositions to effectively engage the communication professions, audiences and purposes they serve.

## **EXECUTIVE SUMMARY**

### **Executive Summary of Report**

During the 2017-2018 academic year, the Department of Mass Communication assessed five Student Learning Outcomes (SLOs). These Student Learning Outcomes help faculty gauge students' retention of various concepts while evaluating pedagogical approaches. Through actionable items, the department faculty members measured students' understanding of media trends; understanding of law and ethics; ability to write and edit for print, broadcast, and public relations; ability to synthesize foundational information; and understanding and identification of evolving technologies. The Department of Mass Communication continues to monitor these assessments to diagnose insufficient end-of-semester evaluation outcomes and determine if future action should be taken to correct any lower-than-expected results.

This year, the department has added more courses to the assessment procedures based on respective Student Learning Outcomes. Similar to last year, the department has employed numerous direct measures of the students' ability to comprehend key issues germane to writing and editing for print, broadcast and public relations. This approach uses a combination of knowledge-based understanding, a critical-thinking component, and, in some cases, production of an artifact. Students enrolled in courses which require an artifact do so in a hands-on learning environment - replicating skills these students will need for employment in their chosen field. As a more direct measure through pre-test/post-test assessments, faculty members have the ability to closely track specific concepts covered in class and recognize students' retention of material.

Overall, this direct measure appears to be a useful tool for faculty when gauging SLO achievement. The Department of Mass Communication faculty has been able to ascertain levels of understanding using these methods; subsequently, the faculty has been able to modify teaching and learning activities for the academic year.

Besides the pre-test/post-test evaluations, departmental rubrics and a *Work Site Supervisor Ratings of Interns* have also been employed to track student progress for the five Student Learning Outcomes. It should be noted, only a small number of students participate in internships each semester which provides only a small sampling of data used in the SLO 5.0 assessment.

This report includes results from courses offered during the Fall 2017 and Spring 2018 semester. As mentioned previously, the department added more courses to various SLOs and those courses assessments have been added to the Institutional Effectiveness report for this academic year. The inclusion of these courses across the spectrum of courses offered by the Department of Mass Communication provides faculty with a better understanding of overall student retention of key concepts. Overall, student evaluations revealed student improvement in every SLO during AY 2017-2018. Only one class found under SLO 3 failed to meet the target.

Eighty percent of students were expected to show improvement when comparing results of the pre-test and post-test for SLO 1 and 2. Eighty-two percent of students were expected to show improvement when comparing results of the pre-test and post-test for SLO 3. Eighty percent of students were expected to score at least 80% on the rubric for SLO 4. For SLO 5, a target of 86% percent was used when evaluating students participating in a practicum or internship.

For SLO 1, which includes foundation course MCOM 110, 93.8% of students improved their scores based on the post-test assessment.

For SLO 2, 100% of students in MCOM 451 and 82.4% of students in MCOM 455 improved their scores based on the post-test assessment.

For SLO 3, 93.3% of students increased their score from pre-test to post-test in MCOM 201 and 80% of students increased their score from pre-test to post-test in MCOM 301. For MCOM 210, MCOM 221, MCOM 306, MCOM 310, MCOM 320, MCOM 402, and MCOM 440, 100% of students improved their score from pre-test to post-test.

A departmental rubric was developed for SLO 4 and was used when evaluating students' foundational knowledge and skills for MCOM 304, MCOM 321, MCOM 410 and MCOM 421. Student average project grades based on a course rubric were as follows: 100% for MCOM 304, 88.6% for MCOM 321, 100% for MCOM 410, and 89% for MCOM 421.

Lastly, an intern's on-site supervisor provides a snapshot of his/her ability to identify evolving technologies through the *Work Site Supervisor Ratings of Interns* form in SLO 5, which include MCOM 230 and MCOM 498. On average, for students enrolled in MCOM 230, students performed at 92.0% level. On average, for students enrolled in MCOM 498, students performed at 94.0% level.

### **Student Learning Outcomes (SLOs)**

SLO 1.0: Eighty percent (80%) or more of students in Mass Communication 110, on average, will show improvement when classifying salient aspects of current trends and issues in mass communication.

SLO 2.0: Eighty percent (80%) or more of students in Mass Communication 451 and 455, on average, will show improvement when determining the veracity of statements germane to law and ethics as it pertains to the conduct of journalists.

SLO 3.0: Eighty-two percent (82%) or more of students in Mass Communication 201, 210, 221, 301, 306, 310, 320, 402, and 440, on average, will show improvement when describing and identifying key issues germane to writing and editing for print, broadcast and public relations.

SLO 4.0: Students in Mass Communication 304, 321, 410, and 421, on average, will score 80% or better on a rubric when producing artifacts that will display their ability to synthesize foundational knowledge and skills with specialized instruction within a chosen mass communication track.

SLO 5.0: Students in Mass Communication 230 and 498, on average, will score 86% or better on a rubric based on their ability to identify evolving technologies in the field of communication.

### **Assessment Methods**

SLO 1.0: Students in Mass Communication 110 were expected to show 80% or greater improvement based on results of a departmental pre-test and post-test when classifying salient aspects of current trends and issues in mass communication.

SLO 2.0: Students in Mass Communication 451 and 455 were expected to show 80% or greater improvement based on results of a departmental pre-test and post-test when determining the veracity of statements germane to law and ethics as it pertains to the conduct of journalists.

SLO 3.0: Students in Mass Communication 201, 210, 221, 301, 306, 310, 320, 402, and 440 were expected to show 82% or greater improvement based on

results of a departmental pre-test and post-test when describing and identifying key issues germane to writing and editing for print, broadcast and public relations.

SLO 4.0: Students in Mass Communication 304, 321, 410, and 421 were expected to perform at the 80% level or above based on scoring from a departmental rubric when producing artifacts that will display their ability to synthesize foundational knowledge and skills with specialized instruction within a chosen mass communication track.

SLO 5.0: Students in Mass Communication 230 and 498 will perform, on average, at the 86% level or above when showing their ability to identify evolving technologies in the field of communication on the *Work Site Supervisor Ratings of Interns* form.

## **Assessment Results**

**SLO 1.0:** The Department of Mass Communication used a pre-test/post-test process for AY 2017-2018 to evaluate students' learning outcome for Mass Communication 110 (Introduction to Mass Communication). Students were expected to show 80% or greater improvement based on the results of the pre-test and post-test.

During Fall 2017 and Spring 2018, 93.8% of students enrolled in MCOM 110 showed improvement based on the pre-test/post-test assessment when classifying salient aspects of current trends and issues in mass communication. The results surpassed the target of 80% improvement for this Student Learning Outcome. The target was achieved.

*Note: MCOM 240 (Social Media Impact on Journalism) and MCOM 430 (Critical Issues in Mass Communication) were not offered during the 2017-2018 academic year.*

**SLO 2.0:** A pre-test and post-test were used to evaluate student learning outcomes in Mass Communication 451 (Media Law) and Mass Communication 455 (Media Ethics). Eighty-percent (80%) of the students were expected to increase their scores from pre-test to post-test for this SLO. These assessments gauged students' knowledge of law and ethical dilemmas pertaining to the professional conduct of journalists.

Students showed 100% improvement in their scores when comparing pre-test to post-test on the assessment of media law concepts during Fall 2017; therefore, the target of 80% or above was achieved for this course. Students were also challenged with writing two research papers, incorporating media law concepts throughout the semester along with a group project to improve students' performance on the assessment.

A pre-test and post-test was implemented during Fall 2017 and Spring 2018 for MCOM 455 where 82.4% of students showed improvement when comparing the assessments; therefore, the target for this SLO was achieved for the course.

**SLO 3.0:** Students in MCOM 201 (News Writing), MCOM 210 (Introduction to Public Relations), MCOM 221 (Introduction to Broadcast Journalism), MCOM 301 (Writing for Public Affairs), MCOM 306 (News Editing and Design), MCOM 310 (Public Relations Techniques), MCOM 320 (Broadcast Presentation Skills), MCOM 402 (Online Journalism), and MCOM 440 (Convergence Journalism) engaged in authentic learning activities and a target of 82% was used for AY 2017-2018 when describing and identifying key issues germane to writing and editing for print, broadcast and public relations. This target was an increase from the previous academic year. The department used the pre-test/post-test assessment method for this SLO to provide a direct measure of student learning.

During Fall 2017 and Spring 2018, 93.3% of the students enrolled MCOM 201 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

During Fall 2017 and Spring 2018, 100% of the students enrolled in MCOM 210 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

During Fall 2017 and Spring 2018, 100% of the students enrolled in MCOM 221 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

During Fall 2017 and Spring 2018, 80% of the students enrolled in MCOM 301 showed improvement based on the pre-test/post-test assessment. The target for this particular course was not met for the academic year.

During Fall 2017, 100% of the students enrolled in MCOM 306 showed improvement based on the pre-test/post-test assessment, meeting the target of 82%. MCOM 306 was not offered during the spring semester.

During Fall 2017, 100% of the students enrolled in MCOM 310 showed improvement based on the pre-test/post-test assessment, meeting the target of 82%. MCOM 310 was not offered during the spring semester.

MCOM 320, MCOM 402 and MCOM 440 were only offered during the Spring 2018 semester for this academic year. One-hundred (100%) of the students enrolled in these three courses showed improvement based on the pre-test/post-test assessment; therefore, the target was achieved.

It should be noted, pre-test/post-test assessments were added to numerous courses this academic year as a way for the Department of Mass Communication to better understand students' comprehension and retention in individual courses. Those courses include: MCOM 210 (Introduction to Public Relations), MCOM 306 (News Editing and

Design), MCOM 310 (Public Relations Techniques), MCOM 320 (Broadcast Presentation Skills), MCOM 402 (Online Journalism), and MCOM 440 (Convergence Journalism).

**SLO 4.0:** A rubric was used as a semester-ending assessment for the following courses for AY 2017-2018: MCOM 304 (Photojournalism), MCOM 321 (Broadcast Field Production & Reporting), MCOM 410 (Advanced Public Relations), and MCOM 421 (Advanced Broadcast Journalism). A target of 80% was used when producing artifacts that will display students' ability to synthesize foundational knowledge and skills with specialized instruction within a chosen mass communication track.

During Fall 2017, 100% of students enrolled in MCOM 304 showed improvement based on the rubric assessment, exceeding the target for this SLO. The course was not offered during the spring semester.

During Fall 2017, the class average project grade for students enrolled in MCOM 321 was 88.6%, surpassing the target for this SLO. The course was not offered during the spring semester.

During Spring 2018, the class average project grade for MCOM 410 – based on the scoring rubric – was 100% which exceeded the target for this SLO. The course was not offered during the fall semester.

During Spring 2018, the class average project grade for students enrolled in MCOM 421 was 89%, surpassing the target for this SLO. The course was not offered during the fall semester.

It should be noted, final project rubrics were added to ascertain students' ability to use foundational knowledge and apply it to track-specific courses during AY 2017-2018. Rubrics for this year were added to the following courses: MCOM 304 (Photojournalism), MCOM 321 (Broadcast Field Production & Reporting), and MCOM 421 (Advanced Broadcast Journalism).

*Note: MCOM 220 (Broadcast Production) was not offered during this academic year.*

**SLO 5.0:** Mass Communication faculty continue to monitor the profiles of students enrolled in MCOM 230 (Mass Communication Practicum) and MCOM 498 (Mass Communication Internship). This academic year, the department faculty used the 86% target based on students' ability to identify evolving technologies in the field of communication as indicated by the *Work Site Supervisor Ratings of Interns* form. Students enrolled in MCOM 230 scored at the 92% level and students enrolled in MCOM 498 scored at the 94% level; therefore, the target of 86% was achieved.



*Note: Only a small number of students were enrolled in the practicum and internship courses this year. The department will continue to monitor the profiles of our intern placements to ensure accountability on an individual student basis.*

## **Action Items**

**SLO 1.0:** The target of 80% was achieved for this student learning outcome during the 2017-2018 academic year for MCOM 110 (Introduction to Mass Communication). Based on these findings, the faculty of the Mass Communication Department will continue to assess student improvement for AY 2018-2019 based on the pre-test/post-test method. This method will allow faculty to diagnose levels of understanding in order to modify teaching and learning activities. A target of 82% will be used for AY 2018-2019 for this SLO.

The professor who teaches MCOM 110 is updating the pre-test/post-test used for this course and will use it for the assessment beginning Fall 2018.

MCOM 240 (Social Media Impact) and MCOM 430 (Critical Issues in Mass Communication) were not taught during AY 2017-2018. Pre-test/post-test assessments will be used for these courses when taught during the upcoming academic year.

**SLO 2.0:** The target of 80% was achieved for this student learning outcome during AY 2017-2018 in MCOM 451 (Media Law) and MCOM 455 (Media Ethics). Students will continue to be assessed when determining the veracity of statements germane to law and ethics as it pertains to the conduct of journalists for the next academic year.

The target of 80% will be maintained for this SLO for the upcoming academic year while using a pre-test/post-test assessment.

An updated pre-test/post-test will be given to students enrolled in MCOM 455 beginning Fall 2018.

**SLO 3.0:** Using the pre-test/post-test method of assessment when describing and identifying key issues germane to writing and editing for print, broadcast, and public relation has proven beneficial in gauging students' comprehension and retention of material taught in this SLO. Students enrolled in MCOM 201 (News Writing), MCOM 210 (Introduction to Public Relations), MCOM 221 (Introduction to Broadcast Journalism), MCOM 301 (Reporting of Public Affairs), MCOM 306 (News Editing & Design), MCOM 310 (Public Relations Techniques), MCOM 320 (Broadcast Presentation Skills), MCOM 402 (Online Journalism), and MCOM 440 (Convergence Journalism) will continue to engage in authentic learning activities during AY 2018-2019, and a target of 82% will be used once again for the new academic year. The department will continue to use the pre-test/post-test assessment method to provide a direct measure of student learning.

The faculty member who teaches MCOM 210 will begin using a new textbook for the next academic year. Otherwise, mass communication faculty will continue to monitor semester assessments to determine if changes are needed in the future.

The faculty member who teaches MCOM 221 will begin using a new textbook in Fall 2018 and an updated pre-test/post-test will be used for the course assessment.

Pre-test/post-test assessments will be added for the following courses for AY 2018-2019: Mass Communication 330 (Covering Sports) and Mass Communication 475 (Sports, Media and Society).

**SLO 4.0:** Students in MCOM 304, 321, 410, and 421 met the target of 80% during the 2017-2018 academic year. Moving forward, students will continue to be evaluated when producing artifacts that will display their ability to synthesize foundation knowledge and skills with specialized instruction within a chosen Mass Communication track.

A target of 80% will again be used for AY 2018-2019 and a rubric will again be used to evaluate students in this SLO.

**SLO 5.0:** Students in Mass Communication 230 and 498 met the target of 86% based off of students' ability to identify evolving technologies in the field of communication as indicated by the *Work Site Supervisor Ratings of Interns* form. A target of 86% will again be used for this SLO during AY 2018-2019. Meanwhile, the faculty will continue to monitor the profiles of our practicum and intern placements each semester.

## Appendix A: Grading Rubric – MCOM 410

Capstone Campaign Grading Rubric (100 Points)			
	<b>Excellent/Good (A/B): 16-20</b>	<b>Fair (C): 14-15</b>	<b>Poor (D/F): 13 or below</b>
<b>Situation (20)</b>	<ul style="list-style-type: none"> <li>■ Problem/opportunity is clearly and succinctly identified, providing a thorough rationale for the campaign.</li> <li>■ Background on the problem/opportunity and organization is thoroughly discussed, clearly organized and grounded in research.</li> <li>■ Publics are well thought-out and actionable. Analysis of publics is complete, clear, research-based and reflects good insight into the characteristics and motivations of target audiences.</li> </ul>	<ul style="list-style-type: none"> <li>■ Problem/opportunity and rationale for the campaign are adequately discussed.</li> <li>■ Background on the problem/opportunity and organization is understandably discussed and contains evidence of research.</li> <li>■ Publics are fairly well thought-out and fairly actionable. Analysis of publics is present and reflects some insight into the characteristics and motivations of target audiences.</li> </ul>	<ul style="list-style-type: none"> <li>■ Problem/opportunity or rationale for the campaign is missing or inadequately discussed.</li> <li>■ Background on the problem/opportunity is unclear and contains little evidence of research.</li> <li>■ Publics are poorly chosen and not actionable. Analysis of publics is absent or reflects minimal insight into the characteristics and motivations of target audiences.</li> </ul>
	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
<b>Objectives (10)</b>	<ul style="list-style-type: none"> <li>■ Objectives are measurable, specific, realistic and time-specific.</li> <li>■ Objectives are well thought-out and adequate to address the problem/opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>■ Objectives are mostly measurable, specific, realistic and time-specific.</li> <li>■ Objectives are fairly well thought-out and mostly capable of addressing the problem/opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>■ Objectives are not measurable, specific, realistic and time-specific.</li> <li>■ Objectives are poorly thought-out and fail to address the problem/opportunity adequately.</li> </ul>
	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F) 6 or below</b>
<b>Messages (10)</b>	<ul style="list-style-type: none"> <li>■ Campaign theme and logo are creative, visually</li> </ul>	<ul style="list-style-type: none"> <li>■ Campaign theme and logo are somewhat creative,</li> </ul>	<ul style="list-style-type: none"> <li>■ Campaign theme and logo lack creativity, are</li> </ul>

	<p>appealing, clear and reflect a good understanding of the principles of effective public relations message design.</p> <ul style="list-style-type: none"> <li>Key messages reflect a good understanding of the characteristics and motivations of key publics.</li> </ul>	<p>appealing and clear. Theme and logo reflect some understanding of the principles of effective public relations message design.</p> <ul style="list-style-type: none"> <li>Key messages reflect some understanding of the characteristics and motivations of key publics.</li> </ul>	<p>unclear, are visually unappealing and reflect a poor understanding of the principles of effective public relations message design.</p> <ul style="list-style-type: none"> <li>Messages reflect a poor understanding of the characteristics and motivations of key publics.</li> </ul>
	<b>Excellent/Good (A/B): 24-30</b>	<b>Fair (C): 21-23</b>	<b>Poor (D/F): 20 or below</b>
<b>Strategies/Tactics (30)</b>	<ul style="list-style-type: none"> <li>Strategies are clearly stated, reflect a good approach to achieving objectives and are well suited to key publics.</li> <li>Tactics flow clearly and suitably from strategies, are designed to fully carry out strategies, incorporate a range of communication activities and are well tailored for key publics.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are fairly clear, reflect an adequate approach to achieving objectives and are somewhat suited to key audiences.</li> <li>Tactics flow adequately from strategies, are adequately designed to carry out strategies, incorporate an adequate range of communication activities and are fairly well suited for key publics.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are unclear, reflect a poor approach to achieving objectives and are not appropriate for key audiences.</li> <li>Tactics do not flow well from strategies, are inadequate to carry out strategies, fail to incorporate an adequate range of communication activities, and are poorly suited to key publics.</li> </ul>
	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
<b>Timeline/Calendar (10)</b>	<ul style="list-style-type: none"> <li>Timeline includes all campaign components with precise dates and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline includes most campaign components with fairly defined dates and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline includes few components with poorly defined dates and timing.</li> </ul>
	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F) 6 or below</b>
<b>Budget (10)</b>	<ul style="list-style-type: none"> <li>Budget is comprehensive, accurate, realistic and contains sufficient quotes.</li> </ul>	<ul style="list-style-type: none"> <li>Budget is fairly complete, mostly accurate, mostly realistic and contains some quotes.</li> </ul>	<ul style="list-style-type: none"> <li>Budget is incomplete, inaccurate, unrealistic and contains few or no quotes.</li> </ul>

	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
<b>Evaluation (10)</b>	<ul style="list-style-type: none"> <li>■ Elements to be evaluated are clearly linked to established objectives and are realistic, feasible and appropriate as to cost, time and other resources.</li> <li>■ Evaluation employs a good range of metrics, and metrics are appropriate for objectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Elements to be evaluated are adequately linked to established objectives and are mostly realistic, feasible and appropriate as to cost, time and other resources.</li> <li>■ Evaluation employs an adequate range of metrics, and metrics are mostly appropriate for objectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Elements to be evaluated are not linked to established objectives and are unrealistic, infeasible and inappropriate as to time, cost and other resources.</li> <li>■ Evaluation employs an inadequate range of metrics, and metrics are not appropriate for objectives.</li> </ul>

## Appendix B: Grading Rubric – MCOM 304

### MCOM 304 Assignments Rubric

This rubric will be applied to separately evaluate each photo in an assignment, and the scores totaled to calculate the final grade on the assignment.

Assigned skill (50 points) (Example: Freezing motion)	Excellent/Good (A/B) Score: (40-50)	Fair (C) Score: (35-39)	Poor (D/F) Score: (Less than 35)
	The image clearly demonstrates the skill assigned for this exercise (Example: The object in motion is sharp and in focus with no blur) Score: XX	The image adequately demonstrates the assigned skill (Example: The object in motion is captured with little blur) Score: XX	The image does not demonstrate the assigned skill (Example: The object in motion shows significant blur and is not in focus) Score: XX
Previously assigned skills (10 points) (Example: Composition)	Excellent/Good (A/B) Score: (8-10)	Fair (C) Score: (7)	Poor (D/F) Score: (Less than 7)
	The image expertly incorporates previously assigned skills appropriate to the current use (Example: The image freezes motion as assigned, and is well composed) Score: XX	The image adequately incorporates previously assigned skills appropriate to the current use. Score: XX	The image does not incorporate previously assigned skills appropriate to current use. Score: XX
Subject matter/number of photos (30 points) (Example: Sports)	Excellent/Good (A/B) Score: (24-30)	Fair (C) Score: (21-23)	Poor (D/F) Score: (Less than 21)
	The subject of the image is consistent with the nature of the assignment (Example: An image of a player sliding into second base/five photos submitted) Score: XX	The subject of the image is vaguely consistent with the nature of the assignment. Score: XX	The subject of the photo is not consistent with the nature of the assignment. Score: XX
Caption (10 points)	Excellent/Good (A/B) Score: (8-10)	Fair (C) Score: (7)	Poor (D/F) Score: (Less than 7)
	The caption is consistent with AP style, includes key information and is well-written. Score: XX	The caption is largely consistent with AP style, includes most key information and is easily understood. Score: XX	The caption is not consistent with AP style, does not include key information and is poorly written. Score: XX
Subtotals:			
Total score:			

## Appendix C: Grading Rubric – MCOM 321

MCOM 321 – Broadcast Field Production and Reporting FINAL PROJECT - Grading Rubric (100 Points)	3	2	1
<b>News story selection (20)</b>	<b>Excellent/Good (A/B): 16-20</b>	<b>Fair (C): 14-15</b>	<b>Poor (D/F): 13 or below</b>
	News story selection is clearly and succinctly identifiable based on news values (timeliness, proximity, consequence, prominence, or human interest), providing a thorough rationale for the news package.	News story selection is adequate based on news values criteria (timeliness, proximity, consequence, prominence, or human interest).	News story selection and rationale are missing and does not meet the objectives of story selection criteria (timeliness, proximity, consequence, prominence, or human interest).
<b>Camera Work &amp; Video (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	<ul style="list-style-type: none"> <li>■ camera was white-balanced</li> <li>■ steady shots evident</li> <li>■ all shots are in focus</li> <li>■ all shots include proper head room</li> <li>■ video provides support for news story</li> <li>■ lighting of subject(s) is evident</li> <li>■ no awkward shadows on subject(s)</li> </ul>	<ul style="list-style-type: none"> <li>■ camera was completely white-balanced</li> <li>■ video not steady at all times.</li> <li>■ not all shots are in focus</li> <li>■ not all shots include proper head room</li> <li>■ some video provides support for news story</li> <li>■ scene lighting of subject(s) is evident</li> <li>■ some awkward shadows on subject(s)</li> </ul>	<ul style="list-style-type: none"> <li>■ camera was not white-balanced</li> <li>■ video was not steady.</li> <li>■ no shots are in focus</li> <li>■ improper head room</li> <li>■ video does not provide support for news story</li> <li>■ improper lighting of subject(s).</li> <li>■ awkward shadows on subject(s) noticeable by viewer</li> </ul>
<b>Audio (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	<ul style="list-style-type: none"> <li>■ Audio is clear.</li> </ul>	<ul style="list-style-type: none"> <li>■ Audio is satisfactory – some audio is muffled or includes some unclear parts.</li> </ul>	<ul style="list-style-type: none"> <li>■ Audio is unsatisfactory – audio cannot be understood and is not clear.</li> </ul>
<b>Time Limit (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	The news package was at or less than 2 minutes.	The news package was over by more than 15 seconds.	The news package was over by more than 30 seconds.
<b>Editing (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	Story was edited with no obvious issues or mistakes.	Story was edited, but mistakes are evident in a few areas of the story.	Story was not edited properly or too many mistakes exist that would make the news package not ready for broadcast.
MCOM 321 – Broadcast Field Production and Reporting FINAL PROJECT - Grading Rubric (100 Points)	3	2	1
<b>Elements of the news package (20)</b>	<b>Excellent/Good (A/B): 16-20</b>	<b>Fair (C): 14-15</b>	<b>Poor (D/F): 13 or below</b>
	<ul style="list-style-type: none"> <li>■ Story was well organized, story flows, has beginning, middle and end. Story is a cohesive piece</li> <li>■ Content is appropriate and relevant. Audio and video match and reinforce.</li> <li>■ The reporter appeared natural and confident and connected with the audience.</li> </ul>	<ul style="list-style-type: none"> <li>■ Story has organizational flaws and is difficult to follow; beginning, middle and end is slightly unclear.</li> <li>■ Audio and video match occasionally; some content not relevant.</li> <li>■ The reporter needs more practice to appear natural and confident in front of the camera.</li> </ul>	<ul style="list-style-type: none"> <li>■ Story is choppy and not organized. Content is not newsworthy.</li> <li>■ Audio and video rarely match; content is not relevant and not appropriate for story.</li> <li>■ The reporter appears uncomfortable, unprofessional and unhearsed.</li> </ul>
<b>Overall Evaluation (20)</b>	<b>Excellent/Good (A/B): 16-20</b>	<b>Fair (C): 14-15</b>	<b>Poor (D/F): 13 or below</b>
	<ul style="list-style-type: none"> <li>■ Overall objectives discussed throughout course were met.</li> </ul>	<ul style="list-style-type: none"> <li>■ from start to finish.</li> <li>■ Some, but not all, objectives discussed throughout course were met.</li> </ul>	<ul style="list-style-type: none"> <li>■ Objectives for the course were not met.</li> </ul>
<b>TOTAL POINTS (out of 100)</b> <b>GENERAL COMMENTS:</b>			

## Appendix D: Grading Rubric – MCOM 421

MCOM 421 – ADVANCED BROADCAST JOURNALISM FINAL PROJECT - Grading Rubric (100 Points)	3	2	1
<b>News story selection (20)</b>	<b>Excellent/Good (A/B): 16-20</b>	<b>Fair (C): 14-15</b>	<b>Poor (D/F): 13 or below</b>
	News story selection is clearly and succinctly identifiable based on news values (timeliness, proximity, consequence, prominence, or human interest), providing a thorough rationale for the news package.	News story selection is adequate based on news values criteria ((timeliness, proximity, consequence, prominence, or human interest).	News story selection and rationale are missing and does not meet the objectives of story selection criteria ((timeliness, proximity, consequence, prominence, or human interest).
<b>Camera Work &amp; Video (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	<ul style="list-style-type: none"> <li>■ camera was white-balanced</li> <li>■ steady shots evident</li> <li>■ all shots are in focus</li> <li>■ all shots include proper head room</li> <li>■ video provides support for news story</li> <li>■ lighting of subject(s) is evident</li> <li>■ no awkward shadows on subject(s)</li> </ul>	<ul style="list-style-type: none"> <li>■ camera was completely white-balanced</li> <li>■ video not steady at all times.</li> <li>■ not all shots are in focus</li> <li>■ not all shots include proper head room</li> <li>■ some video provides support for news story</li> <li>■ some lighting of subject(s) is evident</li> <li>■ some awkward shadows on subject(s)</li> </ul>	<ul style="list-style-type: none"> <li>■ camera was not white-balanced</li> <li>■ video was not steady.</li> <li>■ no shots are in focus</li> <li>■ improper head room</li> <li>■ video does not provide support for news story</li> <li>■ improper lighting of subject(s).</li> <li>■ awkward shadows on subject(s) noticeable by viewer</li> </ul>
<b>Audio (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	Audio is clear.	Audio is satisfactory – some audio is muffled or includes some unclear parts.	Audio is unsatisfactory – audio cannot be understood and is not clear.
<b>Time Limit (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	The news package was at or less than 2 minutes.	The news package was over by more than 1.5 seconds.	The news package was over by more than 30 seconds.
<b>Editing (10)</b>	<b>Excellent/Good (A/B): 8-10</b>	<b>Fair (C): 7</b>	<b>Poor (D/F): 6 or below</b>
	Story was edited with no obvious issues or mistakes.	Story was edited, but mistakes are evident in a few areas of the story.	Story was not edited properly or too many mistakes exist that would make the news package not ready for broadcast.
<b>Elements of the news package (20)</b>	<b>Excellent/Good (A/B): 16-20</b>	<b>Fair (C): 14-15</b>	<b>Poor (D/F): 13 or below</b>
	<ul style="list-style-type: none"> <li>■ Story was well organized, story flows, has beginning, middle and end. Story is a cohesive piece</li> <li>■ Content is appropriate and relevant. Audio and video match and reinforce.</li> <li>■ The reporter appeared natural and confident and connected with the audience.</li> </ul>	<ul style="list-style-type: none"> <li>■ Story has organizational flaws and is difficult to follow; beginning, middle and end is slightly unclear.</li> <li>■ Audio and video match occasionally; some content not relevant.</li> <li>■ The reporter needs more practice to appear natural and confident in front of the camera.</li> </ul>	<ul style="list-style-type: none"> <li>■ Story is choppy and not organized. Content is not newsworthy.</li> <li>■ Audio and video rarely match; content is not relevant and not appropriate for story.</li> <li>■ The reporter appears uncomfortable, unprofessional and unhearsed.</li> </ul>
<b>Overall Evaluation (20)</b>	<b>Excellent/Good (A/B): 16-20</b>	<b>Fair (C): 14-15</b>	<b>Poor (D/F): 13 or below</b>
	Overall objectives discussed throughout course were met.	<ul style="list-style-type: none"> <li>■ from start to finish.</li> <li>■ Some, but not all, objectives discussed throughout course were met</li> </ul>	Objectives for the course were not met.
<b>TOTAL POINTS (out of 100)</b>			
<b>GENERAL COMMENTS:</b>			



# Appendix E: Practicum/Internship Evaluation Form

## STUDENT INTERN EVALUATION (To be filled out by Student's Supervisor)

STUDENT NAME \_\_\_\_\_

STUDENT ID NUMBER \_\_\_\_\_

EVALUATION PERIOD: FROM \_\_\_\_\_ To \_\_\_\_\_

**Instructions: Place an "x" in one square for each category below the phrase which most nearly describes the person being rated.**

**Carefully evaluate each of the qualities separately. In making choices compare the intern with other interns or those with comparable knowledge.**

1. Quality of work:

Work is unsatisfactory

Work is often below average.

Work is above average

Work superior to that of others.

Work is of exceptional quality

2. Quantity of work:

Production is unsatisfactory

Production is very low.

Production is average.

Production is high.

Production is exceptional.

3. Attitude toward criticism:

Negative reaction to criticism.

Takes some exception to criticism.

Accepts criticism.

Seeks criticism and instruction

Seeks criticism and immediately corrects weaknesses.

4. Cooperation with others:

Quarrelsome, surly, uncooperative.

Sometimes difficult to work with.

Exhibits an average level of Cooperation.

Always congenial and cooperative and promote morale.

Works hard to be cooperative

5. Dependability:

Works half-heartedly.

Sometimes acts indifferent to work.

Steady worker.

Hard worker.

Works exceptionally hard.

6. Attendance:

Often absent or late.

Sometime absent or late.

Usually present and on time.

Rarely late or absent.

Never absent or late without good reason.

7. Initiative:

Waits to be told  
Looks for

Often waits Works without  
Highly self-reliant.



Please sign form, discuss results with the intern, and obtain his/her signature.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

### 3. Visual Arts Program

## **Institutional Effectiveness Report**

<b>Name of Program:</b>	<b>Visual Arts Program</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Gregory G. Fry &amp; D. Keith Best</b>

### **Program Mission Statement**

The visual arts program focuses on developing the artistic abilities of students within the liberal arts tradition. The purpose of the art major is to give students a solid foundation in the studio arts and develop visual awareness. The actual production of works in the studios, followed by critiques of their works, enhances the students' understanding. They are prepared for graduate school or for independent work in the arts through their coursework in the studio areas, supplemented by art history and related fields of study. Graduates of this program have gone on to graduate studies and jobs in art related careers.

### **Program Learning Outcomes (PLOs)**

**PLO 1.0: Students will have a solid foundation in the studio arts and art history.**

**PLO 2.0: Students will develop a heightened visual awareness.**

**PLO 3.0: Students will enhance their understanding of artworks through hands-on production of artwork.**

**PLO 4.0: Students will enhance their understanding of artworks through various critique methods employed in the evaluative process.**

**PLO 5.0: Students will be prepared for independent work in the arts and/or graduate school programs through their coursework in the studio areas, supplemented by art history courses and related fields of study.**

### **Executive Summary of Report (one-page maximum)**

- SLO 1-6 are doing well and are continuing to be maintained and adjusted appropriately.
- SLO 7: Steps taken with the candidates for the sophomore portfolio review in letting them know to watch GPA issues earlier in advising to avoid problems is helping with passage of the review.

- SLO 8: The senior exit exam has been given three semesters and we believe the 75% outcome is a viable target. From 2016-17 to 2017-18 it has gone from 71% to 73%. In the Fall of 17 there was a 70% median score and in the Spring of 18 there was a median score of 80%. Actions taken seem to be going in the right direction from the fall to spring semesters and have increased since last year's report (*see Appendix B*).

### **Student Learning Outcomes (SLOs)**

SLO 1.0: The percentage of students in ARTH 221 course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 2.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class presentations will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 3.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class essay writing will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 4.0: The percentage of students in ARTH 221 course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%. PLO learning goals: 1, 2, 3 and 4.

SLO 6.0: The percentage of students in ART330 achieving 75% mastery in understanding information on typography, measurements, and pre-press will reach or exceed 75%. PLO learning goals: 1 and 2.

SLO 7.0: Sophomore portfolio review for graphic design candidates. Students will be able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis. PLO learning goals: 1, 2, 3 and 4.

SLO 8.0: The percentage of students achieving 75% mastery on the senior exit exam when demonstrating an understanding of basic drawing, two-dimensional design, art history and emphasis will reach or exceed 75%. PLO learning goals: 1, 2 and 5.

## Assessment Methods

SLO 1.0: The percentage of students in course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%. **DIRECT ASSESSMENT METHOD:** grading of short visual ID test in ARTH 221

**INDIRECT ASSESSMENT:** regular course tests, game style quiz bowl used throughout semester for practice.

For art history courses to be of full service to art studio majors, students must learn the canonical artists, artworks, basic styles, techniques, and terms in order for the student's own creative output to be placed in meaningful historical context and be knowledgeably reflective of the full range of aesthetic possibilities.

SLO 2.0:

The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%.

**DIRECT ASSESSMENT METHOD:** grading of rubric sheet.

**INDIRECT ASSESSMENT:** students tend to emulate their more skilled classmates, especially when asked to evaluate the strengths and weaknesses of others; plus, many excellent on-screen presenters (at least a dozen) are showcased in class videos to serve as models.

Many skills are necessary for public speaking and being able to articulate the varied features and qualities of a visual work of art and conveying them successfully to a live audience.

SLO 3.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%.

**DIRECT ASSESSMENT METHOD:** grading of rubric sheet

**INDIRECT ASSESSMENT:** the quality of a student's first day course questionnaire is often a strong indicator of vocabulary, grammar, and basic writing skills.

Collecting thoughts and ideas, then extemporaneously writing them into a coherent, grammatically correct, and concise form is a supreme yet fundamental academic skill to possess.

SLO 4.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%.

**DIRECT ASSESSMENT METHOD:** grading of fill-in the blanks sheet (sequence of paragraphs taken from the required course text book).

**INDIRECT ASSESSMENT:** Course questionnaire — students are asked directly about how they rate their own reading comprehension skills.

Reading comprehension is a traditionally weak area for Visual Arts majors across the nation so testing students' skills at discerning and inferring information from their college-level art history survey text is a primary course and life goal.

Demonstrating elements and principles of design through effective use of line, color, composition, and the human figure. This will enable the student to produce art pieces that are creative, well-crafted, and effective in communicating concepts of the artists choosing.

SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%.

**DIRECT ASSESSMENT METHOD:** Midterm exam based on software, textbook and lecture questions from the course. (Benchmark = 75%)

SLO 6.0: The percentage of students in ART330 achieving 75% mastery in understanding information on typography, measurements and pre-press. **DIRECT ASSESSMENT METHOD:** measured by multiple choice and short answer tests and will reach or exceed 75%. (Benchmark = 75%)

SLO 7.0: Graphic Design candidates will be able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis as measured by a departmental rubric. (Benchmark = 80%)

SLO 8.0: The percentage of students achieving 75% mastery when demonstrating an understanding of basic drawing, two-dimensional design, art history and emphasis as measured by a senior exit exam will reach or exceed 75%. (Benchmark = 75%)

### **Assessment Results**

SLO 1.0: The percentage of students in course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%. **DIRECT ASSESSMENT RESULTS:** 16 of 19 students met 90% target score (84% success rate); students are drilled on this material constantly throughout the course using thousands of practice visual images. PLO learning goals met: 1, 2 and 5.

SLO 2.0: The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%. **DIRECT ASSESSMENT RESULTS:** 18 of 19 students met 90% target score (95% success rate); students have two opportunities to present, so they may learn from mistakes and correct deficiencies. PLO learning goals met: 1, 2 and 5.

SLO 3.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. **DIRECT ASSESSMENT RESULTS:** 15 of 19 students met 90% target score (79% success rate).

Slight improvement over previous year 74%, likely because of prior class was devoted to a 50-minute writing skills workshop. PLO learning goals met: 1, 2 and 5.

SLO 4.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. **DIRECT ASSESSMENT RESULTS:** 15 of 19 students met 90% target score (79% success rate). PLO learning goals met: 1, 2 and 5.

SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%. **DIRECT ASSESSMENT METHOD:** Midterm exam based on software, textbook and lecture questions from the course reached 80%. PLO learning goals met: 1, 2, 3 and 4.

SLO 6.0: The percentage of students in ART330 achieving 75% mastery in understanding information on typography, measurements and pre-press as measured by **DIRECT ASSESSMENT RESULTS:** two fifty-point multiple choice and short answer quiz reached 78%.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on tests was above the target. Data indicated that 78% achieved a rating of 75% or above. Since the goal was 75% the target was achieved. PLO learning goals met: 1 and 2.

SLO 7.0: Graphic Design candidates were able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis as measured by a departmental rubric and GPA requirements.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a passage rate of 80% on sophomore portfolio was achieved. Data indicated a 100% level of performance. Since the target was 80%, this target was achieved. PLO learning goals met: 1, 2, 3 and 4.

*Fall 17:* 1 students applied - 100% passage rate.

*Spring 18:* 6 students applied - 100% passage rate.



SLO 8.0: The percentage of students taking the senior exit exam (basic drawing, two-dimensional design, art history and emphasis) achieving 75% reached 73%.

**DIRECT ASSESSMENT RESULTS:** Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on the senior exit exam was 73% rating. Since our target was 75%, this target was not achieved (*see Appendix B*). PLO learning goals not met: 1, 2 and 5.

*Fall 17: 7 students - 68.57%*

*Spring 18: 6 students - 78.33%*

### **Action Items**

SLO 1.0: The percentage of students in course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%. 16 of 19 students met 90% target score (84% success rate). The goal was achieved and no action is required at this time.

SLO 2.0: The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%. 18 of 19 students met 90% target score (95% success rate); students have two opportunities to present, so they may learn from mistakes and correct deficiencies. The goal was achieved and no action is required at this time.

SLO 3.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. 15 of 19 students met 90% target score (79% success rate). The goal was achieved and no action is required at this time.

SLO 4.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. 15 of 19 students met 90% target score (79% success rate). The goal was achieved and no action is required at this time.

SLO 5.0: Quizzes in ART330 to measure student's retention of information over subject material. This covers information on typography, measurements and pre-press.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on quiz was achieved. Data indicates 78% rating. Since the target was 75%, the goal was achieved. In 2017-2018, additional time was spent reviewing information and in-class examples of practical application of information related to typography, measurements and pre-press will be demonstrated prior to the quiz.

SLO 6.0: Midterm exam based on software, textbook and lecture questions from the course.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% or greater on quiz was achieved. Data indicates 80% rating. Since the target was 75%, the goal was achieved and no action is required at this time.

SLO 7.0: Graphic Design candidates were able to demonstrate competence with a portfolio of foundation work and maintain GPA requirements for determining appropriateness of graphic design emphasis for them.

Data collected during the 2017-2018 academic year indicated the percentage of students achieving a rating of 80% on passing Sophomore Portfolio Review was 100% as measured by the departmental rubric. The goal was achieved and no action is required at this time.

SLO 8.0: The percentage of students taking the senior exit exam (basic drawing, two-dimensional design, art history and emphasis) achieving 75% reached 73%.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on the test was not achieved. Data indicates a 73% rating. Since the target was not achieved, the department will review outcomes and discuss and consider benchmarks from the data to bring about improvement in the student-learning outcomes expected. We will continue to consider test review methodology. We will also review the exit interview information for additional directions on how better to help the students (*see Appendix A*).

**APPENDIX A**

**Tabulated Graduating Senior Exit Survey Results**

**FMU Fine Arts Department**

**Total of 11 for 2017-18:** Fall 2017 (7 response) and Spring 2018 (6 responses)

– Graphic Design (9), Painting (4), Photography (0) Ceramics (0)

*Benchmark of 90% includes both agree and somewhat agree columns where appropriate.*

**Continuing education**

(1/13= 7%) Applying for graduate school in art	(1/13 = 7%) Considering graduate school in the future	(3/13 = 23%) Considering further education in art field	(0/13= 0%) Considering other education in unrelated field	(8/13 = 63%) Not pursuing further education at this time
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**Employment**

**Currently employed in art related field:** (5/13 = 38.4%)

- *This number is only based on numbers as of graduation.*

**Well-Prepared in Art**

<b>for Employment?</b>				
(4/13= 31%) Agree	(9/13 = 69%) Somewhat agree	(0/13 = 0%) Somewhat disagree	(0/13 = 0%) Disagree	(0/13 = 0%) No opinion
<b>for Grad. Study?</b>				
(7/13= 54%) Agree	(3/13 = 23%) Somewhat agree	(0/13 = 0%) Somewhat disagree	(1/13 = 8%) Disagree	(2/13 = 15%) No opinion

**Career guidance by faculty was helpful (Benchmark = 90% satisfied)**

(9/13 = 69%) Agree	(3/13= 23%) Somewhat agree	(1/13 = 8%) Somewhat disagree	(0/13 = 0%) Disagree	(0/13= 0%) No opinion
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**Quality of Art courses was as good as, or better than, non-major courses (Benchmark = 90% satisfied)**

(13/13 = 100%)	(0/13= 0%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Prerequisites for Art courses were appropriate (Benchmark = 90% satisfied)**

(12/13 = 92%)	(1/13 = 8%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**I was properly advised by my faculty advisor (Benchmark = 90% satisfied)**

(10/13 = 77%)	(3/13= 23%)	(0/13= 0%)	(0/13 = 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**The Art Faculty were accessible for advice (Benchmark = 90% satisfied)**

(12/13= 92%)	(1/13= 8%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Quality of Art Faculty - They were prepared, interested, effective (Benchmark = 90% satisfied)**

(13/13= 100%)	(0/13= 0%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Quality of Facilities is adequate - space, equipment, access, comfort (Benchmark = 90% satisfied)**

Art Studios (7/13 = 54%)	(4/13= 31%)	(2/13= 15%)	(0/13= 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion
<b>Art History Classroom</b> (8/13= 62%)	(4/13= 31%)	(1/13 = 7%)	(0/13 = 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Quality of Library is adequate**

(11/13= 85%)	(2/13 = 15%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**I am satisfied overall with the specialty area(s) in my Art Major (Benchmark = 90% satisfied)**

(10/13 = 77%)	(1/13 = 8%)	(1/13 = 8%)	(1/13 = 7%)	(0/13 = 0%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Museum, Gallery field trips of value (Benchmark = 90% satisfied)**

(12/13 = 92%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)	(1/13 = 8%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Was the portfolio review of value:**

(7/13 = 54%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)	(6/13 = 46%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Was the travel of value:**

(0/13 = 0%)	(1/13 = 8%)	(0/13 = 0%)	(0/13 = 0%)	(12/13 = 92%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Conferences attended of value:**

(2/13 = 15%)	(0/13 = 0%)	(0/13 = 0%)	(0/13 = 0%)	(11/13 = 85%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**Internships of value:**

(7/13 = 54%)	(1/13 = 8%)	(0/13 = 0%)	(0/13 = 0%)	(5/13 = 38%)
Agree	Somewhat agree	Somewhat disagree	Disagree	No opinion

**University Service of value:**

(5/13 = 38%) Agree	(1/13 = 8%) Somewhat agree	(0/13 = 0%) Somewhat disagree	(0/13 = 0%) Disagree	(7/13 = 54%) No opinion
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**Community Service of value:**

(5/13 = 38%) Agree	(0/13 = 0%) Somewhat agree	(0/13 = 0%) Somewhat disagree	(0/13 = 0%) Disagree	(8/13 = 62%) No opinion
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**Juried Art Competitions**

- Participated in a juried art competition or show: (10/13 = 77%)
- Shows that students were involved in:

**2017**

- Small Works 2017: Florence Regional Arts Alliance

**2018**

- Pee Dee Regional Art Competition, Waters Gallery, Florence Museum, Florence, SC
- Peach Belt Conference 4<sup>th</sup> Annual Virtual Art Exhibition Jordan Leigh Stuckey (Painting)
- Artfields: An Epic Southern Artfest, Lake City, SC [12 Southeastern States]
- American Advertising Awards: Regional Student ADDY Awards 2017-18, Myrtle Beach, SC  
Sydney Hogg – Silver Award (Illustration)
- FMU Student Art Show, TThomas Studio/Gallery, Florence, SC

**Note:**

Fall 2017: 32 graduates graduated in the fall with Latin honors, 3 of them were Visual Arts majors:

1 Magna Cum Laude (Kaitlin Elmore), and 2 Cum Laude (Chase Kirby and Sydney Lawrimore).

APPENDIX B

Department of Fine Arts - Visual Arts Program

Senior Exit Exam Results December 2017

**Painting Specialty: Kaitlin Elmore**

Basic Drawing	70%
Two-Dimensional Design	80%
Art History	50%
Painting	95%

**Graphic Design Specialty: Ashley Duff**

Basic Drawing	50%
Two-Dimensional Design	40%
Art History	50%
Graphic Design	80%

**Graphic Design Specialty: Chase Kirby**

Basic Drawing	60%
Two-Dimensional Design	90%
Art History	60%
Graphic Design	70%

**Graphic Design Specialty: Mara Beasley**

Basic Drawing	80%
Two-Dimensional Design	90%
Art History	40%
Graphic Design	100%

**Graphic Design Specialty: Sydney Lawrimore**

Basic Drawing	60%
Two-Dimensional Design	80%
Art History	50%
Graphic Design	80%

**Graphic Design Specialty: Rashauna Chestnut**

Basic Drawing	70%
Two-Dimensional Design	80%
Art History	70%
Graphic Design	70%

**Painting Specialty: Halli Williams**

Basic Drawing	70%
Two-Dimensional Design	60%
Art History	60%
Painting	65%

<b>Total Points:</b>	<b>1,920</b>
<b>Mean Score:</b>	<b>68.57%</b>
<b>Median Score:</b>	<b>70.00%</b>

Department of Fine Arts - Visual Arts Program

Senior Exit Exam Results April 2018

**Painting Specialty: Jordan Stuckey**

Drawing	80%
2-D and 3-D Design	90%
Art History	80%
Painting	100%

**Graphic Design Specialty: Corey Hall**

Drawing	90%
2-D and 3-D Design	100%
Art History	90%
Graphic Design	100%

**Graphic Design Specialty: Margaret McCall**

Drawing	70%
2-D and 3-D Design	80%
Art History	70%

**Graphic Design Specialty: Katie Belflower**

Drawing	70%
2-D and 3-D Design	80%
Art History	70%

Graphic Design 100%

Graphic Design 80%

**Graphic Design Specialty: Sydney Hogg**

Drawing 60%  
2-D and 3-D Design 70%  
Art History 40%  
Graphic Design 80%

**Painting Specialty: Kathleen Powell**

Drawing 70%  
2-D and 3-D Design 70%  
Art History 60%  
Painting 80%

**Total Points: 1,880**  
**Mean Score: 78.33%**  
**Median Score: 80.00%**



#### 4. Department of History

### **Institutional Effectiveness Report**

Name of Program/Department: Department of History

Year: 2017-2018

Name of Preparer: Scott Kaufman

#### **PROGRAM MISSION**

The mission of the History Department is to train the intellect of and to prepare students for lives of personal enrichment and constructive achievement. The study of History comprises the elements of liberal education: the acquisition of knowledge, the nurturing of understanding, and the development of perspective of oneself and one's society. The reconstruction of the human past conveys an appreciation of cultural contexts and traditions, and it enhances critical thinking and communication skills. The major in History provides a broad understanding of the development of various cultures throughout the world. History faculty members engage in scholarship and research, and serve in various ways the university and the local community. Furthermore, the History Department supports the Mission of Francis Marion University by:

- enabling “students to develop their ability to think and communicate, to gain the knowledge and skills to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.”
- providing “outstanding faculty members distinguished by high achievement and diverse academic background” who engage in “research for presentation and publication as well as the classroom” and “participate in and contribute to a great variety of community activities.”

Through the study of History, FMU students gain a better understanding of contemporary events, a knowledge of people in various times and places, critical thinking skills, and the ability to express themselves effectively in oral and written communication.

#### **Program Learning Outcomes**

The History Program at Francis Marion University offers coursework in United States, European, and non-Western fields. Through the variety of classes available to them, students will:

- Identify the broad contours of the past, including the people, ideas, and events that have

shaped out world.

- Develop basic research skills and formatting skills such as footnoting.
- Think critically and logically.
- Learn to differentiate between primary and secondary sources, and the value as well as challenges in using both.
- Learn the historiography of different historical fields.
- Engage in independent research.
- Express their understanding of the past via cogent, analytical papers that include both primary and secondary material.
- Express their understanding of the past through effective communication.

### **Executive Summary of Report**

The History Program at Francis Marion University offers coursework in United States, European, and non-Western fields, which will lead to either a B.A. or a B.S. in History. The Department has a limited number of History majors, but it serves the University in offering the History general education requirement courses that are compulsory for all undergraduates. The History program developed and stressed eight Program Learning Outcomes (PLOs) which were duly reflected in six Student Learning Outcomes (SLOs). These SLOs stressed the need for students taking History courses to become aware not only of the historical facts and knowledge of past events and civilizations, but also of the various types of historical sources that one encounters. The overall average across all eleven SLO sub-categories was 80%.

Additionally, the program seeks to develop critical reading, thinking, and analytical skills, as well as cultivate composition and formatting skills that will aid students in historical research and scholarship. From its mission statement and the projected program outcomes, there are several primary learning outcomes that can be delineated for students taking History courses at Francis Marion University. These goals are comprised of Knowledge, Skills, and Attitude outcomes. These outcomes are directly and indirectly measured through assessment methods that include an on-line survey for all students enrolled in both lower- and upper-division courses as well as specific, directly-measurable knowledge and skills from History 499, the Senior Thesis class; via a student in-class progress report form; and an in-class evaluation from History 299, the Historian's Craft class.

During the 2017-18 school year, the department has continued to rely on above-mentioned measurements but has taken additional steps to assess student success:

- HIST 299: The skills learned in this course are vitally important to success in higher-level courses, including the capstone, HIST 499. However, in the 2016-17 school year, the individual who regularly teaches HIST 299 and who has turned it into an effective course was on sabbatical. The person who took over the course adopted a different pedagogy that proved far less effective in delivery than the professor who had regularly taught it.

Accordingly, the department decided to restrict those who will be permitted to teach HIST 299.

- HIST 499 Draft Paper: In place of the student progress report, HIST 499 relied on the outcome of a draft of the student's paper—which is due around midterm—to determine his/her ability to write a paper that includes a thesis statement, backs it up with evidence, and uses correct citations. Relying on the draft paper permits a more holistic assessment of students' abilities. Those students scoring below 80% were determined not to have met the department's 80% benchmark.
- HIST 499 End-of-Semester Quiz: At the end of the semester, the professor leading HIST 499 gave a quiz to assess students' ability to recognize primary sources, secondary sources, and theses statements.
- HIST 499 End-of-Semester Survey: All students in HIST 499 took an end-of-semester questionnaire to determine how well they believed they had learned the skills required of them in that course.
- "Course-Level Assessments" (CLAs): The department in the spring of 2018 started using the CLAs for all General Education classes at both midterm and following finals to better understand students' abilities to write and analyze historical information, and to suggest improvements in inculcating those skills in our students. This form focuses on SLOs 4.0, 5.0, and 5.1, and determines how many students failed to meet, met, or exceeded expectations in each case.
- Meetings with Tutors: Starting in the 2016-17 school year, members of the department meet annually with tutors from the Writing Center so that the latter will have a better understanding of what department faculty expect in their students' writing.

The data and results from the department's assessment procedures indicate that it has reached the 80% benchmark for success in a majority of its SLOs. Even in those areas where the benchmark was not achieved, the department witnessed an improvement over last year. The History Department is continuing to enhance its procedures to continue bringing up its results in a number of areas, and those specific areas have been targeted in the Action Items as stated in the report.

## **Student Learning Outcomes**

The History Program at Francis Marion University offers coursework in United States, European, and non-Western fields. From its mission statement and project program outcomes, there are several primary learning outcomes that can be delineated for students taking History courses at Francis Marion University. These goals are comprised of Knowledge, Skills, and Attitude outcomes. These goals can be directly and indirectly measured.

The student taking History courses:

**SLO 1.0** Would be able to identify Primary sources. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.

**SLO 1.1** Would be able to identify Secondary sources. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.

**SLO 1.2** Could demonstrate an awareness of the connections between sources and their historical context. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the in-class evaluation for 299.

**SLO 2.0** Would be able to identify a thesis statement or sentence. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.

**SLO 2.1** Could effectively offer analysis that supported the thesis statement. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, the draft paper for 499, and the in-class evaluation for 299.

**SLO 3.0** Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results.

**SLO 4.0** Could effectively write an historical essay. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.

**SLO 4.1** Could properly use footnotes and correct formatting for an historical essay. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.

**SLO 5.0** Could accurately explain how people have existed, acted, and thought in particular historical periods. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.

**SLO 5.1** Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.

**SLO 6.0** Could explain what influence the past has on the present. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results.

## **Assessment Methods**

**SLO 1.0 Would be able to identify Primary sources.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed an in-class assignment demonstrating their ability to identify and use primary-source materials.

**SLO 1.1 Would be able to identify Secondary sources.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed an in-class assignment of their knowledge and accurate application of sources.

**SLO 1.2 Could demonstrate an awareness of the connections between sources and their historical context.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 299, The Historian's Craft, the students completed in-class assignments using both secondary and primary sources that placed those sources within historical context.

**SLO 2.0 Would be able to identify a thesis statement or sentence.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed a series of assignments that, by their nature, required them to have a thesis statement and offer analysis to support that statement. The attainment of SLO 2.0 and 2.1 are based on the overall results of those assignments.

**SLO 2.1 Could effectively offer analysis that supported the thesis statement.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed a series of assignments that, by their nature, required them to have a thesis statement and offer analysis to support that statement. The attainment of SLO 2.0 and 2.1 are based on the overall results of those assignments.

**SLO 3.0 Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time.** An online survey was used for all students enrolled in both lower- and upper-division History courses.

**SLO 4.0 Could effectively write an historical essay.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian’s Craft, the students completed a final essay that used both primary and secondary sources. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester’s midterm and at the end of the semester.

**SLO 4.1 Could properly use footnotes and correct formatting for an historical essay.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses.

**SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester’s midterm and at the end of the semester.

**SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of Civilizations.** An online survey was used for all students enrolled in both lower- and upper-division History courses. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester’s midterm and at the end of the semester.

**SLO 6.0 Could explain what influence the past has on the present.** An online survey was used for all students enrolled in both lower- and upper-division History courses.

## **Assessment Results**

**SLO 1.0 The student would be able to identify Primary sources.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper, an end-of-semester quiz, and an end-of-semester survey.

Lower-division (100-level survey courses). Results: 81.5%

Upper-division (major- and minor-specific courses). Results: 86.5%

History 499 draft paper. Results: 61%

HIST 499 end-of-semester quiz. Results: 100%

**Target Attained**

**Target Attained**

**Target Not Attained**

**Target Attained**

HIST 499 end-of-semester survey. Results: 99%	<b>Target Attained</b>
HIST 299 in-class assignment. Results: 64%	<b>Target <u>Not</u> Attained</b>

**SLO 1.1 The student would be able to identify Secondary sources.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper, an end-of-semester quiz, and an end-of-semester survey.

Lower-division (100-level survey courses). Results: 74%	<b>Target <u>Not</u> Attained</b>
Upper-division (major- and minor-specific courses). Results: 84.5%	<b>Target Attained</b>
History 499 draft paper. Results: 61%	<b>Target <u>Not</u> Attained</b>
HIST 499 end-of-semester quiz. Results: 93%	<b>Target Attained</b>
HIST 499 end-of-semester survey. Results: 99%	<b>Target Attained</b>
HIST 299 in-class assignment. Results: 88%	<b>Target Attained</b>

**SLO 1.2 The student could demonstrate an awareness of the connections between sources and their historical context.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment.

Lower-division (100-level survey courses). Results: 75.5%	<b>Target <u>Not</u> attained</b>
Upper-division (major- and minor-specific courses). Results: 84.5%	<b>Target attained</b>
HIST 299 in-class assignments. Results: 75%	<b>Target <u>Not</u> attained</b>

**SLO 2.0 The student would be able to identify a thesis statement or sentence.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper, an end-of-semester quiz, and an end-of-semester survey.

Lower-division (100-level survey courses). Results: 80.5%	<b>Target attained</b>
Upper-division (major- and minor-specific courses). Results: 87.5%	<b>Target attained</b>
History 499 draft paper Results: 61%	<b>Target <u>Not</u> attained</b>
HIST 499 end-of-semester quiz. Results: 87%	<b>Target Attained</b>
HIST 499 end-of-semester survey. Results: 87.5%	<b>Target Attained</b>
HIST 299 in-class assignments. Results: 81%	<b>Target Attained</b>

**SLO 2.1 The student could effectively offer analysis that supported the thesis statement.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper.

Lower-division (100-level survey courses). Results: 79%	<b>Target <u>Not</u> Attained</b>
Upper-division (major- and minor-specific courses). Results: 84.5%	<b>Target Attained</b>
History 499 draft paper. Results: 61%	<b>Target <u>Not</u> Attained</b>
HIST 299 in-class assignments. Results: 89%	<b>Target Attained</b>

**SLO 3.0 The student would be able to demonstrate an understanding of connections between historical events, ideas, and values over time.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard.

Lower-division (100-level survey courses). Results: 76.5%	<b>Target <u>Not</u> Attained</b>
Upper-division (major- and minor-specific courses). Results: 87.5%	<b>Target Attained</b>

**SLO 4.0 The student could effectively write an historical essay.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Additionally, in both semesters, professors filled out course-level assessments forms for their General Education courses. Finally, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper.

Lower-division (100-level survey courses). Results: 65.5%	<b>Target <u>Not</u> Attained</b>
Upper-division (major- and minor-specific courses). Results: 79%	<b>Target <u>Not</u> Attained</b>
Course-level assessment. Results: 77%	<b>Target <u>Not</u> Attained</b>
History 499 draft paper: 61%	<b>Target <u>Not</u> Attained</b>
HIST 299 essay. Results: 79%	<b>Target <u>Not</u> Attained</b>

**SLO 4.1 The student could properly use footnotes and correct formatting for an historical essay.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper and an end-of-semester survey.

Upper-division (major- and minor-specific courses). Results: 79%	<b>Target <u>Not</u> Attained</b>
History 499 draft paper. Results: 61%	<b>Target <u>Not</u> Attained</b>
HIST 499 end-of-semester survey. Results: 95%	<b>Target Attained</b>
HIST 299 in-class evaluation. Results: 91%	<b>Target Attained</b>

**SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Additionally, in both semesters, professors filled out course-level assessments forms for their General Education courses.

Lower-division (100-level survey courses). Results: 76.5%	<b>Target <u>Not</u> attained</b>
Course-level assessment. Results: 80%	<b>Target Attained</b>
Upper-division (major- and minor-specific courses). Results: 84.5%	<b>Target attained</b>



**SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of Civilizations.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Additionally, in both semesters, professors filled out course-level assessments forms for their General Education courses.

Lower-division (100-level survey courses). Results: 76.5%

Target **Not** attained

Course-level assessment. Results: 72%

Target **Not** Attained

Upper-division (major- and minor-specific courses). Results: 83.5%

Target **attained**

**SLO 6.0 Could explain what influence the past has on the present.** In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard.

Lower-division (100-level survey courses). Results: 79%

Target **Not** attained

Upper-division (major- and minor-specific courses). Results: 87.5%

Target **attained**

## **History Department Action Items**

In the spring semester of 2016, the department's Institutional Effectiveness Committee met to revise its data collection processes to improve the data collected. A substantial portion of that data came from an anonymous survey posted on Blackboard. That survey went live in the fall 2017 semester from October 16 to 20 (for upper-level courses) and October 23 to 27 (for lower-level courses). In spring 2018, it was available March 5-9 for both lower- and upper-level classes. In the fall semester, 340 students took the survey for 100-level (General Education) courses, while 44 did so for those at the 300- and 400-level. In the spring, 221 students took the 100-level survey, while 39 did for those at the 300- and 400-level. From these results, as well as those from the HIST 299 in-class evaluations and the HIST 499 student progress reports, a number of recommendations can be put forward.

The faculty agreed that those areas that stress critical thinking, analytical, and composition skills need to be better addressed. Actions include:

- 1) Continue our efforts in all History classes to develop and encourage our students' analytical skills, and not just rote memorization of facts. To that end, the faculty will need to refashion their course assignments and syllabi in some classes.
- 2) Instill in all our students and in all our classes the need for historical-mindedness, to make students more aware of how the past affects the present, and the cause-and-effect element of historical understanding and scholarship.

- 3) Continue devoting greater emphasis to culture so that students can better understand and appreciate the history of cultures unlike their own.
- 4) Continue to have regular meetings of the History Department's Institutional Effectiveness Committee to further examine and evaluate these items, and to report back to the Department on the I.E. process going forward.
- 5) Work closely with the Center for Academic Success and Advisement to identify early on those students who risk falling behind academically so those students can obtain additional assistance.
- 6) Hold meetings each semester or school year with tutors from the Writing Center on writing History papers and how such papers differ from other fields of study.
- 7) Have at least one dedicated History tutor in the university Tutoring Center.
- 8) Prepare two to three short (25-30 minute) videos on paper- and essay-writing that will be posted on Blackboard and be required of all students taking History classes to watch and take a quiz.
- 9) Use course-level assessments forms at both midterm and the end of each semester to evaluate students' writing and analytical abilities over the course of each term, and to determine measures to improve those skills.

## **Specific Actions Items for 2017-2018**

### **SLO 1.0 The student would be able to identify Primary sources.**

The History Department determined in its 2016-17 report that while relying on an on-line assessment was a good means of collecting data, it did not in itself provide enough objective information to evaluate student outcomes. Accordingly, the department made alterations to its gathering of data, including a HIST 499 end-of-semester quiz. Through this new assessment, the department achieved a result of 81.8% on SLO 1.0. However, two targets within that SLO were not achieved. Accordingly, the History Department's members will continue to provide both History majors and minors with regular and frequent feedback on their progress.

### **SLO 1.1 Would be able to identify Secondary sources.**

The Department achieved its targets for four of the six assessments for SLO 1.1. Adopting the recommendations made by its members, the History Department in 2016-17 determined that it needed more "direct measures" of the student's ability to identify secondary sources, which included the end-of-semester quiz for HIST 499. Given that two of SLO 1.1's targets were not met, the Department's members will continue to provide both History majors and minors with regular and frequent feedback on their progress.

**SLO 1.2 Could demonstrate an awareness of the connections between sources and their historical context.**

The History Department achieved its target on one of three assessments for SLO 1.2. Accordingly, the Department will continue to proceed with focusing greater attention on “direct measures” of the student’s ability to demonstrate an awareness of the connections between sources and their historical context. Its members will also continue to provide regular feedback to students in History courses.

**SLO 2.0 Would be able to identify a thesis statement or sentence.** The Department achieved its target on five of six assessments for SLO 2.0. However, the department will continue to develop more objective “direct measures” of students’ ability to identify a thesis statement or sentence.

**SLO 2.1 Could effectively offer analysis that supported the thesis statement.**

The Department achieved its target on two of four assessments for SLO 2.1, so it will continue to develop more objective “direct measures” of student’s ability to offer analysis that supports the thesis statement. Additionally, the Department will work more closely with the Francis Marion University Writing Center to enhance the student’s overall writing abilities.

**SLO 3.0 Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time.**

Although the History Department’s overall average on SLO 3.0 was 82%, it will continue developing more objective “direct measures” of the student’s ability to demonstrate an understanding of connections between historical events, ideas, and values over time.

**SLO 4.0 Could effectively write an historical essay.**

Although there was some improvement over 2016-17, the History Department again achieved its target for none of the five assessments for SLO 4.0. This Learning Outcome remains among those of most concern. Therefore, the Department will continue to develop more objective “direct measures” of the student’s ability to write an historical essay. Additionally, the Department will work more closely with the Francis Marion University Writing Center and will continue using its CLA form as it works to enhance students’ overall writing abilities.

**SLO 4.1 Could properly use footnotes and correct formatting for an historical essay.**

The History Department achieved its target for two of four assessments for SLO 4.1. Accordingly, the Department will continue to develop more objective “direct measures” of the student’s ability to use footnotes and correct formatting for an historical essay. Additionally, the Department will work more closely with the Francis Marion University Writing Center to enhance students’ overall writing abilities.

**SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods.**

The Department achieved its target for SLO 5.0 on one of three assessments. As part of its effort to develop more objective “direct measures” of students’ ability to accurately explain how people have existed, acted, and thought in particular historical periods, the department will continue use of its new CLA form.

**SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations.**

The Department achieved its target for SLO 5.1 on one of three assessments. As part of its effort to develop more objective “direct measures” of students’ ability to see cause and effect by using a broad knowledge of the general chronology of historical developments in a variety of civilizations, the department will continue use of its new CLA form.

**SLO 6.0 Could explain what influence the past has on the present.**

Although the History Department’s overall average on SLO 6.0 was 83.3%, which was an improvement over 2016-17, it will continue developing more objective “direct measures” of the student’s ability to demonstrate an understanding of the influence the past has on the present.

## Instructor's Course-Level Assessments of Common SLOs

Course/Sec: \_\_\_\_\_

Semester/Yr: \_\_\_\_\_ Instructor: \_\_\_\_\_

Persistence of Students	Number of Students withdrawing before final	Number of Students persisting through final	How Number of W's can be Reduced	
<b>SLO # 4.0 Communication Skills</b> (Highlight Emphasis)	Number of Students in Course at End of Term Who			Weaknesses Observed and how outcomes for Course-Level SLO could be Improved
	Did Not Meet Expectations	Met Expectations	Exceeded Expectations	
<b>Writing</b> (High) (Mod) (Low)				
<b>SLO # 5.0 Analytical Problem-Solving Skills</b> (Highlight Emphasis)	Number of Students in Course at End of Term Who			Weaknesses Observed and how outcomes for Course-Level SLO could be Improved
	Did Not Meet Expectations	Met Expectations	Exceeded Expectations	
<b>Qualitative Analysis</b> (High) (Mod) (Low)				
<b>Critical Thinking</b> (High) (Mod) (Low)				
<b>SLO # 5.1 Specialty Area Expertise</b> (Highlight Emphasis)	Number of Students in Course at End of Term Who			Weaknesses Observed and how outcomes for Course-Level SLO could be Improved
	Did Not Meet Expectations	Met Expectations	Exceeded Expectations	
<b>Area Knowledge</b> (High) (Mod) (Low)				

### Other Instructor Feedback on Course Performance Assessment

**I Student Readiness.** To what extent were the students who enrolled in this course adequately prepared to meet course requirements successfully, and what could be done to improve student readiness to take this course in the future?

**II Withdrawal/Failure Rate.** To what extent were students withdrawing from or failing the course and why? What could be done to improve the rate of successful course completion in the future?

**III Other Suggestions for Improving Future Student Learning in this Course?**

## 5. Department of Political Science and Geography

### **2017-2018 Institutional Effectiveness Report**

Name of Program/Department: Department of Political Science and Geography

Year: 2017-2018

Name of Preparer: Dr. Natalie P. Johnson

#### **Program Mission Statement**

The mission of the Department of Political Science and Geography is to provide instruction that enables students to complete, as part of their general education requirement, an introductory-level course in political science that includes material dealing with the United States Constitution and Federalist Papers. Students may earn a major, minor, or collateral in political science. The program offers its majors a broad understanding of political phenomena, including political institutions, political processes, political behavior, political thought patterns, and contemporary political issues. The course of study for the major prescribes a set of core courses in the discipline's traditional sub-fields of American government, comparative politics, international relations, political philosophy, and political methodology. Students elect the remainder of their primary work from a range of course offerings pertaining to foreign and/or domestic American government and politics. The flexibility of the curriculum permits students to pursue a program of courses tailored to their individual interests and career goals. Graduates with a major in political science receive the broad training and develop the general competence in the discipline to equip them for successful careers in public service, politics, the military, journalism, and quasi-public agencies, commerce and industry, teaching, and other occupations for which preparation in the field is desirable, or to undertake postgraduate professional study in political science, public administration, or law.

#### **Program Learning Outcomes (PLOs)**

1. Political Science graduates will understand political phenomena and demonstrate proficiency in the United States Constitution and Federalist Papers.
2. Political Science students will be able to critically analyze written material and demonstrate a proficiency in oral communication.
3. The Political Science Department will provide opportunities for students to connect classroom instruction with real world experience through internships, study abroad programs, and guest speakers.

4. The Political Science Department will encourage students to create their own path of study by providing flexibility in the curriculum.

### **Executive Summary of Report**

The Institutional Effectiveness report details the student learning outcomes and assessment measures used in the 2017-2018 academic year. The report illustrates the department met the target on one of the student learning outcomes but not on the second. For our first student learning outcome, our target was to have 80% of students correctly answer ten embedded questions asked of all students taking POL 101 and 103. Seventy-seven percent of students correctly answered these embedded questions in POL 101 and seventy-one percent of students correctly answered these embedded questions in POL 103.

A third student learning outcome was that students would be able to interpret statistical analysis, as measured in the POL 295 final examination and on the final statistics problem set in POL 295. The target for this goal was for students to achieve 80% or higher. For the POL 295 final examination, this target was achieved as students performed at the 38% level. For the final statistics problem set, this benchmark was not achieved as students performed at the 38% level.

Based on these outcomes the Department of Political Science and Geography decided to implement the following improvements for 2017-2018:

### **Student Learning Outcomes**

SLO 1.0: Political Science Students will perform at the 80% level or above [benchmark = 60%] when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers in POL 101.

SLO 2.0: Political Science Students will perform at the 80% level or above [benchmark = 60%] when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers in POL 103.

SLO 3.0: Political Science Students will perform at the 70% level or above [benchmark = 60%] when evaluating and interpreting statistical output and analysis.

### **Assessment Methods**

SLO 1.0: Political Science students, in POL 101 on average, will perform at the 80% level or above [benchmark=60%] when DESCRIBING and EXPLAINING content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by three multiple choice questions embedded in tests across as POL 101 classes.

SLO 2.0: Political Science students, in POL 10. on average, will perform at the 80% level or above [benchmark=60%] when DESCRIBING and EXPLAINING content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by three multiple choice questions embedded in tests across as POL 103 classes.

SLO 3.0: Political Science students in POL 295 will EVALUATE and INTERPRET statistical output at the 70% level or above [benchmark=60%] as measured by performance on the final examination and two additional problem sets. One tested qualitative and mixed methods skills, using exercises from the course workbook. Another tested quantitative reasoning and methodology, both using statistical problems from the workbook, as well as data analysis exercises in SPSS.

### **Assessment Results**

SLO 1.0: Political Science Students, in POL 101 on average, performed at the 77% level [benchmark = 60%] when DESCRIBING and EXPLAINING content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the three multiple choice questions embedded in class tests across all POL 101 and 103 sections. Since our goal was 80%, this target was not achieved.

SLO 2.0: Political Science Students, in POL 103 on average, performed at the 71% level [benchmark = 60%] when DESCRIBING and EXPLAINING content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the three multiple choice questions embedded in class tests across all POL 103 sections. Since our goal was 80%, this target was not achieved.

SLO 3.0: Political Science Students in POL 295 on average performed at the 38% level [benchmark=60%] when EVALUATING and INTERPRETING statistical output and ANALYSIS on the POL 295 final examination and performed at the 38% level when EVALUATING and INTERPRETING statistical output and ANALYSIS on the final statistics problem set. Since the benchmark was 60%, neither target for POL 295 was achieved.

### **Action Items**

As none of our targets were met in the 2017-2018 academic year, the department will continue with these measures in the 2018-2019 year for SLOs 1.0, 2.0, and 3.0.

In addition, the department offers a fourth required course (PO 285 – Political Theory). The department will work to implement a SLO for this course to discern what students know and what they can evaluate and interpret.

### **Appendix.**

The 10 embedded questions for SLO 1 are:

1. The separation of powers in the United States government refers to the distribution of authority between/among which of the following?

- A. The Senate and the House of Representatives.



- B. The two major political parties.
- C. The national government and the state governments.
- D. The legislative, executive, and judicial branches of the federal government.

2. Which of the following was the first constitution of the United States of America?

- A. The Articles of Confederation
- B. The Declaration of Independence
- C. The Constitution
- D. The Bill of Rights

3. The basic premise of federalism is that

- A. supreme political authority remains with the states.
- B. power is divided between national (central) and state (regional) governments.
- C. ultimate authority rests with the same political units closest to the people.
- D. a national government has ultimate sovereignty over a country's land and people.

4. The Supreme Court's ability to declare actions by the legislative and/or executive branches unconstitutional is called:

- A. Veto
- B. Jury nullification
- C. Lobbying
- D. Judicial review

5. The President using his veto over a piece of legislation enacted by the Congress is an example of

\_\_\_\_\_ in action.

- A. the power to persuade.
- B. checks and balances
- C. socialism
- D. the Great Compromise

6. "Gerrymandering" is when:

- A. Politicians trade votes on spending legislation
- B. State legislatures draw legislative districts to benefit one political party over another.
- C. Committee chairs intentionally "table" a bill to kill it
- D. A senator talks on and on to bring the Senate to a halt

7. In Congress, disagreement over policy occurs most often along \_\_\_\_\_ lines.

- A. Geographical
- B. Committee
- C. Institutional
- D. Political party

8. The share of votes a state has in the Electoral College is determined by:

- A. The political parties
- B. The state's number of Representatives and Senators
- C. The size of the state's economy

D. The year the state was admitted to the USA

9. What was the last major expansion of the electorate?

A. gender

B. race

C. age

D. wealth

10. When a bill passes the House and senate in different forms, the differences are resolved by:

A. the Rules Committee of the House of Representatives

B. the President

C. a conference committee

D. the Speaker of the House and the Senate Majority Leader

The 10 embedded questions for POL 103 are:

American core (same as POL 101)

1. The separation of powers in the United States government refers to the distribution of authority between/among which of the following?

a. The Senate and the House of Representatives

b. The two major political parties

c. The national government and the state government

d. The legislative, executive, and judicial branches of the federal government

2. Which of the following was the first constitution of the United States?

- a. The Articles of Confederation
- b. The Declaration of Independence
- c. The Constitution
- d. The Bill of Rights

3. The basic premise of federalism is that

- a. supreme political authority remains with the states.
- b. power is divided between national (central) and state (regional) governments.
- c. ultimate authority rests with the same political units closest to the people.
- d. a national government has ultimate sovereignty over a country.

Theory core

4. “Anarchy,” in international relations theory, refers to \_\_\_\_\_.

- a. chaos
- b. interdependence
- c. the lack of an overarching governing body
- d. fascism

5. A political ideology that values “human freedom on economic, cultural, and social issues” is known as \_\_\_\_\_.

- a. liberalism
- b. conservatism
- c. fascism
- d. monarchism

Comparative core

6. Which of the following attributes **most closely** describes what is found in a 'nation-state'?

- a. a similar population, spread across the borders of multiple countries.
- b. a diverse population, spread across the borders of multiple countries.
- c. a similar population, contained within the borders of one country.
- d. a diverse population, contained within the borders of one country.

7. An electoral system that elects individual candidates based on a plurality of votes (whoever gets the most votes wins) is classified as a \_\_\_\_\_

- a. descriptive representation system
- b. proportional representation system
- c. first-past-the-post / majoritarian system
- d. multi-member system

8. In a parliamentary system, under what condition would a one-party cabinet be most likely to form?

- a. When the prime minister's party has a majority of seats in the lower house of the legislature
- b. When a coalition agreement is reached between the largest parties
- c. When the president wins re-election
- d. When the prime minister's party wins a majority of votes in the national election

International Relations core

9. This school of thought in international relations assumes that states are predominantly concerned with their national security and power, when making important decisions related to foreign policy.

- a. liberal institutionalism
- b. constructivism
- c. realism
- d. feminism

10. What choice are the 'prisoners' most likely to make in the Prisoner's Dilemma?

- a. Mutual cooperation
- b. Mutual defection
- c. One will cooperate and one will defect
- d. Both will cooperate and defect simultaneously

## 6. Physics, Industrial Engineering/Physics and Astronomy

### **Institutional Effectiveness Report**

<b>Name of Program/Department:</b>	<b>Physics, Industrial Engineering/Physics and Astronomy</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Joe H. Mehaffey</b>

#### **Program Mission Statement**

The mission of the Department of Physics and Astronomy is to provide a quality background in the principles of physics and health physics that will result in our graduates being well prepared for careers in industry and scientific research or for graduate school. Additionally, the department supports the University's general education goals by providing all students with an exposure to the fundamental natural laws of the physical universe and to the methods of scientific inquiry.

#### **Computational Physics and Health Physics**

##### **Program Learning Outcomes**

The department seeks to produce Computational (CP) and Health Physics (HP) graduates who

1. possess a thorough understanding of the physical principles on which the universe operates.
2. can apply physical principles in solving problems related to the physical world, which includes using computers to model physical systems and processes (CP).
3. are experienced in research activities, including the interpretation and communication of results.
4. possess a thorough understanding of the types, sources, detection, and measurement of ionization radiation, the biological effects of such radiation, and of the methods of reducing human exposure (HP).
5. recognize the importance of intellectual honesty, professional ethics and personal integrity in the pursuit of knowledge and personal goals alike.

#### **Executive Summary**

In regard to the introductory courses and the assessment of basic physics concepts, an increased emphasis has been placed on certain aspects of Newton's Laws of Motion and the vector nature of acceleration. The established benchmarks were met and significant student improvement was demonstrated. A laboratory experiment has been modified which should help address any related deficiencies. In the Physics 202 course, a pre-instruction/post-instruction test has been implemented to assess fundamental concepts of electricity and magnetism. Preliminary results suggest significant gains in student performance, but the post-instruction results still fell short of the 75% benchmark for each tested item.

In the upper level courses, students demonstrated in both direct and indirect assessments that they were both competent and at least fairly confident in their technical and computational skills and in their preparation for future endeavors. One student suggestion was that we consider offering an additional course in Quantum Mechanics.

Concerning the Industrial Engineering program, assessment activities follow the ABET guidelines as the program works toward accreditation. Of the eleven criteria (SLO), student performance met all of them: a significant improvement over the previous year's results. The Industrial Engineering faculty did note that improvements might be sought in the areas of 'student understanding of professional and ethical responsibilities' and with 'demonstrating effective communication skills'. Strategies to improve these outcomes are being considered.

For the General Education courses, an assessment of the students' experimental skills and their interpretation of experimental results can be found in the appropriate attachment. While noticeable improvement is demonstrated in the pre/post test of each item, students still have trouble reaching the benchmark of 75%, most notably in the areas of 'curve-fitting' based on experimental results and with the concepts of random and systematic experimental errors. Modifications of instruction and experimental design have been implemented in an attempt to address this problem.

### **Student Learning Outcomes (Physics)**

**SLO#1.0: Students will demonstrate knowledge of introductory physics concepts.** Baseline performance: Students in Physics 201 will, on average, answer 70% of the post-test questions correctly in each category.

**SLO#2.0: Students will demonstrate knowledge in upper-level physics concepts.**

Baseline performance: 90% of students will demonstrate gains in post-test scores given at the end of PHYS 418 and PHYS 406 compared to pre-tests administered at the start of PHYS 316 and PHYS 306.

**SLO#3.0: Students will be able to use modern laboratory techniques to measure and analyze experimental data.**

Baseline performance: 90% of our graduates will indicate on an exit survey that they feel very competent or fairly competent with regard to their laboratory skills.

**SLO#4.0 Students will be able to competently present technical information via both oral and written communication.**

Baseline performance: 90% of the students in Physics 419, and will receive a score greater than 80/100 based on a faculty assessment of their oral presentations.



**SLO#5.0 Students will demonstrate competency in physics-relevant computer skills.**

Baseline performance: 90% of our graduates will indicate on an exit survey that they feel very competent or fairly competent with regard to their computational skills.

**SLO#6.0: Students will have an appreciation for physics including its significance and practical relevance.**

Baseline performance: Greater than 70% of the responses given by our graduates on the Colorado Learning Attitudes About Science Survey will be “expert-like”.

**SLO#7.0: Students will be prepared for a career or further study upon completion of the program.**

Baseline performance: 90% of our students will indicate on an exit survey that they feel very competent or fairly competent as to how well they think the program has prepared them for a career or further education after college.

**SLO#1 Students will demonstrate knowledge of introductory physics concepts.**

A short pre-test concerning Newton’s Laws of Motion and the concept of acceleration was administered to 22 students in Physics 201 followed by a post-instruction test later in the semester. The percentage of correct responses increased from 45%, 14%, and 64% on the pre-test to 94%, 77% and 94%, respectively. These results demonstrate a dramatic improvement in student performance by the end of the course. The established benchmark for this item was met or exceeded. More detailed information is presented in the accompanying attachment.

**SLO#2 Students will demonstrate knowledge in upper-level physics concepts.**

Assessment of this SLO proved to be problematic for this academic year. Due to low enrollment, PHYS 318 (Environmental Radiation Physics) was not offered this year and PHYS 418 (Practical Applications of Health Physics) had but one student. Additionally, PHYS 306 (Computational Physics) has been deleted from the department’s course offerings. As a substitute, a computer-based mini-project was administered with the PHYS 406 (Advanced Computational Physics) course and temporarily serves as our only assessment of these criteria. For the computational physics assessment, a similar computer-based project is now being given in PHYS 220 (Computational Methods for Physics and Engineering) and will serve as a pre-test for these same students, but last year’s class would not have benefited from this recently revised plan.

The faculty members responsible for these courses are aware that for the last couple of years students demonstrated deficiencies in the areas of numerical assessment and code implementation, though last year’s group contained a small sample size of 2 students. It is anticipated that the next student group will show the gains expected from an increased emphasis on these topics earlier in the curriculum.

Given that the assessment for this item involves courses taken early and later in the students' program,

data is pending.

**SLO#3 Students will be able to use modern laboratory techniques to measure and analyze experimental data.**

The ability of students to connect a fairly simple electric circuit containing resistors in parallel was measured in the PHYS 202 Laboratory. This activity included the insertion and proper use of a meter to measure the electric current delivered to a specified resistor. This assessment took place after the students performed experiments in the lab dealing with DC circuits. It was disappointing that only 36% of the students could accomplish this task. One possible explanation for this outcome is that students routinely work in pairs, and that perhaps one student took the lead role in circuit construction. Current data is pending for this item.

On an exit survey, both of the graduating seniors indicated that they felt very competent in their acquired experimental skills. The department has also begun to develop a list of recent graduates that includes contact information so that we may ask similar questions of them in the future (2 and 5 years post-graduation, for example). It is felt that this survey may be even more meaningful than the exit survey, assuming an adequate response rate.

**SLO#4.0 Students will be able to competently present technical information via both oral and written communication.**

Due to the small number of graduates this year, we were not able to use the Physics 419 course to assess this item. While somewhat anomalous, this lack of students is not to be unexpected with a major of this size.

In an exit survey, our two graduates indicated that they felt at least fairly competent in giving presentations of scientific work in both oral and written fashions.

**SLO#5.0 Students will demonstrate competency in physics-relevant computer skills.**

There were 2 Physics majors that graduated with a concentration in Computational Physics in Spring 2018. Two students completed a computational project that was delivered to them electronically at the end of their final exams. These submissions were separately scored by Drs. Engelhardt & McDonnell.

The two students averaged 70% on the measured criteria (see attachment), but due to the small sample size, conclusions are limited. The faculty involved with teaching the relevant courses plan to continue to utilize and develop this project as a valid measure of their computational skills.

On the administered exit survey, the two graduates both indicated that they felt at least fairly competent concerning their computational skills and with their skills in giving technical presentation, both written and oral.. This exceeds the benchmark, though the sample size is small. (See CLASS attachment.)

**SLO#6.0: Students will have an appreciation for physics including its significance and practical relevance.**

The Colorado Learning Attitudes About Science Survey (CLASS) was administered to two graduating seniors majoring in Computational Physics. Though the sample size is small, the percentage of 'expert-like' responses increased from 60% in their freshman/sophomore year to 74% as seniors. Thus the benchmark was met for this item.

**SLO#7 Students will be prepared for a career or further study upon completion of the program.**

Both graduates indicated that they felt at least fairly competent in their preparation for future studies or for employment. Though a small sample size, the 90% benchmark was achieved.

## Industrial Engineering Program

### Program Learning Outcomes (PLOs)

The Program Learning Outcomes for the Industrial Engineering program at FMU have been developed as Program Educational Objectives (PEO's). These were developed as a representation of acknowledged and anticipated constituency needs and also serve to support the educational mission of Francis Marion University and the IE Program. These objectives are statements of expected accomplishments of Industrial Engineering graduates within 3-5 years of graduation.

- a) **Obtain an advanced degree (e.g., MS, MBA, PhD) at an accredited institution.**
- b) **Spearhead/lead a corporate project or research initiative (e.g., Six Sigma, facility acquisition/location).**
- c) **Organize or significantly support structured community outreach/education efforts and activities.**
- d) **Acquire skills/knowledge through certification in areas not on the IE degree plan.**

With an emphasis on development and retention of local talent (e.g., Pee Dee Region), the PEOs emphasize career responsibility and advancement, dedication to life-long learning, and a desire to support and develop the social and community structures where program graduates reside. Repeatedly, these three areas (pursuit of career opportunities, life-long learning, and community service) became the focal point of conversation with program constituents when discussing their ideal FMU IE graduates.

### Student Learning Outcomes (SLOs)

The industrial engineering program assesses students on the following eleven outcomes, following the expected outcomes from the Accreditation Board for Engineering and Technology (ABET). These outcomes represent expected student capabilities upon graduation.

- (a) **an ability to apply knowledge of mathematics, science, and engineering**
- (b) **an ability to design and conduct experiments, as well as to analyze and interpret data**
- (c) **an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability**
- (d) **an ability to function on multidisciplinary teams**
- (e) **an ability to identify, formulate, and solve engineering problems**
- (f) **an understanding of professional and ethical responsibility**
- (g) **an ability to communicate effectively**
- (h) **the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context**
- (i) **a recognition of the need for, and an ability to engage in life-long learning**

**(j) a knowledge of contemporary issues**

**(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.**

The Student Outcomes are designed to enable students to achieve our PEOs within 3-5 years of completion of the BSIE degree. As illustrated in Table 1, each student outcome supports at least one PEO, with many supporting more. When interpreting the importance of student outcomes in achieving PEOs, it is helpful to consider how the absence of a given, mapped, outcome may influence attainment of the corresponding PEO. As an example, students unable to demonstrate proficiency in student outcome a) ‘an ability to apply knowledge of mathematics, science, and engineering’ would almost certainly be unable to obtain an advanced degree (Masters, PhD, MBA) and would likely be deemed unfit to spearhead/lead a major corporate initiative (these two PEOs require proficiency and skill in math, science and engineering). This same student, however, would certainly be able to organize community activities and acquire certifications (many non-technical certification opportunities exist for motivated individuals to pursue). In this way, the PEOs are intrinsically supported by those indicated student outcomes, which are deemed essential to PEO attainment.

Table 1. Mapping of Relationship Between Student Outcomes and Program Educational Objectives

		Student Outcomes											Total		
		a	b	c	d	e	f	g	h	i	j	k			
Program Educational Objectives (PEOs)	Obtain Advanced Degree from Accredited Institution	a	X	X			X					X			4
	Lead Corporate Project/ Research	b		X	X	X	X	X	X	X			X	X	9
	Organize or Engage in Community Outreach Efforts	c			X	X		X	X	X					5
	Acquire skills/knowledge through certification in areas not in the IE curriculum	d		X					X		X	X			4

### Assessment Methods

The industrial engineering program evaluates student performance using the eleven outcomes required by the Accreditation Board for Engineering and Technology (ABET). These outcomes, listed below, are measured at least twice throughout the academic year in more than one course. In addition, all specific outcomes for each course are measured at three times during the same semester (Start of the semester, Midterm, and End of Semester). Table 2 illustrates the framework used for evaluating student performance, including the mapping of all Student Outcomes to engineering courses (ENGR) and the illustration of measurement through the four-year curriculum of the program.

Table 2. Map of Student Outcomes Assessment for Industrial Engineering Curriculum

		<b>ABET Outcomes</b>											<b>Total</b>	
		<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>		
Sp1	101						x	x		x			3	
Sp1	201			x						x			2	
Sp2	220											x	2	
Fa2	301						x						2	
Fa3	310												0	
Fa3	320									x			3	
Sp3	330							x		x			2	
Fa3	350										x		2	
Sp2	355										x	x	3	
Sp4	356												0	
Sp3	373						x					x	2	
Fa4	420											x	2	
Fa4	467										x		3	
Fa4	468												0	
Sp4	470											x	3	
Sp4	480											x	5	
		<b>Fa1</b>	0	0	0	0	0	0	0	0	0	0	0	0
		<b>Sp1</b>	0	0	1	0	0	1	1	1	1	0	0	5
		<b>Fa2</b>	1	0	0	0	1	0	0	0	0	0	0	2
		<b>Sp2</b>	0	1	1	0	0	0	0	0	1	1	1	5
		<b>Fa3</b>	1	1	0	1	0	0	1	0	1	0	0	5
		<b>Sp3</b>	0	0	0	0	1	1	0	1	0	1	0	4
		<b>Fa4</b>	1	1	1	0	0	0	0	1	0	0	1	5
		<b>Sp4</b>	0	0	1	1	1	1	1	0	1	1	1	8
		<b>Total</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>34</b>

Instructors can evaluate students by either assigning specific work for accreditation or by selecting work or portions of work that are required for course credit(s). Each work evaluation is graded using a qualitative scale of: *excellent*, *acceptable*, or *unacceptable*. The measure used to evaluate student performance is the *percentage of students who perform equal or better than “acceptable” by the end of each course*. The target for this measure is 70%.

### Assessment Results

The summary of the data gathered for the academic year 2017-18 is shown in figure 1 below. As the figure depicts, none of the outcomes reflected to be below the target measure of 70%. This is an improvement of the outcomes for the academic year 2016-17, where five outcomes were below the target. Based on these results, no immediate action will be taken to improve instruction in the courses where the outcomes were measured. However, as a continuous improvement method, the faculty of the program will evaluate the student outcomes and where they are currently being measured and make changes as needed to the map previously shown in Table 2.

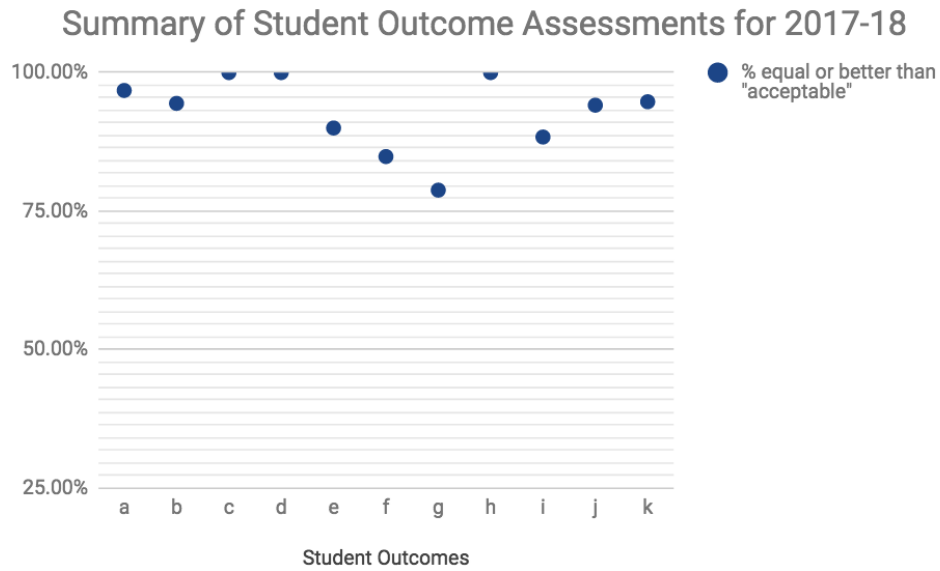


Figure 1. Summary of Student Outcomes Assessments

Table 3 provides a detailed view of the results by outcome, specifying the courses in which they were measured. This table will allow faculty members to act on those courses in which the number of students performing at the “unacceptable” level seems to be significant. For example, in the course ENGR 101, Introduction to Industrial Engineering, outcomes f and g barely meet the target. Therefore, some improvements can still take place to reflect even better results in the coming academic year. These are discussed in the following section.

Table 3. Summary of Student Outcomes Assessment by Course for Academic Year 2017-18

<b>Outcome</b>	<b>Course</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Total</b>
a	301	7	5	0	12
	350	6	5	1	12
	467	4	3	0	7
b	320	4	8	0	12
	467	3	2	1	6
c	201	10	5	0	15
	355	4	6	0	10
	420	3	1	0	4
	480	3	2	0	5
d	320	6	6	0	12
	470	5	0	0	5
e	301	5	6	2	13
	373	6	5	1	12
	480	2	3	0	5
f	101	12	0	4	16
	330	9	2	1	12
	470	3	2	0	5
g	101	9	3	4	16
	320	4	7	1	12
	480	2	1	2	5
h	201	7	8	0	15
	330	7	5	0	12



	467	4	2	0	6
i	101	9	6	1	16
	350	7	3	2	12
	355	3	6	1	10
	480	2	2	1	5
j	373	8	3	1	12
	470	4	1	0	5
k	355	4	6	0	10
	420	4	0	0	4
	480	2	2	1	5

### Action Items

As stated before, because none of the outcomes measures resulted in failure to meet the target of 70% students performing at least at the acceptable level, no immediate action will be taken to improve instruction in the courses where the outcomes were measured.

However, in the course ENGR 101, Introduction to Industrial Engineering, outcomes f and g seem to have some room for improvement. As a reminder, these outcomes are:

(f) an understanding of professional and ethical responsibility

(g) an ability to communicate effectively

The Industrial Engineering faculty agrees that the cause of this performance from the students may be a lack of experience in the field and the fact that most students take this engineering course in their first year, in which they are still developing the skills required by said outcomes. The instructor for the course will not make changes to the content of the course for the upcoming academic year. Nonetheless, actions might be taken if after academic year 2018-19 the results are similar.

## General Education

The department assesses its general education offerings in the PSCI 101 (Physical Science I) course, specifically its laboratory component. Relevant goals of the university's general education program are identified and tested, such as the ability to test scientific principles and the ability to draw conclusions supported by experimental data. Benchmark: Students will score at least 7/10 (70%) on each of the measurable outcomes tested.

Applicable General Education program goals include:

**#3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.**

**#5: The ability to use fundamental mathematical skills and principles in various applications.**

**#6: the ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.**

Measurable Outcome	Pre-Test Results (N=95)*	Post-Test Results (N=122)
1. Identify all testable variables that might affect desired property (cart's acceleration, pendulum's time period) <b>Gen Ed goals: #3, #6</b>	5.2	7.3
2. Design experimental tests to eliminate (rule out) variables that do not affect the desired property. <b>Gen Ed goals: #5, #6</b>	4.8	7.3
3. From experimental results, identify trends in the data related to variables that do have a significant effect on the desired property, such as direct or inverse relationships. <b>Gen Ed goals: #5, #6</b>	4.8	7.4

4. Demonstrate proficiency in the data collection and analysis process; accurate measurements and computations. <b>Gen Ed goals: #3, #5, #6</b>	5.8	7.9
5. Identification and minimization of sources of experimental errors, both random and systematic; computation of <i>percent difference</i> or <i>percent error</i> where appropriate. <b>Gen Ed goals: #3, #5, #6</b>	4.5	6.8
6. Demonstrate ability to draw valid conclusions based on experimental results; recognize strengths and limitations of experimental process. <b>Gen Ed goals: #3, #6</b>	5.3	7.4
7. Where appropriate, develop an empirical equation that describes a particular relationship (such as that between the pendulum's length $l$ and its time period $T$ ). <b>Gen Ed goals: #3, #6</b>	N/A	5.7

Scoring should follow a 1-10 scale, 10 being the highest score.

\* One lab section did not meet during the scheduled Pre-Test week due to inclement weather. This resulted in a small N compared to the Post-Test group.

#### Commentary/Actions

While the students demonstrated measurable growth and improvement on each of the tested items, benchmarks were still not met on two of the items. The ability to identify and minimize sources of experimental error needs to be addressed, along with the development of an empirical equation based on the experimental results. Curiously, several students elected not to attempt to write an equation that can be used to predict the time period for any simple pendulum. As a result, they received a score of 0 on this measure, lowering the overall average.

The development of new experiments and modification of others is being planned in an attempt to address these shortcomings. The concept of experimental errors, including systematic and random error types will be emphasized, along with techniques for minimizing these errors where appropriate.

There were two seniors that graduated with a degree in Physics in Spring 2018, and they both completed the CLASS and a survey about their experiences at FMU & beyond.

The CLASS results were roughly consistent with the results from previous graduating classes, and the graduating class scored significantly higher than the Physics 200 students, which we have identified as the pre-test population.

Post:

Seniors, Spring 2015 – Percentage of expert-like responses:  $78.1 \pm 4.6$  (N=8)

Seniors, Spring 2016 – Percentage of expert-like responses:  $77.1 \pm 2.4$  (N=9)

Seniors, Spring 2017 – Percentage of expert-like responses:  $77.8 \pm 5.6$  (N=5)

Seniors, Spring 2018 – Percentage of expert-like responses:  $73.6 \pm 1.4$  (N=2)

Pre:

PHYS 200, Fall 2015 - Percentage of expert-like responses:  $61.5 \pm 2.0$  (N=65)

PHYS 200, Fall 2016 - Percentage of expert-like responses:  $62.3 \pm 1.7$  (N=64)

PHYS 200, Fall 2017 - Percentage of expert-like responses:  $60.1 \pm 1.9$  (N=76)

Each uncertainty reported above corresponds to 1 standard deviation of the mean.

CLASS Description:

The Colorado Learning Attitudes About Science Survey<sup>1,2,3,4</sup> (CLASS) measures students' self-reported beliefs about physics and their physics courses and how closely these beliefs about physics align with experts' beliefs. The surveys ask students questions about how they learn physics, how physics is related to their everyday lives, and how they think about the discipline of physics. The CLASS survey probes student's attitudes and beliefs and distinguishes those of experts from novices. The CLASS was written to make the statements as clear and concise as possible. Students are asked to respond on a Likert-like (5-point agree to disagree) scale to statements such as: "I study physics to learn knowledge that will be useful in life." or "After I study a topic in physics and feel that I understand it, I have difficulty solving problems on the same topic." or "To learn physics, I only need to memorize important equations and definitions."

There were 2 Physics majors that graduated with a concentration in Computational Physics in Spring 2018. Two students completed a computational project that was delivered to them electronically at the end of their final exams. These submissions were separately scored by Drs. Engelhardt & McDonnell using the rubric provided on Page 2. The problem description that was sent to the students is provided on Page 3.

**Average scores for the 2 submissions:**

Physical Equations	4.75 out of 5
Code Implementation	3.75 out of 5
Visualization and Plots	3.5 out of 5
Numerical Assessment	2.0 out of 5
Physical Assessment	3.5 out of 5
Total	17.5 out of 25
Percentage	70%

**Tasks being assessed:**

1. Write down the equations of motion for the system, identifying relevant variables of interest.
2. Implement code to solve the equations of motion, so that you know each object's position and velocity, and the system's kinetic, potential and total energy at any time  $t$ .
3. Produce and describe plots of the position and velocity for each object as a function of time.
4. Produce and describe a plot of the system's kinetic, potential, and total energy as a function of time.
5. Test and verify the numerical accuracy of your simulation. Describe the numerical tests you have chosen, and how your tests give you confidence that your numerical solution is accurate.
6. Do your results make sense physically (qualitatively and quantitatively)? List every way that you can think of to check whether or not your results are reasonable.

**Rubric:**

	1 point	3 points	5 points
<b>Physical Equations</b>	Correct equations not identified.	Coulomb force is clearly intended, but “small” errors are present.	Correct Equation for Coulomb force, etc.
<b>Code Implementation</b>	Flaws in implementation	“Small” errors in code.	Correct implementation of Euler, Euler-Cromer or Runge-Kutta method.
<b>Visualization and Plots</b>	Plots and/or description are poor.	Plots clearly presented and described, but the time scale is not well-chosen.	Plots with well-chosen time scale. Described well in clear physical terms.
<b>Numerical Assessment</b>	Some minimal attempt at numerical assessment.	Some appeal is made to the size of the time-step being “small enough”.	Multiple time-step sizes tested, to see that results converge. May also refer to conservation of energy.
<b>Physical Assessment</b>	Description suggests uncertainty or lack of confidence in results.	Some communication that motion is “reasonable” – particles move in correct directions, etc.	Checks that energy is conserved; particles move in correct directions; possible analytical check on velocity.

The three questions below were given as both pre and post tests in a section of Physics 201 in Spring 2018. The pretest was administered online, and the students were given the instruction, “Answer these questions WITHOUT looking up any information and without talking to anyone else. You will not lose or gain points based on your answers, but do your best in order to provide an accurate assessment of what you know at the beginning of the semester.” For the posttest, these same three questions were included in the final exam. These questions test the students’ understanding of three concepts that are both fundamental to the study of physics and very conceptually difficult. N = 22 students took the pretest, and N = 17 students took the posttest. Results are provided below each question.

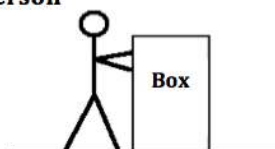
1. Which of the following runners is/are accelerating? (Circle each runner that has non-zero acceleration.)
- A. A runner that starts from rest and speeds up to 15 miles per hour (mph).
  - B. A runner that slows down from 15 mph to a stop.
  - C. A runner that runs along a straight track at a constant speed of 15 mph.
  - D. A runner that runs around a circular track at a constant speed of 15 mph.

Selecting both A & B demonstrates an understanding that the term “acceleration” includes both speeding up and slowing down. On the pretest, 10 out of 22 students (45%) answered both A & B; on the posttest 16 out of 17 students (94%) answered both A & B.

Selecting A, B, *and* D, demonstrates an understanding of the vector nature of acceleration. On the pretest, 2 out of 22 students (9%) answered A, B, *and* D; on the posttest, 9 out of 17 students (53%) answered A, B, *and* D.

**Problems 4 – 7 all refer to the figure on the right, which shows a person pushing a large box to the right with a constant velocity.**

4. The net force that is being exerted on the box will be...
- A. To the right
  - B. To the left
  - C. Up
  - D. Down
  - E. None of the above



The correct answer is E, which demonstrates an understanding of Newton’s first law of motion. On the pretest, 3 out of 22 students (13.6%) answered E; on the posttest, 13 out of 17 students (76.5%) correctly answered E. (The students explained their answer in problem #5 of the final exam.)

**14. Someone left a shopping cart sitting on some railroad tracks, and it got hit by a freight train. When the train hit the cart, was the force exerted on the shopping cart bigger, smaller, or the same as the force exerted on the freight train? Briefly explain/justify why your answer is correct and why your answer makes sense.**

The correct answer is that the forces were the same, which demonstrates an understanding of Newton's 3<sup>rd</sup> law. On the pretest, 14 out of 22 students (63.6%) answered this question correctly; on the posttest, 16 out of 17 students (94%) answered correctly.



## 7. Department of Biology

<b>Name of Program/Department:</b>	<b>Department of Biology</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Ann Stoeckmann, Ph.D.</b>

### **Biology Department Mission**

The mission of the Department of Biology is to produce scientifically literate graduates who display robust knowledge of biological principles from molecules to ecosystems. We train our undergraduate students to use their critical thinking skills and mastery of biological principles to perform inquiry into the biological world and effectively convey biological information. We are committed to experiential learning including laboratory, field, and research experiences. Students graduating from this program will be well prepared for a variety of professional careers or entry into graduate school programs.

### **Program Learning Outcomes:**

The Biology Department prepares students who:

1. understand major concepts in the biological sciences.
2. think critically and apply scientific principles to reach conclusions.
3. use the scientific approach.
4. communicate cogently.

### **Executive Summary of Report**

Presented in this report are the Biology Department's Mission, Program and Student Learning Outcomes, the assessment and results of each, and action items.

Achievement of our senior biology majors on concept knowledge and critical thinking skills (SLO 1 and 2) was assessed with a cumulative exam administered in our Senior Seminar courses both semesters. The overall average on the exam increased slightly this year over last spring (about 2%) and the spring 2017 semester group met the target (SLO 1: 63.2%, SLO 2: 60.9%). In the fall the department examined the previous year's results by concept area and determined that more genetics and evolution concepts and principles needed to be reinforced in the appropriate courses. The faculty enhanced their instruction in this area by devoting additional time in lecture or lab to review and reinforce genetics and evolution concepts and but the exit exam results in that area did not improve. In order to get a better understanding of the level of achievement at which Francis Marion University biology majors begin the major curriculum, we also administered the Senior Exit Exam to students enrolled in the first course in the biology major. Although not the same cohort of students, the overall exam averages showed that students begin the major with an average achievement of 37.8% and by the time they are seniors they increase their achievement to 57.4%. The Biology Department is in the process of examining the 2017-

2018 results by core area to determine where instruction needs to be enhanced to improve performance and are also investigating ways to improve our assessment methods for 2018-2019.

The Biology Department measured student achievement on use of the scientific approach and communication through student research project presentations and assignments in courses (SLO 3 and 4). The department used the rubric they developed as a more objective “direct measure” of Biology majors’ competence in the application and communication of the scientific approach. The rubric was used in the Spring semester to evaluate student research presentations at our research symposiums (RED and PURE). In two of the three presentation categories evaluated, the goal was met by one of the two sets of students but neither set met the goal in the third category. The department is modifying the rubric and developing additional rubrics for use evaluating other types of student activities that incorporate the use of the scientific approach and communication in 2018-2019.

### **Student Learning Outcomes**

SLO 1.0: Biology majors will identify key concepts in the core areas of Plant Biology, Ecology, Cell and Molecular Biology, Genetics and Evolution at an overall average at or above the 65% level.

SLO 2.0: Biology majors will demonstrate competence in critical thinking and the application of the scientific approach at or above the 65% level.

SLO 3.0: Students will explain and demonstrate how to 1) ask a question, 2) generate a credible literature review, 3) generate hypotheses, 4) execute hypothesis testing procedures, 5) organize and analyze data or information, 6) draw conclusions, and 7) produce a report to cogently communicate results at or above the 3.5 level.

SLO 4.0: Students will communicate cogently about biology at or above the 3.5 level.

### **Assessment Methods**

#### **Student Learning Outcomes 1 and 2:**

SLO 1.0: Biology majors will identify key concepts in the core areas of Plant Biology, Ecology, Cell and Molecular Biology, Genetics and Evolution at an overall average of 65% as measured by a common Biology Exit Exam.

SLO 2.0: Biology majors will demonstrate competence in critical thinking and the application of the scientific approach at the 65% level as evaluated by the Biology Exit Exam.

Performance on student learning outcomes 1 and 2 utilized a cumulative exam-(multiple choice format). Historically, the exam has been administered to students in the Senior Seminar course but because students take that course in one of their last two semesters prior to graduation some students may not be currently enrolled in or have completed all their course work. To address this issue of timing

of exam administration, we have begun administering the exam only to students in the semester they are graduating. In the Fall 2017 Senior Seminar course, enrolled students that would not be graduating until Spring 2018 did not take the exam. We followed the same procedure with the Spring 2018 Senior Seminar course. Graduating students that did not take the exam were contacted and arrangements made and they took the exam in Spring 2018.

To get an indication of how students entering the biology major perform, the cumulative exam was administered to those students in Biological Sciences I Laboratory (BIO 115L) who were taking the biology majors lecture and laboratory courses for the first time. This course is required of all biology majors. The exam was administered on the first laboratory class day within the first two weeks of the beginning of each semester (Fall 2017 and Spring 2018).

Students are expected to achieve a score of 65% or higher on the exit exam. We regard the mean percent score of the exam results to be a reasonable indicator of student-success in meeting the learning outcomes.

#### **Student Learning Outcome 3 and 4:**

SLO 3.0: Students will explain and demonstrate how to 1) ask a question, 2) generate a credible literature review, 3) generate hypotheses, 4) execute hypothesis testing procedures, 5) organize and analyze data or information, 6) draw conclusions, and 7) produce a report to cogently communicate results at or above a score of 3.5 for student presentations at RED and PURE as measured by a rubric developed by Biology Department used to evaluate student presentations.

SLO 4.0: Students will communicate cogently about biology at or above a score of 3.5 for student presentations at RED and PURE as measured by a rubric developed by Biology Department used to evaluate student presentations.

Students apply the process of science (SLO 3) and build communication skills (SLO 4) in courses in our Biology curriculum. There are opportunities to apply the process of science and to build communication skills with assignments and exercises in the laboratory portions of courses and through research projects outside of class. Students may complete independent research projects (SLO 3) and receive credit (e.g., Bio 497, Honor's Thesis) or they may take part in projects and not receive credit but receive a stipend (e.g., Biology Research Experience Program Fellows (BREP) that are supported by our INBRE grant and REAL, the University's quality enhancement program).

After completing their project students may write a report, a thesis, or a paper on their work or they may produce a poster or do an oral presentation (SLO 3 & 4). FMU has two venues on campus for presentations. One is PURE, the Biology Department's research symposium held once per semester. Another is the campus-wide Research and Exhibition Day held every spring.

To evaluate student competence in application and communication of the scientific approach, the Biology Department used a more objective “direct measure” of Biology majors’ competence in the application and communication of the scientific approach. The rubric was used two times in the spring 2018 semester. It was used in evaluation of student projects presented as posters at the campus-wide Research and Exhibition Day and oral presentations at the department’s PURE Symposium. Biology Department faculty not involved with the research spoke to each presenter and independently evaluated each RED poster (4 - 5 faculty) and PURE oral presentation (7 faculty) utilizing the evaluation rubric.

Because participation in RED and PURE is optional, we expect students to perform quite well on average. As such, we set a target of scores of 3.5 out of 4.0 in all hybrid areas.

## **Assessment Results**

### **Student Learning Outcomes 1 and 2:**

SLO 1.0: Biology majors identified key concepts in the core areas of Plant Biology, Ecology, Cell and Molecular Biology, Genetics and Evolution at an overall average of 58% as measured by a common Biology Exit Exam. Since our goal was 65%, this target was not achieved.

SLO 2.0: Biology majors demonstrated competence in critical thinking and the application of the scientific approach at the 57% level as evaluated by the Biology Exit Exam. Since our goal was 65%, this target was not achieved.

Tables 1 and 2 summarize the results for each learning outcome and include the questions in the exam that pertain to each learning outcome. Table 1 summarizes the results for the graduating seniors and includes the results from Spring 2017 for comparison. Table 2 summarizes the results for students entering the major (BIO 115L).

The overall mean on the exam did not meet the benchmark (65%). The year’s average decreased, about 4.7% (from 62.1% to 57.4%). Achievement this year in the separate areas of content and critical thinking both decreased when compared to last year’s results with critical thinking decreasing less.

In fall 2017 semester, the department examined the breakdown of 2016-2017 results by area. The breakdown of the results suggested a need to enhance instruction in the area of Genetics and the department worked to reinforce concepts in that area. Although more reinforcement had been incorporated, student performance did not improve in the area of Genetics .

Overall results for seniors (Table 1) were 20% higher than the students entering the major (Table 2, BIO 115L) showing overall achievement by biology students by the time they are seniors.

Table 1. Summary of results of the cumulative exam given to graduating seniors in Fall 2017 and Spring 2018. Results from Spring 2017 are included for comparison.

Learning Outcome	Assessment (Exam question that pertains to each learning outcome)	Results (Mean percent correct)	
		Spring 2017	2017-2018
1. Biology majors will identify key concepts in the core areas of Plant Biology, Ecology, Cell and Molecular Biology, Genetics and Evolution at an overall average of 65 as measured by a common Biology Exit Exam.	Concepts: 1, 2, 5-7, 9, 10, 12, 14-17, 20-23, 26, 28, 32, 34-36, 41, 43, 47-49	63.2	57.8
a. Plant Biology	5, 16, 22, 27, 29, 31, 39, 47	61.6	53.5
b. Ecology	3, 11, 12, 40, 44, 48	65.9	56.3
c. Cell and Molecular Biology	2, 7, 9, 10, 18, 20, 21, 25, 26, 28, 30, 33, 32, 36, 37,41, 42, 49, 50	61.7	60.6
d. Genetics and Evolution	11, 17, 22, 23, 39, 46	59.6	53.2
2. Biology majors will demonstrate competence in critical thinking and the application of the scientific approach as evaluated by the Biology Exit Exam.	3, 4, 8, 11, 13, 18-19, 24, 25, 27, 29-31, 33,27, 28, 40, 42, 44-46, 50	60.9	56.9
Number of students		41	61
Overall Exam Mean		62.1	57.4

Table 2. Summary of results of the cumulative exam given to students in BIO 115L in Fall 2017 and Spring 2018 taking the course for the first time.

Learning Outcome	Assessment (Exam question that pertains to each learning outcome)	Results (Mean percent correct)		
		Fall 2017	Spring 2018	Year
1. Biology majors will identify key concepts in the core areas of Plant Biology, Ecology, Cell and Molecular Biology, Genetics and Evolution at an overall average of 60 as measured by a common Biology Exit Exam.	Concepts: 1, 2, 5-7, 9, 10, 12, 14-17, 20-23, 26, 28, 32, 34-36, 41, 43, 47-49	39.1	35.7	37.4
a. Plant Biology	5, 16, 22, 27, 29, 31, 39, 47	27.5	25.3	26.4
b. Ecology	3, 11, 12, 40, 44, 48	46.8	43.8	45.3
c. Cell and Molecular Biology	2, 7, 9, 10, 18, 20, 21, 25, 26, 28, 30, 33, 32, 36, 37,41, 42, 49, 50	38.7	32.4	35.6
d. Genetics and Evolution	11, 17, 22, 23, 39, 46,	38.1	38.1	38.1

2. Biology majors will demonstrate competence in critical thinking and the application of the scientific approach as evaluated by the Biology Exit Exam.	3, 4, 8, 11, 13, 18-19, 24, 25, 27, 29-31, 33, 27, 28, 40, 42, 44-46, 50	41.0	36.1	38.6
Number of students		144	91	118
Overall Exam Mean		40.0	35.6	37.8

Several factors may be responsible for the exam mean results being below the benchmark.

One issue is that some questions in both learning outcomes assessed by the exam may cover content from courses that the student may have completed early in their course progression or are based on material in a subject area that is not reinforced in subsequent upper level courses (e.g., plant biology). In addition, results show that students performed better on the content-based questions (SLO 1) than they did on the critical thinking questions (SLO 2). However, that is not unexpected as critical thinking questions are more difficult. Additionally, poor performance on the critical thinking questions may be exacerbated if a critical thinking question combines content not yet covered or is from an early course and is not reinforced later.

#### **Student Learning Outcome 3 and 4:**

SLO 3.0: Students will explain and demonstrate how to 1) ask a question, 2) generate a credible literature review, 3) generate hypotheses, 4) execute hypothesis testing procedures, 5) organize and analyze data or information, 6) draw conclusions, and 7) produce a report to cogently communicate results at or above a score of 3.5 for student presentations at RED and PURE as measured by a rubric developed by Biology Department used to evaluate student presentations. In two of the three presentation categories, our goal was met by one of the two sets of students evaluated but neither set met the goal in the third category (Scientific Thought).

SLO 4.0: Students will communicate cogently about biology at or above a score of 3.5 for student presentations at RED and PURE and as measured by a rubric developed by Biology Department used to evaluate student presentations. In two of the three presentation categories, our goal was met by one of the two sets of students evaluated but neither set met the goal in the third category (Scientific Thought).

A rubric developed by Biology Department was used to evaluate student presentations. It was used to evaluate poster presentations at Research and Exhibition Day (RED, Table 4) and oral presentations at PURE symposium (Table 5). Scoring results were averaged for questions that fit into the same broad category (“Hybrid”).

Research Exhibition Day saw 13 biology students present their work at this campus-wide event. Francis Marion Biology faculty (4-5) not involved with the research, talked to each student presenter during the poster presentation and used the rubric to independently evaluated each poster. Those data are found below (Table 4):

Table 4: Aggregated Research Exhibition Day evaluations (n = number of faculty evaluators per poster, STD = Standard Deviation). Individual scoring results were averaged for evaluators and for questions that fit into the same broad category (“Hybrid”). Results from Spring 2017 are included for comparison.

Poster number	n	Hybrid Scientific Thought Score	STD	Hybrid Scientific Method Score	STD	Hybrid Communication Score	STD
2	5	3.60	0.61	3.24	0.65	3.24	0.65
4	5	3.47	0.50	3.52	0.70	3.40	0.69
11	5	3.53	0.88	3.92	0.27	3.76	0.43
13	4	2.83	0.80	2.80	1.08	2.35	1.28
19	4	2.67	0.85	2.70	0.84	3.20	0.68
21	5	3.40	0.71	3.72	0.45	3.84	0.37
22	5	3.73	0.44	3.52	0.57	3.64	0.56
23	5	2.87	0.81	3.28	0.72	3.12	0.71
28	5	3.27	0.68	3.48	0.57	3.48	0.64
30	5	4.00	0.00	3.96	0.20	3.96	0.20
35	5	3.20	0.65	3.20	0.57	3.08	0.80
37	4	3.25	0.82	2.70	1.05	2.85	1.01
43	5	2.93	1.00	3.28	0.78	3.12	0.65
<b>Average</b>		<b>3.29</b>	<b>0.67</b>	<b>3.33</b>	<b>0.65</b>	<b>3.31</b>	<b>0.67</b>
<b>(Average 2017)</b>		<b>(3.21)</b>	<b>(0.69)</b>	<b>(3.29)</b>	<b>(0.77)</b>	<b>(3.31)</b>	<b>(0.74)</b>

Although the averages in each area were below the 3.5 target, they did all fall within one standard deviation of that number. Furthermore, individual students were able to meet and even surpass the goal of 3.5 in any given category and several students met the target in each hybrid category.

At the spring 2018 P.U.R.E symposium, five biology students presented their faculty-mentored work by giving 12 minute oral presentations about their research. Seven biology faculty evaluated each of these talks with the evaluation rubric developed by the department. Those data are found below (Table 5):

Table 5: P.U.R.E symposium evaluations (n = number of faculty evaluators per presentation, STD = Standard Deviation). Results from Spring 2017 are included for comparison.

Talk number	n	Hybrid Scientific Thought Score	STD	Hybrid Scientific Method Score	STD	Hybrid Communication Score	STD
1	7	3.71	0.55	3.83	0.45	3.83	0.45
2	7	3.62	0.49	3.69	0.57	3.74	0.50
3	7	3.52	0.66	3.63	0.59	3.54	0.60
4	7	3.00	0.93	3.29	0.70	3.29	0.66
5	7	3.19	0.66	3.63	0.64	3.69	0.52
<b>Average</b> <b>(2017 average)</b>		<b>3.41</b> (3.54)	0.66 (0.60)	<b>3.61</b> (3.50)	0.59 (0.68)	<b>3.62</b> (3.60)	0.55 (0.59)

Averages in the hybrid categories of Scientific Method and Communication for the PURE presentations exceeded the score of 3.5 target. In addition, the average in Scientific Method increased over 2017 results. Average in the Scientific Thought category fell slightly below the 3.5 target.

### Action Items

To address the concerns below we are developing an action plan to be implemented during the next academic year.

### Student Learning Outcomes

SLO 1.0: Biology majors will identify key concepts in the core areas of Plant Biology, Ecology, Cell and Molecular Biology, Genetics and Evolution at an overall average of 65% as measured by a common Biology Exit Exam.

SLO 2.0: Biology majors will demonstrate competence in critical thinking and the application of the scientific approach at the 65% level as evaluated by the Biology Exit Exam.



SLO 1 and 2:

1. In 2017-2018 the program implemented an alternative scheduling for administering and scoring the Exit Exam to determine how to better assess students only in the semester in which they are graduating and so therefore would be taking or have taken all relevant course work. We decided that the exam would be administered to only students in the semester in which they graduate. In Fall 2017, the exam was administered to only those students graduating at the end of Fall semester. Likewise, at the end of Spring 2018, the exam was administered only to those students graduating in Spring 2018. Any student who completed the Senior Seminar course in the Fall 2017 semester but will not graduate until spring and therefore did not take the exam in fall, was contacted and took the exam at the end of the Spring 2018 semester. This procedure was successful and will be continued in the future.
2. The breakout of the 2016-2017 results into the four core areas (Plant Biology, Ecology, Cell and Molecular Biology, and Genetics and Evolution) showed that student achievement decreased the area of Genetics and Evolution. In Fall 2017, the Biology Program ensured that certain core principles and concepts in that area were reinforced in upper level courses where this material is included in the 2017-2018 academic year (taught in 2017-2018 including but not limited to: Bio 105 and 106 Biological Sciences I and II, Bio 401 Genetics, Bio 409 Evolutionary Biology).

The breakout of the 2017-2018 results into the four core areas showed that student achievement decreased the areas of Plant Biology, Ecology, and Genetics and Evolution. In Fall 2018, the Biology Department will ensure that certain core principles and concepts in those areas are reinforced in upper level courses where this material is included in the 2018-2019 academic year (to be taught in 2018-2019 including but not limited to: Bio 105 and 106 Biological Sciences I and II, Bio 206 and 207 Flora, Bio 201 Conservation Biology, Bio 303 Plant Kingdom, Bio 307 Plant Anatomy/Physiology, Bio 308 Aquatic Ecology, Bio 317 Marine Ecology, Bio 320 Plant Evolution/Diversity, Bio 401 Genetics, Bio 409 Evolutionary Biology).

3. The department evaluated the exam question types (critical thinking and application of science questions) and for balance between each core area and content vs critical thinking. However, the process was not completed fully this academic year. This objective will be carried over the 2018-2019 academic year.
4. The Biology Department began its investigation of validated questions from Concept Inventories to be used on our exams, however, the process was not completed fully this academic year. This objective will be carried over the 2018-2019 academic year.

SLO 3.0: Students will explain and demonstrate how to 1) ask a question, 2) generate a credible literature review, 3) generate hypotheses, 4) execute hypothesis testing procedures, 5) organize and analyze data or information, 6) draw conclusions, and 7)

produce a report to cogently communicate results.

SLO 4.0: Students will communicate cogently about biology.

SLO 3 and 4:

The Biology Department again used the scoring rubric developed primarily for presentations.

1. The department will continue to utilize the rubric in evaluation of senior projects in RED and PURE.
2. The department determined no other modifications to the rubric were needed for presentation –based assignments.
3. Given our rubric was designed primarily for presentation-based assignments, a number of individual questions are not applicable to written assignments. Therefore, in fall 2017 the department began developing additional rubrics for use evaluating other types of student assignments (e.g. oral presentations, in-class poster presentations, and in-class laboratory assignments in appropriate upper-level courses). Work on this objective is not complete and will be carried over the 2018-2019 academic year.
4. We decided to expand the use of the rubric to increase consistency in common courses and lab sections. This objective will be carried over the 2018-2019 academic year.
5. We discussed the feasibility of an evaluation committee to score in-class presentations and written laboratory reports to allow for repeat measures of assignments that would otherwise receive one evaluation from the instructor of record. This objective will be carried over the 2018-2019 academic year. To increase the consistency in the evaluation of student presentations, at RED and PURE in spring 2018, we will again task a group with evaluating all the biology students presenting as we did in 2017.
6. In 2017-2018, we have incorporated more assignments that require students to apply the process of science into our courses.
7. We facilitated the process by which faculty can mentor students in research projects outside of the classroom.
8. To notify students of research opportunities, we continued to use the *Research Opportunities* section of the bulletin board outside the biology office, we increased the frequency of updating of our website section, and we created a new website this year to showcase our active research areas. Additionally, a monitor was installed in the main hallway in the biology program to announce opportunities.

SLO 4: The Biology Program worked on designing a writing assignment program likely using a scaffolding approach to be used in the freshman course sequence. Implementation of a writing program has been rolled into the program's discussion on redesigning our curriculum. The program also sponsored and promoted a workshop for our students on the writing of lab reports and other scientific documents. We made progress but this objective will be carried over to the 2018-2019 academic year.

**Appendix 1 – Presentation Rubric**

Project: \_\_\_\_\_ (poster number)

**What was most impressive about this project/presentation?**

**What change could most improve this project/presentation?**

Low → High

**SCIENTIFIC THOUGHT**

Degree to which the student clearly states a thoughtful question. 1 2 3 4

Degree to which the student clearly state their research hypothesis or purpose 1 2 3 4

Is the significance of this research clear in terms of the ‘big picture?’ 1 2 3 4

**SCIENTIFIC METHOD**

Is the method of investigation appropriate to the problem? 1 2 3 4

Is the information sufficiently documented? 1 2 3 4

Has the student collected sufficient data to justify the conclusions made? 1 2 3 4

Has the student analyzed the data in a way to justify the conclusions made? 1 2 3 4

Is the student’s own work clearly reflected in the project? 1 2 3 4

**COMMUNICATION**

Does the presentation (display) represent a complete story or concept? 1 2 3 4

Is the presentation (display) self-explanatory? 1 2 3 4

Do the text, charts, and diagrams aid in the understanding of the project? 1 2 3 4

**COMMUNICATION (In person only)**

Does the presenter give a clear and concise description of the project? 1 2 3 4

Does the presenter communicate effectively in oral responses to questions? 1 2 3 4

**RATING GUIDELINES**  
 Low →High  
 1 – Fair  
 2 – Good  
 3 - Excellent  
 4 – Superior

**Presentation type**  
 Poster presentation  
 Course assignment (BIO\_\_\_\_\_)   
 Other \_\_\_\_\_

*Additional Comments may be place on the reverse*

*\*Adapted from Sigma XI Student Research Conference Template*

## 8. Master of Science in Applied Psychology and Specialist in School Psychology

# Institutional Effectiveness Report

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**Name of Program/Department:** Master of Science in Applied Psychology and Specialist in School Psychology

**Year:** 2017-2018

**Name of Preparer:** Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP

### Program Mission

Francis Marion University is responsive to the needs of the region by offering the Master of Science in Applied Psychology (MSAP) and the Specialist in School Psychology (SSP) and proposing program modifications in these professional degree programs as indicated. Graduates of the MSAP program in Clinical/Counseling Psychology and the SSP program in School Psychology will have developed the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners. The MSAP degree in the School Psychology program is an intermediate degree rather than a terminal degree, and students in the School Psychology Option must complete both the MSAP and the SSP to be eligible for practice. The MSAP program adheres to the standards of training of the Council of Applied Master's Programs in Psychology (CAMPP), and is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC). The SSP program adheres to the standards of training of the National Association of School Psychologists (NASP), is approved as a specialist-level training program of school psychologists by NASP, and is nationally recognized by the National Council for Accreditation of Teacher Education (NCATE). Students and graduates of the MSAP and SSP programs bring scholarship and reflection to their work, as well as an understanding of diversity in clientele, methodology, and application. MSAP and SSP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of psychology. MSAP and SSP faculty members consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

### Program Learning Outcomes (PLOs)

Graduates of the Master of Science in Psychology and Specialist in School Psychology programs at Francis Marion University will:

1. Have the knowledge required to be successful as Licensed Professional Counselors, Licensed Psychoeducational Specialists, or Nationally Certified School Psychologists.
2. Have the skills needed to be able to function successfully as Licensed Professional Counselors, Licensed Psychoeducational Specialists, or Nationally Certified School Psychologists.
3. Be able to analyze problems and develop solutions or strategies to solve those problems.
4. Be able to communicate effectively.
5. Be able to apply their discipline's code of ethics when making decisions.
6. Be able to design an experiment and analyze data.

## Executive Summary

The Master of Applied Science in Clinical/Counseling Psychology (MSAP) and Specialist in School Psychology (SSP) programs generally have been successful this year in meeting the benchmarks established by the faculty. The MSAP program met or exceeded all benchmarks across all three student learning outcomes (SLOs) as rated by the interns, practica supervisors, and students enrolled in their practica. Although the benchmark set for ratings of interns by internship supervisors was met for the areas of Communication/Collaboration, Therapeutic Interventions, and Professional Behavior, our interns did not meet the benchmark set for the areas of Interviewing and Psychological Assessment, Group or Family Treatment, or Consultation and In-Service Training on the assessment completed by the internship supervisor. The program is reviewing the current course offerings to determine if changing either the course sequencing or content of courses is necessary to improve these outcomes.

The SSP program met or exceeded the set benchmarks for three of the four SLOs. Similar to last year, the students in the SSP program continue to have difficulties with Research and Program Evaluation, specifically how to make their research project contribute meaningfully to the scientific discipline of psychology. In addition, internship supervisors and students also indicated that this was a particular area of difficulty for them. Thus, although they have had no difficulty with recognizing the content of Research and Program Evaluation, as evaluated by their performance on the national exam, these students do have difficulty with the application of the concepts in their day-to-day work. The program has approved a change in the timing of the required research course, moving it from the beginning of the first year of training to the end of the second year of training. This change will be implemented in the Fall 2016.

Although the programs are generally meeting their benchmarks, we seek to continue to improve SLOs. Thus, the MSAP and SSP programs' curricula have had multiple changes over the course of the last year. The MSAP has two required courses and two related practica added: PSY 644 Substance Abuse Counseling/PSY 600 Practicum and PSY 703 Counseling for Social Justice and Diversity/PSY 700 Practicum. While improving SLOs, the addition of these courses brings the MSAP program to 60 credit hours, giving our program reciprocity for licensure in other states. The SSP program has altered one course (i.e., PSY 704 Academic Assessment and Intervention) to not only improve SLOs, but also to meet the state's Read to Succeed mandate (i.e., PSY 674: Academic Assessment and Intervention: Literacy). Furthermore, the SSP has deleted two courses from its curriculum (i.e., EDUC 616 Curriculum and Organization of Public Schools, K-12 and EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners) and added three (i.e., EDUC 637 Foundations of Reading, PSY 703 Counseling for Social Justice and Diversity, PSY 774 Academic Assessment and Intervention: Numeracy). All curricula changes that have been approved will be implemented beginning in Fall 2016.

The MSAP and SSP faculty are particularly proud of our students and their performance in meeting not only the SLOs established by the programs, but also meeting the standards set by our national accrediting bodies (i.e., CAMPP & NASP). This is evidenced by their 18-year 100% passing rate, on both the *Praxis II Examination* and the *National Counselor Exam (NCE)*. In addition, all students who have graduated from both programs were offered positions within the Pee Dee Region of SC, fulfilling our program mission to "develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners".

## School Psychology Program

### Student Learning Outcomes

1. Students will develop a knowledge base in psychology and understand the major domains of practice for the discipline.
  - Practices that Permeate All Aspects of Service Delivery
    - Data-based decision making
    - Consultation & collaboration
  - Direct and Indirect Services for Children, Families, & Schools
    - Interventions and instructional support to develop academic skills
    - Interventions and mental health services to develop social and life skills
  - Systems-Level Services
    - School-wide practices to promote learning
    - Preventive and response services
    - Family-school collaboration services
  - Foundations of School Psychological Service Delivery
    - Diversity and development in learning
    - Research and Program evaluation
    - Legal, ethical, and professional practice
  - Applied psychological foundations including:
    - biological basis of behavior,
    - acquired or learned bases of behavior
    - social/cultural/systemic bases of behavior, and
    - individual or unique bases of behavior.
2. Students will communicate psychological concepts effectively using the professional standards of the discipline.
3. Students will apply ethical standards to evaluate psychological science and practice.
4. Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.

## Assessment Methods

Table 1. Student Learning Outcomes, Measures, and Benchmarks

Student Learning Outcome	Measures	Benchmark
Students will develop a knowledge base in psychology and will obtain an understanding of the major domains of practice for the discipline.	Praxis Exam	Score of 147
	Written Exam	Score of <ul style="list-style-type: none"> <li>• <math>\geq 40\%</math> for First Year Students</li> <li>• <math>\geq 50\%</math> for Second Year Students</li> </ul>
	Oral Exam	Score of <ul style="list-style-type: none"> <li>• <math>\geq 2.0</math> for First Year Students</li> <li>• <math>\geq 3.0</math> for Second Year Students</li> </ul>
	Supervisor Ratings	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 2.0</math> for First Year students</li> <li>• <math>\geq 3.0</math> for Second Year Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
Students will communicate psychological concepts effectively using the professional standards of the discipline.	Assessment Reports	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 50\%</math> for First Year Students</li> <li>• <math>\geq 60\%</math> for Second Year Students</li> <li>• <math>\geq 70\%</math> for Interns</li> </ul>
	Case Studies	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 50\%</math> for First Year Students</li> <li>• <math>\geq 60\%</math> for Second Year Students</li> <li>• <math>\geq 70\%</math> for Interns</li> </ul>
	Portfolio	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 2.0</math> for First Year students</li> <li>• <math>\geq 3.0</math> for Second Year Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
	Student Exit Interviews	$\geq 3.0$ across each domain
Students will apply ethical standards to evaluate psychological science and practice.	Praxis Exam (Interns) and Written Exam (First & Second Year Students)	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 40\%</math> for First Year Students</li> <li>• <math>\geq 50\%</math> for Second Year Students</li> <li>• <math>\geq 60\%</math> for Interns</li> </ul>
	Oral Exam (First & Second Year Students)	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 40\%</math> for First Year Students</li> <li>• <math>\geq 50\%</math> for Second Year Students</li> </ul>
	Supervisor Ratings	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 2.0</math> for First Year students</li> <li>• <math>\geq 3.0</math> for Second Year</li> </ul>

Student Learning Outcome	Measures	Benchmark
	Portfolio	Students <ul style="list-style-type: none"> <li>• <math>\geq 4.0</math> for Interns</li> </ul> Scores of <ul style="list-style-type: none"> <li>• <math>\geq 2.0</math> for First Year students</li> <li>• <math>\geq 3.0</math> for Second Year Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.	Research Project (Interns)	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
	Supervisor Ratings	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 2.0</math> for First Year students</li> <li>• <math>\geq 3.0</math> for Second Year Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
	Portfolio	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 2.0</math> for First Year students</li> <li>• <math>\geq 3.0</math> for Second Year Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>



## Assessment Results

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

### School Psychology Option Assessment-Praxis II Performance

Scores on the Praxis II Examination necessary for certification and licensure in school psychology were received for all six students completing internships in the School Psychology Option (See Table 2). The six program completers received scores on the Praxis II, which was revised and implemented this year. The mean score for these six completers was 168 with individual scores ranging from 163 to 175. The required cut-score for national certification of school psychologists has been set at 147.

By these evaluative criteria, all graduates exceeded the examination requirements for certification in their anticipated states of practice. Graduates of the program have traditionally provided a 100% pass rate for the required certification and licensure examination, and this year's graduates continue that tradition. This target was achieved.

Table 2. Students' Knowledge and Skills for the School Psychology Program

<b>Principal</b>	<b>2015-2016 (n=7)</b>	<b>2016-2017 (n=6)</b>	<b>2017-2018 (n=4)</b>
<b>Professional Practices, Practices that Permeate all Aspects of Service (2.1, 2.2)</b>	76%	74%	76%
<b>Direct and Indirect Services for Children, Families, &amp; Schools (2.3, 2.4)</b>	88%	79%	71%
<b>Systems-Level Services (2.5, 2.6, 2.7)</b>	71%	82%	87%
<b>Foundations of School Psychological Service Delivery (2.8, 2.9, 2.10)</b>	71%	80%	64%
<b>OVERALL</b>	<b>76%</b>	<b>79%</b>	<b>74%</b>

### Written Examination

This year first and second year school psychology students completed a program-developed written examination. It consists of 90 multiple-choice questions and was designed to be similar in content and format to the Praxis II examination required for certification and licensure, and it is updated regularly to reflect changes in the field and Praxis content. Table 3 illustrates the results of this exam. First year students are required to obtain a 40% or greater in each area of the written examination. Second year students must meet or exceed a 50% on each area of the written examination. All students met the benchmark goal set by the program, with the exception of Foundations of School Psychological Service Delivery.

Table 3. Students' Knowledge and Skills for the School Psychology Program

Principal	2015-2016		2016-2017	
	First Year (n=6)	Second Year (n=6)	First Year (n=8)	Second Year (n=4)
<b>Professional Practices, Practices that Permeate all Aspects of Service (2.1, 2.2)</b>	42%	46%	39%	40%
<b>Direct and Indirect Services for Children, Families, &amp; Schools (2.3, 2.4)</b>	50%	56%	52%	53%
<b>Systems-Level Services (2.5, 2.6, 2.7)</b>	46%	65%	60%	63%
<b>Foundations of School Psychological Service Delivery (2.8, 2.9, 2.10)</b>	51%	63%	50%	43%
<b>OVERALL</b>	<b>48%</b>	<b>58%</b>	<b>50%</b>	<b>50%</b>

Principal	2017-2018	
	First Year (n=12)	Second Year (n=5)
<b>Professional Practices, Practices that Permeate all Aspects of Service (2.1, 2.2)</b>	42%	42%
<b>Direct and Indirect Services for Children, Families, &amp; Schools (2.3, 2.4)</b>	53%	54%
<b>Systems-Level Services (2.5, 2.6, 2.7)</b>	57%	63%
<b>Foundations of School Psychological Service Delivery (2.8, 2.9, 2.10)</b>	55%	52%
<b>OVERALL</b>	<b>52%</b>	<b>53%</b>

#### Oral Examination

First and second year School Psychology students sit for an oral examination, plus portfolio and transcript review in addition to the written examination. The oral examination consists of a case simulation for a hypothetical client with background characteristics, interview and observational data, test scores and graphs/data of responses presented for the student's analysis, summary and intervention recommendations. At least two faculty members evaluate each student's responses on a rating scale developed by the program faculty, and the median ratings of the faculty members present for each examination are recorded as the student's score for each question (Inter-rater Reliability = .85). A 5 point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used for each of 10 rating items. The rating items for first and second year students are only partially overlapping due to differences in completed course/practicum backgrounds and developed skill sets, and therefore item by item comparisons between cohorts are not possible. First year students are required to obtain ratings greater than 2.0 on the oral examination. Second year students must meet or exceed a criterion rating of 3.0 on the oral examination. All students across both cohorts met or exceeded the benchmarks set on the oral examination. This target was achieved. Table 4 shows the results from this oral examination.

Table 4. Results of School Psychology Oral Exam

	2014-2015		2015-2016		2016-2017		2017-2018	
	First Year	Second Year	First Year	Second Year	First Year	Second Year	First Year	Second Year
<b>2.1 Data-based Decision Making and Accountability</b>	2.56	3.43	2.70	3.78	3.20	3.85	2.42	3.55
<b>2.2 Consultation and Collaboration</b>	-	3.43	-	3.83	-	3.27	-	3.40
<b>2.3 Interventions and Instructional Support to Develop Academic Skills</b>	-	3.57	-	4.25	-	3.88	-	3.60
<b>2.4 Interventions and Mental Health Services to Develop Social and Life Skills (2.4)</b>	2.83	3.43	2.40	4.0	3.06	3.75	2.75	3.60
<b>2.5 School-Wide Practices to Promote Learning</b>	-	3.00	-	3.83	3.27	3.00	-	3.90
<b>2.6 Preventive and Responsive Services</b>	-	3.43	-	4.06	-	3.18	-	3.80
<b>2.7 Family-School Collaboration Services</b>	-	3.43	-	3.70	-	3.92	-	3.60
<b>2.8 Diversity in Development and Learning</b>	2.67	3.57	2.40	4.08	3.31	3.14	2/58	4.00
<b>2.9 Research and Program Evaluation</b>	-	3.57	-	4.25	-	3.32	-	3.60
<b>2.10 Legal, Ethical, &amp; Professional Practice</b>	2.33	3.29	2.40	3.33	3.18	3.75	2.67	3.60
<b>OVERALL</b>	<b>2.60</b>	<b>3.42</b>	<b>2.55</b>	<b>3.91</b>	<b>3.20</b>	<b>3.51</b>	<b>2.60</b>	<b>3.67</b>

#### Portfolio Review

The master portfolio of the previous year's work presented by the student also is evaluated at this time. Since items in the portfolio were previously rated and graded during the course/practicum in which the requirements were met, portfolio items are rated simply on a 5-point scale, where 1 represented "remedial work," and 5 represented "advanced skills comparable to autonomous practice". First year students are required to obtain ratings greater than 2.0 on the portfolio. Second year students must meet or exceed a criterion rating of 3.0 on the portfolio.

Results of the First and Second Year Student Reviews are presented in Table 5. All students across all cohorts met or exceeded the benchmark set. This target was achieved.

Table 5. Results of First and Second Year School Psychology Student Portfolios

	2015-2016			2016-2017		
	First Year	Second Year	Third Year	First Year	Second Year	Third Year
<b>Data-based Decision Making and Accountability (2.1)</b>	2.40	3.00	4.71	3.57	3.50	4.67
<b>Consultation and Collaboration (2.2)</b>	-	3.80	5.00	3.83	3.50	4.67
<b>Interventions and Instructional Support to Develop Academic Skills (2.3)</b>	-	4.00	4.14	-	4.50	4.83
<b>Interventions and Mental Health Services to Develop Social and Life Skills (2.4)</b>	2.60	3.50	4.14	3.67	4.00	4.50
<b>School-Wide Practices to Promote Learning (2.5)</b>	2.80	4.85	4.85	3.57	3.75	5.00
<b>Preventive and Responsive Services (2.6)</b>	-	4.00	4.71	-	3.50	4.83
<b>Family-School Collaboration Services (2.7)</b>	2.60	4.85	4.85	3.57	4.00	4.83
<b>Diversity in Development and Learning (2.8)</b>	2.80	3.00	4.85	3.71	4.25	4.83
<b>Research and Program Evaluation (2.9)</b>	2.20	4.71	4.71	-	3.50	5.00
<b>Legal, Ethical, &amp; Professional Practice (2.10)</b>	2.40	3.00	4.29	3.86	3.88	4.83
<b>OVERALL</b>	<b>2.54</b>	<b>3.87</b>	<b>4.63</b>	<b>3.71</b>	<b>3.83</b>	<b>4.76</b>

	2017-2018		
	First Year	Second Year	Third Year
<b>Data-based Decision Making and Accountability (2.1)</b>	2.50	2.80	4.25
<b>Consultation and Collaboration (2.2)</b>	2.75	3.20	4.00
<b>Interventions and Instructional Support to Develop Academic Skills (2.3)</b>	2.00	2.80	4.00
<b>Interventions and Mental Health Services to Develop Social and Life Skills (2.4)</b>	2.75	2.80	4.00
<b>School-Wide Practices to Promote Learning (2.5)</b>	2.50	2.80	4.50
<b>Preventive and Responsive Services (2.6)</b>	2.50	2.80	4.50
<b>Family-School Collaboration Services (2.7)</b>	2.50	2.80	4.50
<b>Diversity in Development and Learning (2.8)</b>	2.80	2.80	5.00
<b>Research and Program Evaluation (2.9)</b>	2.20	4.00	4.00
<b>Legal, Ethical, &amp; Professional Practice (2.10)</b>	2.80	4.00	5.00
<b>OVERALL</b>	<b>2.53</b>	<b>3.15</b>	<b>4.38</b>

### *Practicum Supervisor Ratings*

Practicum field supervisor ratings are required to be completed by both university- and site-based supervisors for all students each semester. First year students are required to obtain ratings greater than 2.0 on the practicum supervisor ratings. Second year students must meet or exceed a criterion rating of 3.0 on the practicum supervisor ratings.

Examination of field supervisor ratings submitted showed that all students met or exceeded minimum requirements for acceptable performance and contact hours in course-related practice settings. Refer to Table 6 for the results of these ratings.

Table 6. Results of First and Second Year Practicum Supervisor Ratings

Domain/Year	2015-2016		2016-2017		2017-2018	
	First Year	Second Year	First Year	Second Year	First Year	Second Year
Data-based Decision Making and Accountability	2.47	3.51	2.47	3.51	2.72	3.04
Consultation and Collaboration	2.35	3.59	2.35	3.59	3.69	3.86
Interventions and Instructional Support to Develop Academic Skills	2.40	3.83	2.40	3.83	3.44	3.49
Interventions and Mental Health Services to Develop Social and Life Skills	3.40	4.10	3.40	4.10	3.38	3.35
School-Wide Practices to Promote Learning	3.46	3.57	3.46	3.57	3.22	3.25
Preventive and Responsive Services	2.09	3.99	2.09	3.99	3.28	3.39
Family-School Collaboration Services	2.97	3.75	2.97	3.75	3.45	3.52
Diversity in Development and Learning	3.11	3.68	3.11	3.68	3.20	3.65
Research and Program Evaluation	2.23	3.90	2.23	3.90	2.75	3.52
Legal, Ethical, & Professional Practice	2.54	3.56	2.54	3.56	3.39	3.64
<b>OVERALL</b>	<b>2.70</b>	<b>3.75</b>	<b>2.70</b>	<b>3.75</b>	<b>3.25</b>	<b>3.52</b>

## School Psychology Option Assessment-Internship Performance Assessment

To assess our goal of developing professionals with skills necessary to work as applied psychologists, the Department assesses the internship experience. In the school psychology option, this year was the eighth year of use for a revised set of practicum and internship field supervisor rating forms designed to provide increased information relevant to NASP training domains. End-of-Internship ratings of school psychology interns by field-based supervisors for 4 interns (all degree seeking students completing level II certification training) who completed their one academic year internship in Spring 2018 produced a mean composite rating of 4.67 on a 5 point scale, with a rating of 5 representing competence at the level of unsupervised practice, 4 representing a requirement of minimal or occasional supervision, and 3 indicating continued intermediate supervision required. Interns must meet or exceed a criterion rating of 4.0 on the practicum supervisor ratings. Mean internship supervisor ratings computed in relation to NASP training Domains and other skill competency areas are shown in Table 7.

All six of the interns met the criterion set. This target was achieved. Written comments by supervisors for school psychology interns were uniformly positive, indicating overall satisfaction by supervisors with the nature and level of intern preparation within the option, and with intern performance while on internship.

Table 7. School Psychology Internship Supervisor Rating Results by Average for Professional Skill Domains

Domain/Year	2015-2106	2016-2017	2017-2018
<b>Data-based Decision Making and Accountability</b>	4.26	4.15	4.71
<b>Consultation and Collaboration</b>	4.22	4.16	4.60
<b>Interventions and Instructional Support to Develop Academic Skills</b>	4.32	4.46	4.65
<b>Interventions and Mental Health Services to Develop Social and Life Skills</b>	4.17	4.42	4.64
<b>School-Wide Practices to Promote Learning</b>	4.13	4.90	4.52
<b>Preventive and Responsive Services</b>	4.19	4.38	4.66
<b>Family-School Collaboration Services</b>	4.42	4.77	4.57
<b>Diversity in Development and Learning</b>	4.44	4.77	4.78
<b>Research and Program Evaluation</b>	3.87	4.56	4.80
<b>Legal, Ethical, &amp; Professional Practice</b>	4.27	3.97	4.80
<b>OVERALL</b>	<b>4.23</b>	<b>4.23</b>	<b>4.67</b>

### School Psychology Option Assessment & Exit Interviews

School psychology option graduates also were asked to rate the extent to which they assessed their courses, practica, and internship work as addressing NASP skill domains. A 5-point scale was employed where 3 represented “general competence,” 4 represented “considerable competence,” and 5 represented “complete competence.” The program aspired to exceed a criterion rating of 3.0 across all ratings.

Across the 10 skill domains, course and practicum ratings averaged 4.92 and internship ratings averaged 4.37. This target was achieved. Mean ratings for each NASP Domain are displayed in Table 8. Collectively, students completing the program at the end of internship rated their course, practicum, and internship experiences as preparing them in regard to NASP skill domains at a level of general competence or higher.

Comments from students during exit interviews indicated that they generally felt well prepared and are confident in using their skillset in everyday practice. However, several issues were identified to improve the program. First, the students felt that more time should be spent in class on program evaluation and single case design. They also identified that they would like more intervention courses to deal with problematic behaviors that they encounter on a daily basis. Finally, they expressed an interest in having more time spent in crisis prevention, threat assessment, suicide risk assessment, and crisis intervention.

Table 8. Mean Ratings across NASP Domains for School Psychology Option

	2015-2016		2016-2017		2017-2018	
	Courses	Internship	Courses	Internship	Courses	Internship
<b>Data-based Decision Making and Accountability</b>	4.59	4.54	4.61	4.89	4.94	4.50
<b>Consultation and Collaboration</b>	4.62	4.68	4.13	4.38	4.92	4.58
<b>Interventions and Instructional Support to Develop Academic Skills</b>	4.61	4.61	4.36	4.67	4.94	4.50
<b>Interventions and Mental Health Services to Develop Social and Life Skills</b>	4.75	4.66	4.22	4.61	4.94	3.89
<b>School-Wide Practices to Promote Learning</b>	4.59	4.71	3.89	4.42	4.78	4.06
<b>Preventive and Responsive Services</b>	4.67	4.49	4.36	4.67	4.94	4.00
<b>Family-School Collaboration Services</b>	4.57	4.29	4.03	4.31	4.83	4.33
<b>Diversity in Development and Learning</b>	4.45	4.62	4.56	4.89	5.00	4.83
<b>Research and Program Evaluation</b>	4.49	4.54	4.57	4.93	4.93	4.07
<b>Legal, Ethical, &amp; Professional Practice</b>	4.73	4.69	4.55	4.86	5.00	4.90
<b>OVERALL</b>	<b>4.61</b>	<b>4.59</b>	<b>4.33</b>	<b>4.66</b>	<b>4.92</b>	<b>4.37</b>

Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.

### Evaluation Reports

To assess our learning goal of communicating psychological concepts, the program assesses the evaluation reports that are provided to parents and schools. A 5 point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used. First year students are required to obtain ratings greater than 50% on all reports. Second year students must meet or exceed a criterion rating of 60% on all reports. Interns must meet or exceed a criterion of 70%. Results of this assessment are shown in Table 9.

Results from these data indicate that each cohort met or exceeded the minimum criterion that was set. First year students averaged 60% on their reports; second year students averaged 68% on their reports; interns averaged 89% on their reports.. The target was achieved.

Table 9. Evaluation Report Means

	2015-2016			2016-2017		
	First Year	Second Year	Third Year	First Year	Second Year	Third Year
<b>Background</b>	59%	73%	77%	57% (2.86)	75% (3.77)	95% (4.74)
<b>Behavioral Observations</b>	56%	66%	77%	58% (2.90)	56% (2.80)	83% (4.13)
<b>Data Analysis and Interpretation Percentage</b>	59%	70%	89%	58% (2.90)	70% (3.50)	93% (4.67)
<b>Synthesis</b>	58%	66%	81%	56% (2.82)	66^ (2.75)	91% (4.56)
<b>Application</b>	61%	66%	79%	76% (3.80)	60% (3.00)	76% (3.78)
<b>Style, Clarity, &amp; Communication</b>	60%	73%	87%	54% (2.72)	89%(4.46)	99% (4.94)
<b>OVERALL</b>	<b>59%</b>	<b>69%</b>	<b>82%</b>	<b>60% (3.00)</b>	<b>68% (3.38)</b>	<b>89% (4.47)</b>

	2017-2018		
	First Year	Second Year	Third Year
<b>Assessment Procedures</b>	59% (2.96)	76% (3.78)	97% (4.84)
<b>Background</b>	53% (2.65)	70% (3.48)	76% (3.80)
<b>Behavioral Observations</b>	52% (2.60)	62% (3.12)	66% (3.30)
<b>Data Analysis and Interpretation Percentage</b>	54% (2.71)	72% (3.60)	88% (4.39)
<b>Synthesis</b>	51% (2.55)	72% (3.60)	95% (4.75)
<b>Application</b>	44% (2.18)	70% (3.50)	89% (4.46)
<b>Style, Clarity, &amp; Communication</b>	53% (2.67)	71% (3.57)	100% (5.00)
<b>OVERALL</b>	<b>52% (2.62)</b>	<b>70% (3.52)</b>	<b>87% (4.36)</b>

### Case Studies

To assess our learning goal of communicating psychological concepts, the program assesses the case studies that are provided to school professionals. A 5 point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used. First year students are required to obtain ratings greater than 50% on all case studies. Second year students must meet or exceed a criterion rating of 60% on all case studies. Interns are must meet or exceed a criterion of 70% on all case studies. Results of this assessment are shown in Table 10.



Results from these data indicate that each cohort met or exceeded the minimum criterion that was set. First year students averaged 60% on their case studies; second year students averaged 70% on their case studies; interns averaged 70% on their case studies. This target was achieved.

Table 10. Case Study Means

	2015-2016			2016-2017		
	First Year	Second Year	Third Year	First Year	Second Year	Third Year
<b>Problem Identification</b>	88%	84%	80%	76%	68%	78%
<b>Problem Analysis</b>	99%	81%	95%	78%	74%	77%
<b>Intervention</b>	100%	95%	97%	80%	97%	99%
<b>Evaluation</b>	93%	65%	80%	66%	61%	56%
<b>TOTAL</b>	<b>78%</b>	<b>81%</b>	<b>88%</b>	<b>75%</b>	<b>75%</b>	<b>78%</b>

	2017-2018		
	First Year	Second Year	Third Year
<b>Problem Identification</b>	72%	70%	63%
<b>Problem Analysis</b>	60%	68%	65%
<b>Intervention</b>	54%	89%	98%
<b>Evaluation</b>	52%	52%	52%
<b>TOTAL</b>	<b>60%</b>	<b>70%</b>	<b>70%</b>

Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.

Scores on the Praxis II Examination necessary for certification and licensure in school psychology were received for all six students completing internship (See Table 11). The four program completers received scores on the Praxis II, which was revised and implemented this year. The program expects that our students will achieve a minimum of 60% on internship in the domain of *Foundations of School Psychological Service Delivery*, which includes ethical decision-making. By these evaluative criteria, all students exceeded the benchmark set. This target was achieved.

Table 11. Students' Knowledge and Skills for the School Psychology Program

Principal	2015-2016 (n=7)	2016-2017 (n=6)	2017-2018 (n=4)
<b>Foundations of School Psychological Service Delivery</b>	71%	80%	64%

## Written Examination

The program-developed written examination taken by students consists of 90 multiple-choice questions and was designed to be similar in content and format to the Praxis II examination required for certification and licensure, and it is updated regularly to reflect changes in the field and Praxis content. The program expects that our students will achieve a minimum of 40% for first year students, and 50% for second year students in the domain of *Ethical, Legal, & Professional Foundations..* By these evaluative criteria, all students exceeded the benchmark set. This target was achieved. See (Table 12).

Table 12. Results of School Psychology Written Exam

	2015-2016		2016-2017		2017-2018	
	First Year	Second Year	First Year	Second Year	First Year	Second Year
<b>Ethical, Legal, &amp; Professional Foundations</b>	61%	52%	61%	52%	52%	55%

## Oral Examination

The oral examination consists of a case simulation with background characteristics, interview and observational data, test scores and graphs/data of responses to intervention of a hypothetical client presented for the student’s analysis, summary and intervention recommendations. At least two faculty members evaluate each student’s responses on a rating scale developed by the program faculty, and the median ratings of the faculty members present for each examination are recorded as the student’s score for each question. A 5 point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used for each of 10 rating items. First year students are required to obtain ratings greater than 2.0 on the oral examination. Second year students must meet or exceed a criterion rating of 3.0 on the oral examination. By these evaluative criteria, all students exceeded the benchmark set. This target was achieved. Table 13 illustrates the results from the oral examination.

Table 13. Results of School Psychology Oral Exam

Domain/Year	2015-2016		2016-2017		2017-2018	
	First Year	Second Year	First Year	Second Year	First Year	Second Year
<b>Legal, Ethical, &amp; Professional Practice</b>	3.06	2.33	3.84	3.75	2.67	3.60

## Portfolio Review

The master portfolio of the previous year’s work presented by the student also is evaluated at this time. Since items in the portfolio were previously rated and graded during the course/practicum in which the requirements were met, portfolio items are rated simply on a 5-point scale, where 1 represented “remedial work,” and 5 represented “advanced skills comparable to autonomous practice”. First year students are required to obtain ratings greater than 2.0 on the portfolio. Second year students must meet or exceed a criterion rating of 3.0 on the portfolio. Third year students are expected to achieve or exceed a criterion rating of 4.0 on the portfolio. All students met or exceeded the benchmark set. This target was achieved. Table 14 below indicates the results of these ratings of the portfolio.

Table 14. Results of First and Second Year School Psychology Student Portfolios

	2015-2016			2016-2017			2017-2018		
	First Year	Second Year	Third Year	First Year	Second Year	Third Year	First Year	Second Year	Third Year
<b>Legal, Ethical, &amp; Professional Practice</b>	2.40	3.00	4.29	3.86	3.88	4.83	2.80	4.00	4.76

### *Practicum Supervisor Ratings*

Practicum field supervisor ratings are required to be completed by both university- and site-based supervisors for all students each semester. First year students are required to obtain ratings greater than 2.0 on the practicum supervisor ratings. Second year students must meet or exceed a criterion rating of 3.0 on the practicum supervisor ratings. Examination of field supervisor ratings submitted showed that all students met or exceeded minimum requirements for acceptable performance and contact hours in course-related practice settings. This target was achieved. Table 15 indicates the results of these ratings.

Table 15. Results of First and Second Year Practicum Supervisor Ratings

Domain/Year	2015-2016		2016-2017		2017-2018	
	First Year	Second Year	First Year	Second Year	First Year	Second Year
<b>Legal, Ethical, &amp; Professional Practice</b>	3.32	3.84	3.62	3.98	3.39	3.64

### *School Psychology Option Assessment-Internship Performance Assessment*

To assess our goal of developing professionals with skills necessary to work as applied psychologists, the Department assesses the internship experience. In the school psychology option, this year was the eighth year of use for a revised set of practicum and internship field supervisor rating forms designed to provide increased information relevant to NASP training domains. End-of-Internship ratings of school psychology interns by field-based supervisors for six interns (all degree seeking students completing level II certification training) who completed their one academic year internship in Spring 2016 produced a mean composite rating of 4.80 on a 5 point scale, with a rating of 5 representing competence at the level of unsupervised practice, 4 representing a requirement of minimal or occasional supervision, and 3 indicating continued intermediate supervision required. Interns must meet or exceed a criterion rating of 4.0 on the practicum supervisor ratings. Mean internship supervisor ratings computed in relation to NASP training Domains and other skill competency areas are shown in Table 16. All four of the interns met the criterion set.

Table 16. School Psychology Internship Supervisor Rating Results by Average for Professional Skill Domains

Domain/Year	2015-2106	2016-2017	2017-2018
<b>Legal, Ethical, &amp; Professional Practice</b>	4.27	3.97	4.80

### School Psychology Option Assessment

School psychology option graduates also were asked to rate the extent to which they assessed their courses, practica, and internship work as addressing NASP skill domains. A 5-point scale was employed where 3 represented “general competence,” 4 represented “considerable competence,” and 5 represented “complete competence.” The program aspired to exceed a criterion rating of 3.0 for this area. Table 17 indicates that this benchmark was met. This target was achieved.

Table 17. Mean Ratings across Domains for School Psychology Option

	2015-2016		2016-2017		2017-2018	
	Courses	Internship	Courses	Internship	Courses	Internship
<b>Legal, Ethical, &amp; Professional Practice</b>	4.73	4.69	4.55	4.86	5.00	4.90

Student Learning Outcome 4: Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.

### Research Project

The School Psychology Program is in the process of developing an internal assessment rubric to evaluate students' critical thinking about and analysis of psychological concepts. In its current form, the assessment has seven questions, some of which assess students' presentation of their research at the FMU Research and Exhibition Day and some of which assess the quality of students' research. Each question is rated on a five-point scale with 1 indicating does not meet expectations and 5 indicating exceeding expectations. Questions include: 1) overall quality of presentation, 2) overall breadth of knowledge, 3) quality of response to questions, 5) review of literature, 6) significance, 7) rationale, 8) research design and implementation, 9) contribution to discipline, and 10) quality of writing. The program has set a benchmark of 4.0 or greater on this measure for third year students. As can be seen in Table 18, the overall average is above a 4.0 indicating that the program met this benchmark. This target was achieved.

Table 18. Research Project Means by Area

Area	2015-2016		2016-2017		2017-2018	
	Second Year	Third Year	Second Year	Third Year	Second Year	Third Year
<b>Overall Quality of Presentation</b>	3.88	4.44	4.44	4.67	4.34	4.27
<b>Overall Breadth of Knowledge</b>	4.00	3.00	3.00	4.50	3.95	4.75
<b>Quality of Response to Questions</b>	4.42	4.50	4.50	4.50	4.31	4.50
<b>Review of Literature</b>	3.82	3.60	3.60	4.38	3.87	3.94
<b>Significance</b>	3.67	4.75	4.75	5.00	4.38	3.88
<b>Rationale</b>	3.56	4.00	4.00	4.58	4.12	3.75
<b>Research Design and Implementation</b>	3.08	3.83	3.83	4.78	3.78	4.46
<b>Contribution to Discipline</b>	3.00	3.50	3.50	4.63	3.35	4.00
<b>Quality of Writing</b>	4.18	4.13	4.13	4.89	4.22	4.61
<b>OVERALL</b>	<b>3.73</b>	<b>3.97</b>	<b>3.97</b>	<b>4.66</b>	<b>4.03</b>	<b>4.24</b>

### Portfolio Review

The master portfolio of the previous year's work presented by the student also is evaluated at this time. Since items in the portfolio were previously rated and graded during the course/practicum in which the requirements were met, portfolio items are rated simply on a 5-point scale, where 1 represented "remedial work," and 5 represented "advanced skills comparable to autonomous practice". First year students are

required to obtain ratings greater than 2.0 on the portfolio. Second year students must meet or exceed a criterion rating of 3.0 on the portfolio. Interns are expected to exceed a criterion of 4.0 on this portion of their portfolio. Table 19 shows that all students exceed the benchmark set. This target was achieved.

Table 19. Results of Student Portfolios

	2015-2016			2016-2017		
	First Year	Second Year	Third Year	First Year	Second Year	Third Year
<b>Research and Program Evaluation (2.9)</b>	2.20	4.71	4.71	-	3.50	5.00

	2017-2018		
	First Year	Second Year	Third Year
<b>Research and Program Evaluation (2.9)</b>	-	3.50	4.00

### School Psychology Option Assessment-Internship Performance Assessment

To assess our goal of developing professionals with skills necessary to work as applied psychologists, the Department assesses the internship experience. In the school psychology option, this year was the eighth year of use for a revised set of practicum and internship field supervisor rating forms designed to provide increased information relevant to NASP training domains. Interns must meet or exceed a criterion rating of 4.0 on the practicum supervisor ratings. End-of-Internship ratings of school psychology interns by field-based supervisors for six interns who completed their one academic year internship in Spring 2016 produced a mean composite rating of 3.87 on a 5 point scale. Mean internship supervisor ratings computed in relation to NASP training Domains and other skill competency areas are shown in Table 20. This year, interns did not meet the benchmark set for Research and Program Evaluation.

Table 20. School Psychology Internship Supervisor Rating Results by Average for Professional Skill Domains

Domain/Year	2015-2106	2016-2017	2017-2018
<b>Research and Program Evaluation</b>	3.87	4.56	4.80

### School Psychology Option Assessment

School psychology option graduates also were asked to rate the extent to which they assessed their courses, practica, and internship work as addressing NASP skill domains. A 5-point scale was employed where 3 represented “general competence,” 4 represented “considerable competence,” and 5 represented “complete competence.” The program aspired to exceed a criterion rating of 3.0 for this area. Table 21 indicates that this benchmark was met, but was one of the lower scores for both courses and internship.

Table 21. Mean Ratings across Domains for School Psychology Option

	2015-2016		2016-2017		2016-2017	
	Courses	Internship	Courses	Internship	Courses	Internship

<b>Research and Program Evaluation</b>	4.49	4.54	4.57	4.93	4.93	4.07
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## Action Plan

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

Generally, students performed well on the *Praxis-II*, the Written Exam, the Oral Exam, the portfolio, the practicum supervisor ratings, and internship supervisor ratings, with all meeting the overall benchmarks set. More emphasis was placed on Research and Program Evaluation during this academic year and students met or exceeded our benchmarks in this area. Although no statistically significant weaknesses were seen this year, students performed lowest across domains in the areas of Consultation and Collaboration as well as Legal, Ethical Standards, and Professional Practice. To address the issue regarding Consultation and Collaboration, the course that covers this topic has been moved to the second semester of the first year. To address the issues regarding Legal, Ethical Standards, and Professional Practice, the course has been made a 15-week course that coincides with the 600A Practicum.

To address student concerns regarding training on the “ENRICH” program that the state of South Carolina uses for the special education referral process, the Program Director has obtained a trial copy of the program and students will be required to utilize ENRICH for all their second year cases.

To address the concern regarding the different kinds of meetings that they are responsible for leading, the school psychology faculty will hold at least one “mock” of a Manifestation Determination Review, Eligibility, and a Reevaluation Review meetings in conjunction with SSP students and faculty members of the Master of Education in Learning Disabilities in the School of Education.

In the second assessment course, evidenced-based interventions for children who do not qualify for special education services will be taught in order to address student concerns in this area.

Finally, in order to provide more experience in the evaluation process for children and adolescents with Emotional Disturbance, a requirement will be added to Pre-Internship Practicum (700E), requiring students to complete at least one assessment with a child suspected of an emotional disturbance. By requiring students to complete this type of evaluation, they will also be integrating their knowledge from their previous assessment classes due to the state’s requirement that a review of records, classroom observations, interviews, self-report rating scales, parent and teacher ratings, and a personality measure must be administered for the evaluation to be deemed comprehensive. In addition, students must design, implement, and monitor a behavioral intervention plan for a period of at least six-weeks. Due to the level of complexity of the evaluation, students who are successful will have integrated multiple skill from the seven NASP Domains (2.1, 2.2., 2.4., 2.6, 2.7, 2.8, 2.10) providing not only the experience requested in this area, but also practice in the other areas as well.

Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.

For the third year, students were required to have their psychological evaluation reports and case studies evaluated by the faculty. On these measures, students performed well across the program.

However, these instruments have not been validated and more data are needed to determine the usefulness of the instrument. Thus, during the 2017-2018 academic year we will continue to develop our assessment instruments for this outcome, specifically writing each criterion's answers as more behavioral or observable.

**Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.**

Generally, students performed well on the *Praxis-II*, the Written Exam, the Oral Exam, and practicum supervisor ratings, and internship supervisor ratings, with all students (n = 18) meeting the overall benchmarks set. However, this area was one of the weaker areas of the program this year. Thus, the course has been moved from a 5-week summer course to a 15-week course that is taken during the first semester of enrollment in the program.

**Student Learning Outcome 4: Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.**

This year the second year students and the internship class were assessed on critical thinking and analysis of psychological concepts. A new requirement for students to present orally to their classmates prior to participation at the research fair seemed to improve both written and oral products, with students meeting the benchmarks this year for all areas. We will continue to emphasize the research and program evaluation aspect for our students.

## Appendix

### Other Programmatic Issues

#### Preparation and renewal of NASP accreditation and CAEP national recognition

The accreditation review was due on September 15, 2016. The 2016 review was conducted employing newly adopted 2010 accreditation standards. This required significant reorganization of program and course goals to correspond to the new standards. Two complete years of program outcome data were required for the review and the review was submitted. In February 2017, the program was notified that we were FULLY APPROVED until 2023. The next review will be due on September 15, 2022.

#### There remains a need to increase the number of competitive applicants to the school psychology option

As part of the Psychology Department's overall graduate marketing and recruitment plan, efforts continue to be undertaken to network with colleagues at other universities and increase our internet presence. The number and quality of applicants continues to be variable. The FMU program attracts one quarter to one third of the applicant pool of competing regional programs. The lack of an FMU online application process appears to be a major barrier to increased applications.

Continued increases in student financial aid opportunities (scholarships, assistantships, on-campus employment opportunities, etc.) also would improve our competitiveness with regional programs, which continue to offer more generous financial incentives.

## Specialized training for school psychology students

Since the school psychology option is unable to offer entry incentives competitive with other regional programs, the program has been offering training imbedded within required coursework that leads to professional certifications for graduates that will improve their employability upon graduation. Competing programs typically do not provide similar opportunities at the current time. Some of these training opportunities also are made available to regional practitioners as a continuing education outreach resource if space is available after current students are enrolled.

Currently, graduates are able to exit the program with the following certifications (in addition to SC School Psychologist II and Nationally Certified School Psychologist):

- PREPaRE: School Crisis Prevention and Intervention Training
- CPI: Nonviolent Crisis Intervention Training
- Trauma-Focused Cognitive-Behavioral Therapy Training
- Trauma-Focused – Grief
- Cognitive Behavioral Intervention for Trauma in Schools

## Board Certified Behavior Analyst

In the Summer 2016, the school psychology program conducted a feasibility study to determine the utility of adding a certification on to the Specialist in School Psychology for certification as a Board Certified Behavior Analyst. After reviewing all data, this certification has now been approved by the University and South Carolina's Commission on Higher Education. The added coursework is currently under review by the Behavior Analyst Certification Board and we anticipate the first classes toward this additional certification to be offered in Fall 2018.

## Faculty Retirement & Resignations

Dr. Samuel F. Broughton retired at the end of the 2014-2015 school year and recently announced that he was no longer able to teach adjunct courses for us. Coordination of the school psychology program has been passed on to Dr. Crystal R. Hill-Chapman. Dr. Susan Craft Astarly was hired as a replacement for Dr. Doris Paez, who resigned in February 2018; she began teaching assessment courses in Fall 2017. Dr. Taber resigned in February 2018. Although a new faculty member has been hired to fill her position as the coordinator of the BCBA program, he is not considered full-time with the school psychology program. Thus, an additional faculty member will be needed to meet the stipulated NASP/CAEP accreditation requirements requiring a minimum of 3 FTE dedicated school psychology program faculty members and a maximum faculty to student ratio of 1:8.

## Clinical/Counseling Psychology Option Student Learning Outcomes

Students in the clinical/counseling program are expected to:

1. Develop a knowledge base in psychology and obtain an understanding of the major domains of practice for the discipline. These include the following:
  - Biological bases of behavior
  - Acquired or learned bases of behavior



- Social/cultural/systemic bases of behavior
  - Individual or unique bases of behavior
  - Methodology used to investigate questions and acquire knowledge in the discipline
  - Theory, history, and applications of psychological principles and theories
  - Assessment such as interviewing techniques and program evaluation
2. Communicate psychological concepts effectively using the professional standards of the discipline.
  3. Apply ethical standards to evaluate psychological science and practice.

Table 22. Student Learning Outcomes, Measures, and Benchmarks

Student Learning Outcome	Measures	Benchmark
Students will develop a knowledge base in psychology and will obtain an understanding of the major domains of practice for the discipline.	NCE Exam	Passing Score
	Supervisor Ratings	Scores of: <ul style="list-style-type: none"> <li>• <math>\geq 3.0</math> for Practicum Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
Students will communicate psychological concepts effectively using the professional standards of the discipline.	Communication/Collaboration	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 3.0</math> for Practicum Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
	Supervisor Rating	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 3.0</math> for Practicum Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>
Students will apply ethical standards to evaluate psychological science and practice.	Ethics Supervisor Rating	Scores of <ul style="list-style-type: none"> <li>• <math>\geq 3.0</math> for Practicum Students</li> <li>• <math>\geq 4.0</math> for Interns</li> </ul>

### Assessment Results

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

#### National Counselor Exam

The *National Counselor Exam (NCE)* is a 200-item multiple-choice examination designed to assess knowledge, skills, and abilities determined to be important for providing effective counseling services. The *NCE* is a requirement for counselor licensure in the state of South Carolina and North Carolina, as well as many other states. The program expects all students to take and pass the exam. Current knowledge indicates that all students who have taken the exam have passed it.

#### Internship Supervisor Ratings

The following information outlines the assessment of the clinical/counseling psychology students' internship experiences. Community supervisor rating forms for the eight clinical/counseling interns who completed internships were evaluated and produced a mean overall rating of 4.38, which is favorable on a 5 point scale. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a

requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Since 2007-2008, the average supervisor rating of clinical/counseling interns has exceeded consistently a rating of four. Our benchmark for each of the areas is a 4.0 for interns. Our interns met or exceeded the benchmark in all areas.

Table 23. Internship Supervisor Ratings by Domain for Clinical/Counseling Interns

Professional Skill Area/Year	Mean Supervisor Ratings		
	2015-2016 n=8	2016-2017 n=11	2017-2018 n=6
Communication/Collaboration	4.43	4.30	4.50
Interviewing and Psychological Assessment	3.58	4.54	4.35
Therapeutic Interventions	4.40	4.02	4.31
Group or Family Treatment	3.52	4.81	4.11
Consultation and In-Service Training	3.75	4.34	4.40
Professional Behavior	4.44	4.46	4.59
<b>OVERALL RATING</b>	<b>4.02</b>	<b>4.41</b>	<b>4.38</b>

### Intern Ratings of Internship

Evaluation rating scales assessing the quality of internship were sought from students. A questionnaire was distributed to all eight interns. Feedback from this survey indicated that students felt generally positive about their experiences in the Master of Science program, clinical/counseling option. A rating of 1 indicates “unhelpful or inadequate,” a rating of 3 indicates “helpful or adequate,” and a rating of 5 indicates “extremely helpful or adequate” in the area being assessed. The overall mean program rating was 4.48 (see Table 24). Ratings in all areas of students’ internship experiences in the MSAP program, clinical/counseling option exceeded the benchmark of 4.0.

Table 24. Student Ratings of Internship

Question	2015-2016 (n=8)	2016-2017 (n=11)	2017-2018 (n=6)
I found the practicum guidelines published in the <i>Clinical/Counseling Psychology Handbook</i> to be:	4.44	4.20	4.33
I found the practicum contract between the site/agency, University, and intern to be	4.67	4.20	4.67
I found the <u>Intern Evaluation Form</u> feedback to be	4.78	4.70	4.17
I found my contacts with the University practicum faculty supervisor to be	4.78	4.20	4.67
I found the practicum seminar (PSY 600) to be	4.33	4.00	4.33
I found the resources at my site/agency for providing relevant experiences to allow me to meet my contract obligations to be	4.67	4.70	4.50
I found the amount of supervision provided by site supervisor to be	4.78	4.70	4.50
I found the quality of supervision provided by my site supervisor to be	4.56	4.60	4.67
<b>OVERALL RATING OF INTERNSHIP</b>	<b>4.63</b>	<b>4.41</b>	<b>4.48</b>

### Intern Ratings of the Clinical/Counseling Option

Evaluation rating scales assessing the quality of courses, practica, and internship preparation as part of the overall clinical/counseling curriculum were sought from graduates for the eighth year; this process was first begun in the Spring 2008 semester. Feedback from this survey indicated that students felt generally positive about their experiences in the M.S. program, clinical/counseling option. A rating of 1 indicates “unhelpful or inadequate,” a rating of 3 indicates “helpful or adequate,” and a rating of 5 indicates “extremely helpful or adequate” in the area being assessed. Table 25 displays the training program quality ratings by interns. The overall, mean program rating was 4.27, compared to 4.37 last year. Ratings in most areas indicated a positive evaluation of students’ experiences in the MSAP program, clinical/counseling option meeting the faculty’s expectation of 4.0. However, ratings of practicum sites, practicum supervisors, faculty advising, and faculty responsiveness were below the program expectation of 4.0.

Table 25. Training Program Quality Ratings

	<b>2015- 2016 (n=8)</b>	<b>2016- 2017 (n=11)</b>	<b>2017- 2018 (n=6)</b>
<b>I found the course requirements of the program to be:</b>	4.63	4.88	4.33
<b>I found the program’s ability to help me develop a knowledge base and an understanding of the major domains of practice for the discipline to be:</b>	-	-	4.67
<b>I found the program’s ability to aid in developing my critical thinking skills to be:</b>	-	-	4.50
<b>I found the program’s ability to help me learn to communicate psychological concepts effectively using the professional standards of the discipline to be:</b>	-	-	4.83
<b>I found the program’s ability to help me learn to apply ethical standards to evaluate psychological science and practice to be:</b>	-	-	4.83
<b>I found the prerequisite requirements and course sequencing to be:</b>	4.75	4.33	4.00
<b>I found the quality of teaching in my courses to be:</b>	4.75	4.22	4.60
<b>I found the quality of texts and readings in my courses to be:</b>	4.50	4.11	4.17
<b>I found the audiovisual material and technology resources available for each course to be:</b>	4.88	4.56	4.33
<b>I found the practicum experiences required by the program to be:</b>	4.38	4.11	4.83
<b>I found the number of practicum hours required by the program to be:</b>	4.50	4.66	4.67
<b>I found the sites selected for practicum experiences to be:</b>	4.50	4.22	3.83
<b>I found practicum site supervisors to be:</b>	4.50	4.56	3.83
<b>My preparation for internship resulting from my course work was:</b>	4.50	4.00	4.33
<b>My preparation for internship resulting from my practicum work was:</b>	4.50	4.88	4.33
<b>I found the advice and guidance of my faculty adviser to be:</b>	4.38	4.11	3.50
<b>I found the advice and guidance provided in general by the faculty to be:</b>	4.63	4.22	3.60
<b>I found the availability/responsiveness of the faculty to be:</b>	4.50	4.33	3.67
<b>OVERALL</b>	<b>4.56</b>	<b>4.37</b>	<b>4.27</b>

Students’ comments on the open-ended questions on the questionnaire regarding their experience in the clinical/counseling option were largely positive. Strengths of the program continue to revolve around three main themes: (1) quality of the faculty (2) student-professor relationship; (3) small class sizes. Areas for suggested improvement included providing more research opportunities, more diverse practica sites, and improving the quality of practica supervisors.

### Practicum Supervisor Ratings

The following information pertains to the assessment of the clinical/counseling psychology students’ practicum experiences. Community supervisor rating forms for the 14 clinical/counseling students completing practica were completed. A rating of 5 represents competence at the level of unsupervised

practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Our students were evaluated and their supervisors' ratings produced a mean overall rating of 4.11, meeting our benchmark of 3.0 (see Table 26).

Table 26. Practicum Supervisor Ratings by Domain for Clinical/Counseling Students

Domain	2015-2016 (n=23)	2016-2017 (n=15)	2017-2018 (n=16)
<b>Communication/Collaboration</b>	3.76	4.05	4.35
<b>Interviewing and Psychological Assessment</b>	3.86	3.31	3.82
<b>Therapeutic Interventions</b>	3.27	4.01	3.88
<b>Group or Family Treatment</b>	3.82	3.00	4.17
<b>Professional Behavior</b>	3.68	4.42	4.34
<b>OVERALL RATING</b>	<b>3.68</b>	<b>3.75</b>	<b>4.11</b>

### Student Ratings of Practica

Evaluation rating scales assessing the quality of practica were sought from students. A questionnaire was distributed to all eleven students. Feedback from this survey indicated that students felt generally positive about their experiences in the M.S. program, clinical/counseling option. A rating of 1 indicates “unhelpful or inadequate,” a rating of 3 indicates “helpful or adequate,” and a rating of 5 indicates “extremely helpful or adequate” in the area being assessed. The overall mean program rating was 4.49 (see Table 27). Ratings in all areas generally indicated a positive evaluation of students’ practica experiences in the MSAP program, clinical/counseling option and meeting our minimum expectations of 3.0.

Table 27. Student Ratings of Practica

Question	2015-2016 (n=23)	2016-2017 (n=15)	2017-2018 (n=16)
<b>I found the practicum guidelines published in the <i>Handbook</i> to be:</b>	4.00	3.46	4.51
<b>I found the practicum contract between the site/agency, University, and intern to be</b>	4.00	3.66	4.50
<b>I found the <u>Student Evaluation Form</u> feedback to be</b>	4.42	3.67	4.19
<b>I found my contacts with the University practicum faculty supervisor to be</b>	3.85	3.70	4.33
<b>I found the practicum seminar (PSY 600) to be</b>	3.71	3.40	4.53
<b>I found the resources at my site/agency for providing relevant experiences to allow me to meet my contract obligations to be</b>	4.71	3.33	4.47
<b>I found the amount of supervision provided by site supervisor to be</b>	4.71	3.30	4.71
<b>I found the quality of supervision provided by my site supervisor to be</b>	4.71	3.66	4.65
<b>OVERALL RATING OF PRACTICA</b>	<b>4.26</b>	<b>3.52</b>	<b>4.49</b>

Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.

## Internship Supervisor Ratings

The following information summarizes the assessment of the clinical/counseling psychology interns' ability to communicate psychological concepts effectively using the professional standards of the discipline. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Table 28 provides community supervisor ratings for the eight clinical/counseling interns who completed internships. Across all interns a mean overall rating of 4.50 was obtained, meeting our benchmark of 4.0.

Table 28. Internship Supervisor Ratings by Domain for Clinical/Counseling Interns

Professional Skill Area/Year	Mean Supervisor Ratings		
	2015-2016 (n = 8)	2016-2017 (n = 11)	2017-2018 (n = 6)
<b>Communication/Collaboration</b>	4.43	4.30	4.50

## Practicum Supervisor Ratings

The following information regards the assessment of the clinical/counseling psychology students' ability to communicate psychological concepts effectively using the professional standards of the discipline. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Table 29 provides community supervisor ratings for the 23 clinical/counseling students completing practica. A mean overall rating of 4.35 was obtained, meeting our benchmark of 3.0.

Table 29. Practicum Supervisor Ratings by Domain for Clinical/Counseling Students

Domain	2015-2016 (n=23)	2016-2017 (n=15)	2017-2018 (n=16)
<b>Communication/Collaboration</b>	3.76	4.05	4.35

## Intern Ratings

The following information summarizes the assessment of the clinical/counseling psychology student's self-ratings of their ability to communicate psychological concepts effectively using the professional standards of the discipline. A rating of 1 indicates "unhelpful or inadequate," a rating of 3 indicates "helpful or adequate," and a rating of 5 indicates "extremely helpful or adequate" in the area being assessed. Table 30 displays the training program quality ratings by interns. The overall rating for this area was 4.83, meeting our benchmark.

Table 30. Training Program Quality Ratings

Professional Skill Area/Year	2017-2018 (n=6)
<b>I found the program's ability to help me learn to communicate psychological concepts effectively using the professional standards of the discipline to be:</b>	<b>4.83</b>

Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.

### Internship Supervisor Ratings

The following information regards the assessment of the clinical/counseling psychology interns' ability to apply ethical standards to evaluate psychological science and practice. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Table 31 provides community supervisor ratings for the eight clinical/counseling interns who completed internships. Across all interns a mean overall rating of 4.67 was obtained, meeting our benchmark of 4.0.

Table 31. Internship Supervisor Ratings by Domain for Clinical/Counseling Interns

Professional Skill Area/Year	Mean Supervisor Ratings		
	2015-2016 (n = 8)	2016-2017 (n = 11)	2017-2018 (n = 6)
<b>Adherence to Ethical Standards</b>	4.44	4.40	4.67

### Practicum Supervisor Ratings

The following information regards the assessment of the clinical/counseling psychology students' ability to apply ethical standards to evaluate psychological science and practice. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Table 32 provides community supervisor ratings for the 23 clinical/counseling students completing practica. A mean overall rating of 4.73 was obtained, meeting our benchmark of 3.0.

Table 32. Practicum Supervisor Ratings by Domain for Clinical/Counseling Students

Domain	2015-2016 (n=23)	2016-2017 (n=15)	2017-2018 (n=16)
<b>Adherence to Ethical Standards</b>	3.68	4.50	4.73

### Intern Ratings

The following information summarizes the assessment of the clinical/counseling psychology student's self-ratings of their ability to apply ethical standards to evaluate psychological science and practice. A rating of 1 indicates "unhelpful or inadequate," a rating of 3 indicates "helpful or adequate," and a rating of 5 indicates "extremely helpful or adequate" in the area being assessed. Table 33 displays the training program quality ratings by interns. The overall rating for this area was 4.83, meeting our benchmark.

Table 33. Training Program Quality Ratings

Professional Skill Area/Year	2017-2018 (n=6)
<b>I found the program's ability to help me learn to communicate psychological concepts effectively using the professional standards of the discipline to be:</b>	<b>4.83</b>

## Action Plan

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

Our interns met or exceeded the benchmark of 4.0 in all areas of the assessment completed by the internship supervisor. Ratings in most areas indicated a positive evaluation of students' experiences in the MSAP program, clinical/counseling option meeting the faculty's expectation of 4.0. However, ratings of practicum sites, practicum supervisors, faculty advising, and faculty responsiveness were below the program expectation of 4.0. To rectify those areas that did not meet our benchmarks, the practicum agreement plan has been updated to include supervisor responsibilities and faculty will be more available during advising.

Students enrolled in practica met the benchmark in across all areas on the assessment completed by the practica supervisors as well as the 3.0 benchmark set for student ratings of practica.

**Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.**

Means for all domains met or exceeded our benchmarks of 3.0 for student enrolled in practica and 4.0 for students on internship.

Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.

Means for all domains met or exceeded our benchmarks of 3.0 for student enrolled in practica and 4.0 for students on internship.

## Appendix

### Other Programmatic Issues

#### Preparation and renewal of CAMMP Accreditation

The accreditation review was due on December 31, 2017. Two complete years of program outcome data were required for the review and the review was submitted. In April 2018, the program was notified that we were FULLY ACCREDITED until 2028. The next review will be due on December 31, 2027.

There remains a need to increase the number of competitive applicants to the clinical/counseling option.

As part of the Psychology Department's overall graduate marketing and recruitment plan, efforts have been undertaken to network with colleagues at other universities and increase our internet presence.

The clinical/counseling program continues to explore ways to expand the curriculum.

To remain competitive with other states so that students do not need to seek further training for licensure, the clinical/counseling program approved an additional eight hours to the curriculum, bringing the number of hours to complete the program to 60. These courses are PSY 644 Substance Abuse Counseling and PSY

703 Counseling for Social Justice and Diversity. Each course also has a related PSY 600 or PSY 700 practicum.

The clinical/counseling program continues to explore ways to offer specialized training to students.

Students continue to request that we include “tracks” (e.g., child/adolescent therapy, substance abuse); however, adding tracks to the program would increase the credit hours and would be physically impossible with our limited number of clinical faculty. Rather, we now aim to offer at least one specialized course each Fall. In Fall 2012 we offered a child/adolescent psychopathology course, and in Fall 2013 we offered a substance abuse course, both taught by part-time professors recruited from the community.

We continue to recommend that students supplement their clinical/counseling curriculum by taking courses in the School Psychology option if they wish to specialize in work with children and adolescents (e.g., PSY 714: Child and Adolescent Psychotherapy).

More creative ideas will need to be explored, and more faculty members added to the program, if the program is to expand its offerings in the future. More specialized offerings will likely increase the number of applicants to the program.

Each semester it becomes increasingly difficult for the clinical/counseling program to find paid placements for students’ capstone internship experiences.

In 2013, we streamlined the internship process by moving to a semester-long placement (16-18 weeks) versus the previous 6-month placement; students still accrue a sufficient number of hours for licensure but are able to do so in one semester versus two. Alternatively, we also permit students to complete a two-semester, part-time placement so that they may choose an unpaid placement if it better suits their training interests and needs.

The hours of experience accrued by students on internship varies widely.

To try to improve the consistency and rigor of students’ training experiences, we now require that at least 40% of required 600 hours be spent in direct client contact.

## Summary of Department Assessment Activities

Program assessment regarding program admissions includes the number of applications received, as well as the number of qualified applicants to whom admission offers are made. Data in Table 34 below reveal that 31 of 37 applicants were qualified for admission (84% acceptance rate), representing an increase the acceptance rate from the previous year (57%). Of those 31 students to whom admissions offers were made, 19 subsequently enrolled in the program (62% enrollment rate). This represents a slight increase in enrollment from the previous year (48%).



Table 34. Data for Applied Psychology Program: Applications and Admissions Offers

	<b>Clinical/ Counseling</b>	<b>School</b>	<b>Total</b>
<b>Complete Applications</b>	21	16	37
<b>Incomplete Applications</b>	3	3	6
<b>Applicants Offered Admission</b>	16	15	31
<b>Students Enrolled</b>	<b>7</b>	<b>12</b>	<b>19</b>

During the 2017-2018 academic year (Fall and Spring) 19 newly accepted students enrolled in the program (7 in clinical/counseling and 12 in school psychology). This number compares to 19 students that entered the program the previous academic year (10 in clinical/counseling and 8 in school psychology). Average GRE scores were Verbal of 149 (42<sup>nd</sup> percentile), Quantitative of 144 (23<sup>rd</sup> percentile), and Writing of 3.42 (38<sup>th</sup> percentile). While the average Verbal GRE Score remained the same from previous years, the average Quantitative scores decreased from the previous year, as did the average GRE Writing Score. This year's average overall undergraduate GPA for newly enrolled students was 3.42, and the Psychology GPA was 3.42, as compared to 3.55 and 3.72 last year. Both GRE scores and GPA continue to fluctuate within a relatively narrow range from year to year. Overall, headcount enrollment in the program remained decreased slightly to 46. Twelve students graduated from the degree program during 2017 - 2018 (8 clinical/counseling and 4 school). This compares to 15 the previous year. As in previous years, the overall size of the program remained relatively stable.

Table 35. Data for Applied Psychology Program: Newly Enrolled Students, Graduates, and Total Enrollment

<b>Total MSAP</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Newly Enrolled</b>	16	17	19
<b>GRE-V</b>	149	149	149
<b>GRE-Q</b>	147	147	144
<b>GRE-W</b>	3.65	3.79	3.39
<b>GPA (CUM)</b>	3.28	3.55	3.42
<b>GPA (PSY)</b>	3.44	3.72	3.42
<b>Graduates</b>	15	18	13
<b>Total Students</b>	<b>51</b>	<b>50</b>	<b>46</b>

Table 36. Data for Clinical/Counseling Psychology Program: Newly Enrolled Students, Graduates, and Total Enrollment

<b>Clinical/Counseling</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Newly Enrolled</b>	10	8	7
<b>GRE-V</b>	150	152	147
<b>GRE-Q</b>	148	150	145
<b>GRE-W</b>	3.60	3.75	3.36
<b>GPA (CUM)</b>	3.21	3.51	3.36
<b>GPA (PSY)</b>	3.32	3.67	3.40
<b>Graduates</b>	8	12	8
<b>Total Students</b>	<b>31</b>	<b>28</b>	<b>25</b>

Table 37. Data for School Program: Newly Enrolled Students, Graduates, and Total Enrollment

School	2015-2016	2016-2017	2017-2018
<b>Newly Enrolled</b>	6	9	12
<b>GRE-V</b>	148	147	149
<b>GRE-Q</b>	145	144	144
<b>GRE-W</b>	3.70	3.83	3.42
<b>GPA (CUM)</b>	3.35	3.59	3.49
<b>GPA (PSY)</b>	3.56	3.78	3.44
<b>Graduates</b>	7	6	4
<b>Total Students</b>	<b>20</b>	<b>21</b>	<b>21</b>

## Issues of Departmental Concern

Recruitment for graduate applicants remained an issue that requires addressing (a priority since 2007)

The Department continues to develop ideas for improving the recruitment process. A marketing and recruitment plan was developed by Dr. John Hester, Dr. Samuel Broughton, Dr. Farrah Hughes, and Ms. Jennifer Taylor (whose position has since been filled by Ms. Charlotte Stephens). However, due to the retirement of Drs. Hester and Broughton, and the departure of Dr. Hughes, this plan will need to be redeveloped, due to its age. In the past we have received assistance from the Provost's office to assist with our marketing efforts.

This year the university launched a new format for the entire department website. Several complaints were made by applicants indicating that it was difficult to find information on each of the programs and they were unsure of how to apply. Thus, we will continue to work with the University on the graduate application process.

To increase the visibility of our department, and thus spread word about our graduate program, we hold continuing education events each year, with the goal of at least two annually. These events also serve our colleagues in the community by helping them to obtain quality training to maintain their licensure/certifications. We will begin offering one each summer for course credit to further increase our visibility.

The need to improve efforts to retain students has remained an issue requiring attention

Dr. Hill-Chapman and Dr. James co-sponsor the FMU Psychology Graduate Student Association (PGSA), which is run by student leaders from both the school and clinical/counseling options. We believe that such peer networking efforts will enhance the quality of life for graduate students and increase their investment in the program.

A graduate student work area was created in CEMC 109 A. This area contains a computer, desks, couches, and chairs, as well as bookshelves with many professional books of interest.

We continue to collect data from students regarding their reasons for leaving the program; we hope to discover impediments to staying in the program that we can proactively address. The school program has lost one student this year due to poor academic performance. Although a remediation plan was implemented and monitored, it was unsuccessful in remediating the student's academic difficulties.

Being able to recruit from a larger and higher quality applicant pool will significantly impact retention as well (see Recruitment above).

The Department continues to seek means to provide greater financial support to graduate students.

During this school year the Department continued to look for on-campus assistantships for MSAP/SSP students. We implemented an application process for referring students to departments on campus for their selection processes. Within the Department we now have 6 assistantships (4 TAs, 1 front desk, 1 Center for the Child [20 hours]). Other on-campus assistantships available to graduate students include positions with, the Center of Excellence, the Housing Office, Admissions, Student Health Services, Counseling and Testing, and the Office of Career Development.

The Department continues to make student financial support a priority and will continue to seek additional sources of funding and employment for graduate students. Such efforts have been subsumed under the overall marketing and recruitment plan and include greater collaboration with the FMU Foundation, for example. Enrollment Management and the Graduate Office have provided critical support for this endeavor as well.

## 9. English Composition

<b>Name of Program/Department:</b>	English Composition Program / Department of English, Modern Languages, and Philosophy
<b>Academic Year:</b>	2017-2018
<b>Name of Preparer:</b>	Rachel N. Spear, PhD, Composition Coordinator and Assistant Professor of English

### ***Program Mission Statement***

The mission of Francis Marion University's Composition Program is to prepare students for both academic and public contexts, enhance critical thinking and rhetorical awareness, and foster students' abilities to communicate effectively in various writing situations.

Our mission is in line with our new composition sequence, implemented fall 2016. The 2017-2018 academic year is our second year of implementation and continued to be a year of transition and piloting. Our program's new sequence consists of the below two-course sequence:

- 1) ENG 101 or ENG 101E + ENG 101L
- 2) ENG 102

This sequence supports various levels of student preparation by offering two options for the first course: students self-select into either English 101 "Analysis and Argument," a three-credit course, or English 101E (plus English 101L), the "extended" version of English 101 that includes a corequisite studio (lab) component. This self-selected lab, ENG 101L, is a one-credit elective hour that meets twice a week, provides supplemental individualized attention from professors and undergraduate tutors, and is assessed with the designation of satisfactory or unsatisfactory. Upon successful completion of that first semester, students move into English 102 "Rhetoric, Genre, and Research." This new two-semester sequence focuses on the idea that students will benefit with more instruction on analysis and argument in their earlier course and with an emphasis on transferring and applying their skills in that second course.

The sequence takes our students' needs into account not only by implementing the self-selected writing studio counterpart (ENG 101L) for additional invention and instruction as an option with that first course but also by capping all composition courses at fifteen students per class. With smaller class sizes, this sequence fosters more opportunities for instructor feedback, individualized attention, and cooperative learning.

Our composition sequence was designed with our program mission statement and program goals in mind.

### ***Executive Summary of Report***

This report includes an overview of Francis Marion University's Composition Program's assessment process and outcomes for the 2017-2018 academic year.

In 2016, we implemented our new composition sequence, aimed at enhancing our composition program and students' learning and as part of last year's planned improvements. Our assessment 2015-2016 assessment affirmed our program changes while our 2016-2017 assessment results proved that our implementation and changes were successful. Specifically, the 2016-2017 assessment revealed that we met 6 of the 7 targets, and the one target that was not met (Measure 4, on integration of sources) went up by 2% from the previous year. Last year's indirect assessment showed that students' attitude towards their writing courses were generally positive. Specific survey results generally showed an increase from (or similarity with) previous years' data (when possible comparisons could be made). Such improvements implied that our switch to the new two-course composition sequence and its respective changes were successful. I mention the 2016-2017 assessment results in detail as that year was year one of a two-year pilot with our assessment procedures. Thus, like last year, this year's 2017-2018 report is based on a pilot assessment, and again, we acknowledge that data collected in this year's report will not relate solely to our new sequence by nature of the transition from our former sequence to this new one. Although these transitional years may yield skewed data, we plan to use this time to gain insight about our students' learning and our program and to pilot and solidify our assessment procedures by 2019.

This academic year's assessment consisted of both direct and indirect assessments. The indirect assessment is based on student attitude surveys for all of the fall composition courses, which includes English 101 (Analysis and Argument), English 101 E (Analysis and Argument with Extended Studio), and English 102 (Rhetoric, Genre, and Research). The direct assessment of student writing consists of an end-of-the-semester paper, assessed based on measures that links to the student learning outcomes for the English 101 course. Specifically, our direct assessment this year used 7 measures that map to our English 101 course student learning objectives. This pilot was developed by our First-Year Writing Advisory Committee (with last year's portfolio-based pilot of English 102 in mind). While exact comparisons to previous years' findings are not possible, some general comparisons may be made when possible and applicable.

This year, our direct assessment revealed that we met 5 out of our 7 targets. We did not meet Measure 5 (related to documenting sources) or Measure 6 (related to analysis). This year, our indirect assessment shows that students' attitude towards their writing courses are, again, generally positive. Survey results also show a continued lack in confidence regarding development of thesis statements. Action items from last year (focusing on the integration of sources, thesis statements, reflection on writing, and persuasive rhetorical strategies) proved fruitful, as this year's data shows slight increases; however, all action items will be carried over for this upcoming academic year. Based on this year's direct and indirect assessment results, our action items for next year will focus on analysis, documenting sources, thesis statements, and reflection. Furthermore, in efforts to continue to strengthen our program, we will continue to add faculty resources and to work with faculty with the implemented programmatic changes as part of our planned improvements.

All composition courses covered in this report are general education courses and tie closely to the Francis Marion University's General Education goals, and thus, the results and planned improvements included in this report apply to the general education program as well.

## ***Program Learning Outcomes (PLOs)***

FMU's Composition Program holds four primary goals:

1. To prepare students to use language conventions and styles for writing in a variety of rhetorical situations
2. To deepen students' understanding of the power and influence of written, digital, and visual texts, both those they read and those they writing themselves
3. To develop students' information literacy
4. To guide students through processes of reflection so they can evaluate and improve their current and future reading and writing practices.

These four programmatic goals are closely tied with several of FMU's General Education goals and requirements. The two most overt goals (or portions of those) are listed below:

- Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively. [Note: The composition program does not assess speaking skills.]
- Goal 9: The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices. [Note: The composition program does not assess the ability to make "responsible choices."]

A separate assessment report of these general education goals is attached as an appendix (see Appendix A).

## ***Student Learning Outcomes (SLOs)***

While the programmatic goals serve as a foundation for the program, each course has its own student learning outcomes (SLOs) to meet the program goals. The SLOs are described for each course in individual instructors' syllabi as well as in our composition program's annual publication titled *Final Draft*. To review the SLOs for all the courses, see Appendix B.

Similar to last year's report, this report, in many ways, recognizes that our program is in its transitional years, where our new sequence has started but students from the former sequence are continuing to satisfy their composition requirements. Thus, the data is not pure data related solely to our new sequence, and this year, we continued to work on piloting assessment procedures that will, in turn, strengthen our program and programmatic assessment.

Specifically, last academic year, we piloted a portfolio-based assessment for English 102, and this 2017-2018 academic year, we piloted an assessment procedure for English 101. The ENG 101 pilot assessment relied on an end-of-the semester paper from that 101 course and kept the below **ENG 101** Student Learning Outcomes at its forefront:

1. Understand rhetorical situations, analyzing audience and purpose in order to compose in multiple genres
2. Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay

3. Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others
4. Write about and reflect on the strengths and weakness of their own reading and writing processes
5. Understand and employ research methods at an introductory level, documenting sources appropriately
6. Read, analyze, and create arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
7. Enhance language skills, establishing control of surface features such as syntax, grammar, and punctuation

These SLOs are mapped to our below assessment measures, which were used for our direct assessment of English 101 papers:

**Measure 1: The paper demonstrates the student can produce writing for a specific AUDIENCE.**

[101, SLO1 and SLO6]

**Measure 2: The paper demonstrates the student's ability to ORGANIZE content.**

[101, SLO2]

**Measure 3: The paper demonstrates the student can create an ARGUMENT.**

[101, SLO6 and SLO1]

**Measure 4: The paper demonstrates the student's ability to REFERENCE at least one text (visual or textual) or rhetorical situation.**

[101, SLO5]

**Measure 5: The paper demonstrates the student's ability to DOCUMENT appropriate SOURCES correctly.**

[101, SLO5]

**Measure 6: The paper demonstrates the students' ability to ANALYZE material effectively and appropriately.**

[101, SLO1 and SLO6]

**Measure 7: The paper demonstrates that student can control SURFACE FEATURES such as syntax, grammar, and punctuation.**

[101, SLO7]

These measures and their respective SLOs align with the program learning goals. For ease of understanding, while the measures encompass the SLOs, from here on out, they will be referred to as measures and will be the basis of this year's program's direct assessment.

Together, the two pilots provide insight into the development of our assessment methods and baselines for our new composition sequence. In addition, these past two academic years enabled our First-Year Writing Advisory Committee the chance to review our piloted assessment procedure, proposing a two-year assessment procedure alternating between assessing English 101 and English 102 based on the pilots; this procedure was voted into place by the English Department on March 8, 2018, to be implemented fall 2018.

## ***Assessment Methods***

This academic year, we performed both direct and indirect assessment through administering a student writing assessment as well as student attitude surveys.

### *1. Direct Assessment: Student Writing Assessment*

**Methods:** For our direct assessment, we piloted an end-of-semester paper with 18 sections of English 101, totaling 90 essays. This pilot consisted of both English 101 and English 101E, where papers were coded and decoded for assessment purposes. The pilot offered insight into long-term planning while serving as a baseline and offering comparisons when applicable. Such comparisons can be made at general levels, but cannot be interrupted as exact because of our recent sequence change and restructuring of the composition program. Furthermore, this year's pilot with last year's pilot will aid in our creation of baselines and benchmarks for future direct assessments. **For the purpose of this report, we will use 75% as a target for the direct assessment and will use last year's results as general baselines, knowing that comparisons are not exact yet hold potential to offer some insight.**

**Procedures:** The end-of-the-semester English 101 pilot consisted of collecting essays from 90 randomly selected students out of 18 sections of English 101, 101E, and 101Honors in fall 2017. These sections were taught by 10 different faculty, all of whom volunteered to participate and relied on the English 101 Pilot Assessment Procedure (see Appendix C), which was created and approved by the First-Year Writing Advisory Committee (FWAC).

Students' and sections' identifiers (names and section numbers) were removed in preparation for a blind scoring; thus, readers did not know the names of students or their respective instructors or section numbers. In addition, essays were coded to remove their respective course for the assessment and decoded for analyses purposes; thus, assessors had no way of knowing whether the essay was from English 101, English 101E, or English 101-Honors. For the sake of assessing, the honors section became a part of English 101, and decoding allowed comparisons to be made between English 101 and its "extended" version, English 101E.

We had 8 English faculty members participate in the assessment of the submitted essays. Each paper was read and scored by a minimum of two English faculty using the seven indicated measures and the four-point scoring rubric (where 4 is the highest). In addition, second readers did not have access to first reader's scores, and the portfolios were dispersed systemically to avoid two readers scoring the exact same set of portfolios. Furthermore, prior to the scoring, all 8 assessors participated in a norming session. Also, when the two readers' scores had more than a one-point deviation for more than two measures, the essay had a third reader score the portfolio. Out of the 90 essays, 4 essays needed a third reader for the programmatic assessment. The measures and rubric were created and approved by FWAC prior to the assessment and are included in this report as Appendix D.

Once scored by the readers, to calculate percentages for each measure, we averaged the scores from the readers and identified those averages that are 2.5 or greater on the four-point scale.

We intend to use the results of this year's pilot assessment coupled with last year's pilot as a guide to assist the First-Year Writing Advisory Committee (FWAC) in determining and setting baselines and benchmarks to use in subsequent assessments of our new sequence.



## 2. Indirect Assessment: Writing Attitude Surveys

**Methods:** For our indirect assessment, we relied on student surveys that connect to and extend beyond our student learning objectives, allowing us to gather indirect programmatic data. Some survey questions were revised slightly from last year's survey. Again, comparisons may be made while keeping in mind that the sequence change and pilots make exact comparisons impossible. All revisions were reviewed and approved by FWAC before the surveys were distributed.

**Procedures:** The composition program conducted a writing attitude survey among students taking a composition course in the fall 2017 semester. This survey was completed by 556 students out of our 779 fall composition students, or about 71% of the students. Specifically, we had 141 students in ENGL 101E, 286 students in ENG 101, and 129 students in ENG 102 take the survey. The responses to key items were compared with survey results from last year's data primarily, indicating differences when possible and applicable. However, with the development of our new sequence, we recognize that exact comparisons across the years are impossible and that even last year's data included a large number of students transitioning from the former sequence. Significant questions from this year's survey are included in this report.

In addition to adding insight to our program, responses to applicable survey questions also aid in improving our program's directed-self placement method, which was implemented with the new sequence in 2016 and implemented to aid students when self-selecting between the English 101 or the "extended" version of that course, English 101E with its corequisite English 101L.

## Assessment Results

### 1. Direct Assessment: Student Writing Assessment

Below are results to the Student Writing Assessment, the direct assessment that was an end-of-the-semester paper pilot. Since this is a pilot created after the recent restructuring of our composition program, we do not have baselines or benchmarks for this new sequence. Rather, when possible, we will draw general comparisons from the previous year's data. As previously stated, we will use 75% as a target, and to calculate percentages, we averaged the scores from the readers and identified those averages that are 2.5 or greater on the four-point scale. This assessment will look at the coded essays (which includes both English 101 and English 101E) essays as one group. Afterwards, the report will analyze the decoded essays to draw comparisons between English 101 and English 101E for programmatic purposes.

We intend to use the results of this year's pilot assessment as a guide to assist the First-Year Writing Advisory Committee (FWAC) in determining and setting baselines and benchmarks to use in subsequent assessments of our new sequence.

**Measure 1: The paper demonstrates the student can produce writing for a specific AUDIENCE.**

[101, SLO1 and SLO6]

- A) RESULTS: 77% of the essays successfully met this measure. Specifically, 69 of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was met. In addition, compared to last year's 77%, our assessment indicates that English 101 results are similar to English 102 results (assessed 2016-2017) while recognizing the different levels affiliated with each course. Exact comparison cannot be made.

**Measure 2: The paper demonstrates the student's ability to ORGANIZE content.**

[101, SLO2]

- A) RESULTS: 78% of the essays successfully met this measure. Specifically, 70 of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was met. Comparison to last year's English 102 is not possible, nor is comparison to previous years' data due to the new sequence being implemented in 2016.

**Measure 3: The paper demonstrates the student can create an ARGUMENT.**

[101, SLO6 and SLO1]

- A) RESULTS: 78% of the essays successfully met this measure. Specifically, 70 of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was met. In addition, compared to last year's 80%, English 101 results are similar to English 102 results (assessed 2016-2017). Exact comparison cannot be made.

**Measure 4: The paper demonstrates the student's ability to REFERENCE at least one text (visual or textual) or rhetorical situation.**

[101, SLO5]

- A) RESULTS: 82% of the essays successfully met this measure. Specifically, 74 of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was met. Comparison to last year's English 102 is not possible, nor is comparison to previous years' data due to the new sequence being implemented in 2016. However, we may imagine that the English 101 "reference" measure precedes English 102's "integrate sources" measure, which last year was at 72%; thus, the higher percentage for 101 indicates preparation for that 102 measure, which may have a decrease due to increased level of difficulty.

**Measure 5: The paper demonstrates the student's ability to DOCUMENT appropriate SOURCES correctly.**

[101, SLO5]

- A) RESULTS: 58% of the essays successfully met this measure. Specifically, 52 of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was not met. In addition, compared to last year's 77%, indicates that English 101 results are weaker than the English 102 results (assessed 2016-2017). Exact comparison cannot be made, but this year's lower percentage may be due to assessors examining essays at levels higher than a first-semester composition course instead of the SLO's "introductory" level. We will continue to watch this measure and consider revising it to stress the SLO's introductory component related to documentation.

**Measure 6: The paper demonstrates the students' ability to ANALYZE material effectively and appropriately.**

[101, SLO1 and SLO6]

- A) RESULTS: 61% of the essays successfully met this measure. Specifically, 55 of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was not met. Comparison to last year's data is not possible, nor is comparison to previous years' data due to the new sequence being

implemented in 2016. However, knowing that the new sequence focused more on analysis, the low percentage shows that that continues to need work. The low percentage may be the result of variation in assignments and assessors' interpretation of amount of and kinds of analysis that essays needed. We will continue to watch this measure while considering ways to strengthen instruction of analysis.

**Measure 7: The paper demonstrates that student can control SURFACE FEATURES such as syntax, grammar, and punctuation.**

[101, SLO7]

- A) RESULTS: 81% of the essays successfully met this measure. Specifically, 73 of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was met. Comparison to last year's English 102 is not possible, nor is comparison to previous years' data due to the new sequence being implemented in 2016.

The seven measures and data results show that students are generally meeting the SLOs affiliated to our ENG 101 course. Five out of the seven measures met the target of 75% this academic year. The two measure not met include Measure 5 (related to documenting sources) and Measure 6 (related to analysis).

After looking at the complete (coded) data for our direct assessment, decoding the data allows for a closer look at the ENG 101 course and the ENG 101E course. The below chart offers a comparative:

<b>2017-2018 Assessment of 101 and 101E</b>	<b>Combined</b>	<b>101</b>	<b>+/-</b>	<b>101E</b>	<b>+/-</b>	<b>Comparison</b>
<b>Measure 1: Audience</b>	77%	84%	+7	69%	-8	15% diff
<b>Measure 2: Organize</b>	78%	82%	+4	73%	-5	09% diff
<b>Measure 3: Argument</b>	78%	82%	+4	73%	-5	09% diff
<b>Measure 4: Reference</b>	82%	87%	+5	78%	-4	09% diff
<b>Measure 5: Document Sources</b>	58%	62%	+4	53%	-5	09% diff
<b>Measure 6: Analysis</b>	61%	73%	+12	49%	-12	24% diff
<b>Measure 7: Surface Features</b>	81%	87%	+6	76%	-5	09% diff

This chart is not meant to determine whether or not ENG 101 and ENG 101E met the measures separately. Rather, decoding and examining the courses separately offers more insight into our program. When examining the chart, it is clear that the ENG 101E cohort holds lower percentages across the board, yet the course is not drastically different and holding its own. The chart indicates that the largest disparity between the two cohorts is that analysis measure (Measure 6); the chart also shows a higher disparity related to audience (Measure 1). Furthermore, neither ENG 101 nor ENG 101E met Measure 5 (Document Sources) or Measure 6 (Analysis). Thus, focusing more on analysis and audience in ENG 101E will prove beneficial while simultaneously focusing on documentation.

## 2. Indirect Assessment: Writing Attitude Surveys

Below are results for responses to key items on the Writing Attitude Surveys, which is our indirect assessment that is administered to all composition students during fall semesters. The First-Year Writing Advisory Committee (FWAC) developed these surveys for our new composition sequence. While we began using them in the 2016-2017 academic year, some questions were revised in 2017 for clarification. For the purpose of this indirect assessment, we often take the highest and second highest marks into consideration when calculating percentages while making note of the highest mark when particularly revealing. Similar to the above direct assessment, baselines will rely on last year's data as comparative marks when possible, and benchmarks are in the process of being set.

In addition, the report includes corresponding keys to relate back to the English 101 and 102 course SLOs when applicable. Note that not every SLO may be keyed below; rather, both the direct and indirect assessments cover all SLOs and even go beyond SLOs to offer informative data about our recently implemented courses, the directed self-placement method, and the writing studio component—all of which reveal insight and possible areas for improvement.

### **To what extent did your instructor's comments help you to improve your writing?**

[ENG 101 and ENG 101E, SLOs 1-7; ENG 101L, SLOs 1-7; ENG 102, SLOs 1-7]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 95.03% |
| English 101:  | 93.7%  |
| English 102:  | 92.25% |
- B) DISCUSSION: The extended version of that first semester course, again, ENG 101E, indicated the highest assistance in their instructor's feedback helping. All classes indicate that students are benefiting from their instructors feedback. Compared to last year's data, each class had an increase, although not significant. The average between the three is at 93.66%.

### **How would you rate your confidence in your ability to read and analyze texts (such as images or written arguments)?**

[ENG 101 and ENG 101E, SLO 1, SLO 2, and SLO 6; ENG 102, SLO 1, SLO 4, and SLO 5]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 79.28% |
| English 101:  | 85.31% |
| English 102:  | 82.95% |
- B) DISCUSSION: Numbers are comparable to last year's data. Specifically, last year's survey indicated 83.72%, 81.31%, 80.87% respectively. This year's survey results indicate that 28.37%, 36.01%, and 41.86% identify as "very" confident respectively in ENG 101E, ENG 101, and ENG 102, which averages to about 35%. This average is similar to last year's; however, 101E saw a 4% decline while the other two classes saw increases.

**Did your course and coursework affirm or improve your understanding of the term “rhetorical situation”? (Percentages calculated based on answers that indicate course improved understanding of the term.)**

[ENGL 101 and ENG 101E, SLO 1 and SLO 6; ENG 102, SLO 1]

A) RESULTS:

English 101E:	81.56%
English 101:	85.32%
English 102:	82.94%

- B) DISCUSSION: The average for the courses is 83%, a 3% increase from last year’s average. We saw over a 9% increase in ENG 102 while the other courses fluctuated by about 3% in either direction.

**Did your course and coursework affirm or improve your understanding of the role of audience in relation to composition tasks? (Percentages calculated based on answers that indicate course improved understanding of that role.)**

[ENG 102, SLO 4]

A) RESULTS:

English 101E:	88.65%
English 101:	89.86%
English 102:	88.37%

- B) DISCUSSION: Numbers are similar to last year’s data. The average for all three courses is about 89%, which is the same average for last year.

**Did your course help you practice or learn to cite and document sources? (Percentages calculated based on “yes” answers.)**

[ENG 101 and ENG 101E, SLO 5; ENG 102, SLO 3]

A) RESULTS:

English 101E:	90.07%
English 101:	89.4%
English 102:	93.65%

- B) DISCUSSION: Numbers are not significantly different from last year’s data; however, we did see a slight increase. Specifically, the average this year is 91.04% compared to last year’s average on 87.96% (equating to about a 3% increase). Both ENG 101 and ENG 102 saw an increase of over 5%.

**How confident are you in your ability to use a handbook to cite sources correctly using MLA documentation style? (Percentages calculated based on “very” and “mostly” answers.)**

[ENG 101 and ENG 101E, SLO 5; ENG 102, SLO 3]

A) RESULTS:

English 101E:	77.14%
English 101:	80.07%
English 102:	83.72%

- B) DISCUSSION: While the wording of this survey question was revised, last year's survey had similar, although slightly lower, results. The average from this year's data is about 80%, which shows a 5% increase.

**Did your course or coursework affirm or improve your understanding and application of various research methods? (Percentages calculated on answers that indicate course improved understanding and application of various research methods.)**

[ENG 102, SLO 2]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 86.53% |
| English 101:  | 83.22% |
| English 102:  | 91.47% |
- B) DISCUSSION: Numbers are similar to last year's data. Both averages are 87%. Thus, the data this year indicates that students are learning and applying various research methods at a high rate in all of their composition courses, and that percentage has been highest in ENG 102 both years, which is the course that emphasizes research and research methods more.

**How confident do you feel about your ability to summarize other people's ideas? (Percentages calculated based on "very" and "mostly" answers.)**

[ENG 102, SLO 3]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 80.25% |
| English 101:  | 86.71% |
| English 102:  | 89.15% |
- B) DISCUSSION: The results show that students are summarizing others' ideas at a high percentage. The average is about 85%, which is about a 3% increase from last year.

**How confident do you feel about your ability to create thesis statements? (Percentages calculated based on "very" and "mostly" answers.)**

[ENG 101 and ENG 101E, SLO 2]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 67.14% |
| English 101:  | 76.57% |
| English 102:  | 85.28% |
- B) DISCUSSION: This year's average is about 76%, which is similar to last year's average. We saw increases connected to ENG 101 and ENG 102, but about a 13% decline related to ENG 101E.

**How would you rate your confidence in your ability to create a sound argumentative thesis? (Percentages calculated based on "very" and "mostly" answers.)**

[ENG 102, SLO 4]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 62.86% |
| English 101:  | 70.28% |
| English 102:  | 79.84% |

- B) DISCUSSION: The average is about the same as last year's data, being about 71% this year (1% higher than last year). We saw a 10% increase in ENG 102. However, we will continue to highlight the need to work with students and their development of argumentative thesis statements as well as their confidence in doing so.

**How would you rate your confidence in your ability to build and support your arguments with effective claims and evidence? (Percentages calculated based on "very" and "mostly" answers.)**

[ENG 102, SLO 4]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 79.19% |
| English 101:  | 86.01% |
| English 102:  | 84.54% |
- B) DISCUSSION: Numbers are similar to last year's. This year's results indicate an average of 83%, which is an insignificant increase of 1%.

**How would you rate your confidence in your ability to write with effective rhetorical strategies? (Percentages calculated based on "very" and "mostly" answers.)**

[ENG 101 and ENG 101E, SLO 6; ENG 102, SLO 1]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 53.58% |
| English 101:  | 63.99% |
| English 102:  | 72.87% |
- B) DISCUSSION: We revised the survey question for this year, and we still see numbers being lower than we'd like. This may be due to students' not understanding what is meant by "rhetorical strategies" or lacking confidence in their abilities to employ specific rhetorical strategies.

**How helpful have you found the knowledge from this composition class when you are writing for other classes (exams, essays, presentations) or for other contexts outside of class? (Percentages calculated based on "very helpful" and "somewhat helpful" answers.)**

[ENG 102, SLO 7]

- A) RESULTS:
- |               |        |
|---------------|--------|
| English 101E: | 95%    |
| English 101:  | 94.41% |
| English 102:  | 92.25% |
- B) DISCUSSION: Numbers are similar to last year's data with this year's average being 93.89% (about 2% higher than last year's average). The "very helpful" category results were at 57.86%, 51.75%, and 60.47% respectively. With ENG 102's emphasis on students' ability to transfer and apply knowledge beyond their composition courses, there is room for improvement. However, there is no concern with these results.

**Do you think that what you learned in ENG 102 class will be useful in future college classes and/or during your working life? (Percentages calculated based on “very useful” and “somewhat useful” answers.)**

[ENG 102, SLO 7]

A) RESULTS:

English 102: 93.79%

B) DISCUSSION: Numbers show an increase from last year’s data. The “very useful” category results were at 78.29%. This is about a 13% increase from last year’s data. This particular question indicates that students are, indeed, developing skills that they recognize can transfer beyond their course.

**Select all that apply to your standard writing or composition process after being presented with the composition assignment:**

[ENG 101L, SLOs 1-5, SLO 7; ENG 101 and ENG 101E, SLO 3 and SLO 4; ENG 102, SLO 7]

A) RESULTS:

	ENG 101E	ENG 101	ENG 102
Performed brainstorming	83.69%	81.82%	79.84%
Completed a rough draft	84.4%	93.01%	90.7%
Participated in a peer-review process	88.65%	76.22%	86.05%
Reviewed feedback from peer or instructor	88.65%	89.51%	88.37%
Made revisions that went beyond correcting grammar	80.85%	83.22%	77.52%
Visited the Writing Center for assistance	41.13%	36.71%	34.11%
Edited my work for grammatical and mechanical errors	80.85%	82.87%	79.84%
Proofread my work	76.6%	84.97%	78.29%
Read my work out loud	43.97%	45.8%	38.76%
Reflected on writing and/or writing process after completing it	62.41%	60.49%	62.79%

B) DISCUSSION: Not every item on the chart maps to the course SLOs. The ones that do map to course SLOs show that students are engaging in process-based writing at high percentages in their composition courses. Numbers are similar to last year’s data. The lowest percentage that extends to our course SLOs relates to students’ reflection about their writing processes or products with marks of 62.41%, 60.49%, and 63.79% respectively; thus, we continue to see that there is room for improvement.



The following shows student responses to survey questions that are not keyed to specific objectives; however, they are applicable as they do give us important information about the program and students' perspectives of their learning.

**Has this course helped you improve your writing or composition? (Percentages refer to those answering "yes.")**

A) RESULTS:

English 101E: 85.82%  
 English 101: 92.31%  
 English 102: 89.15%  
 Average: 89%

B) DISCUSSION: Slight variations exist within each course from last year's results. However, the average remains at 89% this year, which is the same average from last year's results and similar to previous years' data related to our former sequence (chart below):

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
English 111	93%	94%	91%	94%	91%	89%
English 112	85%	86%	90%	90%	87%	88%
English 200	88%	78%	82%	87%	99%	81%
<b>Average</b>	<b>89%</b>	<b>86%</b>	<b>88%</b>	<b>90%</b>	<b>92%</b>	<b>86%</b>

**How would you rate your general attitude towards this course? (Percentages refer to those answering "very" or "mostly satisfied.")**

A) RESULTS:

English 101E: 75%  
 English 101: 86.37%  
 English 102: 83.72%  
 Average: 81.7%

B) DISCUSSION: While the average is similar to last year's (which was 80.31%), we saw a decrease related to ENG 101E (which was 86.82% last year). ENG 101 increased from 81.58%, and ENG 102 increased from 72.51%. Data from former years (2010-2015), which is charted below, indicate that numbers are comparable with that 75% being on the lower end of satisfaction:

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
English 111	84%	80%	81%	84%	81%	88%
English 112	80%	82%	81%	87%	80%	89%
English 200	77%	67%	76%	76%	79%	84%
<b>Average</b>	<b>80%</b>	<b>76%</b>	<b>79%</b>	<b>82%</b>	<b>80%</b>	<b>87%</b>

**How would you rate your general attitude towards the writing studio component of this course? (Percentages refer to those answering “very” or “mostly satisfied.”)**

- A) RESULTS:  
English 101E: 80.65%
- B) DISCUSSION: The writing studio component is part of the ENG 101E course, which students self-selected. Since this curriculum is new, there is only one previous year of data for comparison; however, our former sequence did have its own course ENG 111 which had a writing lab requirement; data for the past seven years (2010-2015, 2016) ranges from 81% to 87%. Thus, while the writing studio as a self-selection option is new and while this year’s data is about 4% lower than last year’s data, which was at 85%, the results this year are within the general range of attitudes related to our previous structure.

**To what extent was your studio work useful for writing assignments in your English 101E class? (Percentages refer to those answering “always useful” and “mostly useful.”)**

- A) RESULTS:  
English 101E: 76.59%
- B) DISCUSSION: This is about 7% lower than last year’s data. The number does not raise a concern, as it still indicates that students view the studio useful in their ENG 101E course.

**To what extent has the small class size of your composition course helped with your learning experience? (Percentages refer to those answering “greatly helped” and “somewhat helped.”)**

- A) RESULTS:  
English 101E: 97.83%  
English 101: 99.65%  
English 102: 96.12%  
Average: 97.87%
- B) DISCUSSION: Numbers are similar to last year’s data. Again, while these numbers are high and are indicative that students recognize the value of the small class size, the percentages related to “greatly helped” were high, respectively being 69.06%, 77.39%, and 73.64%. I should note that the ENG 101E did drop from last year’s 81% mark related to “greatly helped”; however, the drop combined with the “somewhat helped” mark kept the number similar to last year’s data. The overall average continues to convey that our switch to smaller class sizes is successful from students’ perspectives.

**How did the small class size help with your writing and learning experiences? Select all that apply.**

A) RESULTS:

	ENG 101E	ENG 101	ENG 102
The small class size helped because it gave me more time to work with my professor.	69.50%	71.68%	75.97%
The small class size helped because it allowed more group work during our class.	56.03%	50.35%	51.94%
The small class size helped to make me feel more a part of a writing community.	43.97%	48.95%	44.96%
The small class size helped because it played a role in the amount of feedback I obtained from my peers and professor.	72.34%	78.67%	71.32%
The small class size helped because it allowed more time to work on my specific needs.	58.87	61.54%	58.14%
The small class size helped me in other ways not listed above.	34.04%	31.16%	33.33%
I do not believe that the small class size played any role in my writing and learning experiences.	08.51%	07.69%	05.43%

B) DISCUSSION: Students overwhelmingly value the small class and view it as being instrumental in their experience—from playing roles in the amount of feedback to more individualized attention. Only an average of 7.21% noted that the class size was unimportant in their learning and writing experiences; thus, about 93% view the small class as being highly valuable.

**Based on your experience this semester, do you think ENG 101E/101L was the right fit for you as a writer? (Note: Asked to the English 101E students.)**

---and---

**Based on your experience this semester, do you think ENG 101 was the right fit for you as a writer? (Note: Asked to the English 101 students.)**

A) RESULTS:

English 101E: 89.93%  
 English 101: 94.14%

B) DISCUSSION: Students self-selected into either English 101E/101L or English 101, and again, students overwhelmingly felt as if their selection was the best fit for their success as a writer. This is the second year of implementation and the second year that students have overwhelmingly felt as if their self-placement was successful. Last year, the average was 88.7% whereas this year, the average is 92.04%, which is about a 3.3% increase.

## Action Items

This section will cover improvements made this 2017-2018 academic year as well as planned improvements and initiatives as a result of this year's assessment. The first sub-section covers the improvements that were initiated during this academic year, which connects to last year's assessment, highlights our program improvements, archives the 2017-2018 initiatives, and establishes a foundation for future planned action items. The second sub-section outlines the actions items that work to close the loop based on the analysis of this year's assessment data. These planned action items will be carried out the next academic year.

### *2017-2018 Improvements and Initiatives:*

Below is a list of our program improvements and initiatives that occurred this academic year based on former assessment results and planned action items aimed at improvement:

1. Related to the fall 2016 implementation of our two-semester composition sequence, it was vital to review students' who had not yet met their composition requirements, emailing them to ensure that students and advisors were aware of how students' outstanding composition requirements and how to fulfill those as it relates to our new sequence.
2. The Composition Program continued to use optional supplemental texts in composition classes, as a community, or common, read for students. In the fall, the supplemental texts included Chaon's *You Remind Me of Me* and Haigh's *Baker Towers*. The authors met with our composition students during the Pee Dee Fiction and Poetry Festival. In the spring, the supplemental text was *Black Man in a White Coat* by Damon Tweedy, who was the Hunter Series Speaker, and students were able to discuss the book with her at the colloquium and lecture.
3. As part of the Hunter Series, three faculty (Clemons, England, and Spear) worked with four ENG 102 students to oversee a student-led "Poster and Panel Session" where their undergraduate researched posters inspired by Tweedy's text were shared with the public.
4. The First-Year Writing Advisory Committee finalized and approved the end-of-the-semester pilot for English 101 to serve as a possibility and basis for our assessment method.
5. The First-Year Writing Advisory Committee revised all pilot assessment documents, presented them to the department, who voted and approved our two-year assessment procedure on March 8, 2018. This procedure will begin fall 2018.
6. We are continuing to add faculty instructional resources on our shared Composition Studies Blackboard site, including but not limited to sample assignments, supplemental readings, and helpful websites. Last year, we had an action item of adding resources to help with researching, writing thesis statements, and incorporating reflection-based writing.
7. Similar to last year, we celebrated the National Day on Writing in October by overseeing a campus-wide event where faculty and students could pause and write for 15 minutes. We had 13 faculty members across 5 disciplines participate.
8. We were again able to offer \$250 to the McCrimmon Award winner and two additional awards of \$50 each for the best papers in English 101 and English 102. We held an awards ceremony and reception in April to honor these writers and their accomplishments.
9. Again, we were able to recognize our award recipients as well as several other students by working with Fountainhead Press to publish their writing in next year's *Final Draft* text. The eight featured authors and one symposium winner were recognized at our departmental awards ceremony alongside our award recipients.

10. As part of last year's action items, we held a fall pedagogical workshop related to reflection appropriately titled "On Reflection" (10/2017), and our spring workshop was in response to faculty's requests and titled "Active Learning" (02/2018). Twelve faculty attended October's workshop, and eleven attended in February.
11. In response to changes with publishers' textbooks, we had two "Lunch & Learns" where Cengage and Pearson spoke to our faculty about their new adoption innovations.
12. In conjunction with survey data, the First-Year Writing Advisory Committee voted to remove the required text *Prentice Hall Reference Guide* and will begin reviewing cheaper manual options in efforts to put together a list of recommended manual options.

*Action Items Based on the 2017-2018 Assessment Results:*

Our assessment data this year reveals that program initiatives were successful. Specifically, we met 5 of the 7 measures. Based on our direct and indirect 2017-2018 assessment results, we have identified the below action items as part of our planned improvements for this upcoming year:

1. In our direct assessment, we did not meet our target of Measure 5, related to students' ability to document appropriate sources. Thus, we will look at the wording of that measure and will focus on finding and adding resources for faculty that aid documenting sources. In addition, committee efforts of creating a list of recommended writing manuals will help.
2. We did not meet our target of Measure 6, related to students' ability to analyze material effectively and appropriately. We will focus on adding additional resources for faculty to help with their teaching of analysis and will explore holding a faculty workshop related to analysis.
3. Our indirect assessment this year revealed that students continue to lack confidence in creating thesis statements; thus, to continue to help improve that area, we will continue to add faculty resources on writing thesis statements, in general, and on writing argumentative thesis statements. This particular action item carries over from last year's action items, where last year's assessment data showed similar marks. Specifically, student surveys in 2017-2018 show that 76% of students feel confident in the ability to write thesis statements while about 71% feel confident with their argumentative thesis statements. The previous year's data indicated students' confidence at about 77% and 70% respectively.
4. Our indirect assessment indicates that students feel as if they reflected on their writing and/or writing process at a lower percentage than desired (ranging from 60.5%-64% depending on the course); thus, we will continue to add faculty resources to our shared Blackboard related to reflection. This action item carries over from last year. We did hold a pedagogical workshop related to reflection and did see an improvement in percentages, but we will continue to work with faculty on ways to improve connections to reflection.
5. Our indirect assessment from this year again shows that students lack confidence in their "ability to write with effective rhetorical strategies." This was an action item last year, which led us to revising the survey question for clarify. Despite the revision, students' continue to indicate a lack in confidence (ranging from about 54%-73%). Thus, we will continue to work with faculty to improve students' comfort levels with their ability to write with effective rhetorical strategies and will solicit activities or resources that we could add to our shared faculty Blackboard site.
6. Last year's direct assessment indicated that the ENG 102 Measure 4, related to integrating sources was not met. Specifically, 72% of the English 102 portfolios successfully met this measure. Since we performed a direct assessment on ENG 101 this academic year, we will carry over this action item and will review the results the next time we directly assess ENG 102. In the interim, we will continue to add resources for faculty that aid in the integration of sources and will solicit activities that faculty use to teach the integration of sources.

7. When decoding the direct assessment to compare the ENG 101 and ENG 101E cohorts, percentages related to ENG 101E were generally lower. The larger disparities related to analysis and audience. Thus, we will make sure that faculty are aware of this and will work with ENG 101E faculty to see what resources we could add to our shared faculty space.

## ***Appendix***

Please find the below additional materials attached:

- Appendix A: FMU's General Education and the Composition Program: Academic year 2017-2018
- Appendix B: COMPOSITION 101/101E/102 SEQUENCE
- Appendix C: ENG 101 – Analysis and Argument – Pilot Assessment Procedure: Collection of End-of-the-Semester Paper from ENG 101/101E Courses
- Appendix D: SLOs Rubric for ENG 101 Pilot Assessment

### ***Appendix A:***

#### **FMU's General Education and the Composition Program: Academic Year 2017-2018**

Submitted by  
Rachel N. Spear, PhD  
Coordinator of Composition and  
Assistant Professor of English

Department of English, Modern Languages, and Philosophy

### ***Introduction***

FMU's Composition Program holds four primary goals:

1. To prepare students to use language conventions and styles for writing in a variety of rhetorical situations
2. To deepen students' understanding of the power and influence of written, digital, and visual texts, both those they read and those they writing themselves
3. To develop students' information literacy
4. To guide students through processes of reflection so they can evaluate and improve their current and future reading and writing practices.

While we recognize FMU's Composition Program's vital role in FMU's General Education requirements and view its four programmatic goals as being tied to these goals, there are two General Education goals to which the composition program is closely linked:

- Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively. [Note: The composition program does not assess speaking skills.]
- Goal 9: The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices. [Note: The composition program does not assess the ability to make “responsible choices.”]

### ***Program Assessment and Extension to General Education Goals***

Our Composition Program goals unfold in conjunction with individual course student learning outcomes. In the academic year 2017-2018, the program pulled from indirect and direct assessments. Specifically, 556 composition students, or about 71% of fall composition students taking any composition course, participated in a writing attitude survey. In addition, we performed a direct assessment of our ENG 101. Our end-of-the-semester direct assessment of ENG 101 consisted of 90 randomly selected papers from 18 sections of ENG 101. For a complete explanation of the assessment methods, refer to the English Composition Program’s Institutional Effectiveness Report: Academic Year 2017-2018. That report also contains the program’s mission as well as the results of direct and indirect assessment.

In order to assess the above General Education goals, our First-Year Advisory Committee created and assessed those same 90 randomly selected essays based on the below measures:

- GE-SLO 1a: The paper(s) demonstrate(s) that the student can write English clearly, logically, and effectively.
- GE-SLO 1b: The paper(s) demonstrate(s) that the student can write English creatively (or stylistically).
- GE-SLO 9: The paper(s) convey(s) that the student can reason logically and critically in relation to their research and composition skills.

Again, papers were scored on a 4-point scale where 4 excelled at meeting the SLO, 3 satisfied the SLO, 2 partially met the SLO, and 1 failed to meet the SLO. With this being our pilot year to assess the General Education goals in this manner, we do not yet have baselines and will use this pilot to establish such. In addition, we recognize that this assessment does not account for the different layers in which the paper may be assessed in relation to the General Education goals and that the data may be skewed, limiting the assessment in this manner. As a result, we are making our target lower than our program target, setting it at 70%. The assessment method mirrored our programmatic assessment. When two or more scores deviated by more than one point, the essay had a third read; seven essays had third reads.

#### **GE-SLO 1a: The paper(s) demonstrate(s) that the student can write English clearly, logically, and effectively.**

- A) RESULTS: 77% of the essays successfully met this measure. Specifically, 69 out of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was met. No discussion needed.

#### **GE-SLO 1b: The paper(s) demonstrate(s) that the student can write English creatively (or stylistically).**

- A) RESULTS: 43% of the essays successfully met this measure. Specifically, 39 out of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was not met. This particular SLO 1 was divided into an (a) and (b) category by the committee as we thought that it might be hard for assessors to accurately assess based on that “creatively” wording. However, there may also be some correlation to students’ lack in confidence to write with “effective rhetorical strategies” (something we saw with the indirect assessment of the program). We will continue to watch this to determine whether or not we feel as if we can assess this measure accurately. In addition, action items related to helping to improve students’ ability to write with effective rhetorical strategies extends to this and will double as an action item related to this GE-SLO 1b as well.

**GE-SLO 9: The paper(s) convey(s) that the student can reason logically and critically in relation to their research and composition skills.**

- A) RESULTS: 73% of the essays successfully met this measure. Specifically, 66 out of the 90 had an average score of 2.5 or greater on the 4-point scale.
- B) TARGET ACHIEVEMENT AND DISCUSSION: The target was met. No discussion needed.



## ***Appendix B:***

### **COMPOSITION 101/101E/102 SEQUENCE**

COURSE TITLES, CATALOG DESCRIPTIONS, and STUDENT LEARNING OUTCOMES

#### **ENG 101: Analysis and Argument**

##### Catalog Description

(3) The grade of C or higher in English 101 (or in English 101E plus a grade of S in English 101L) is required for the student to advance to English 102. Introduction to critical reading and to composing processes, including invention and revision, through writing analyses and arguments for specific audiences and purposes. Through extensive writing assignments, practice, and peer activities, students will learn to read and write in various rhetorical contexts and will be introduced to documentation of sources. Small class sizes allow individual attention and cooperative learning. Credit cannot be earned for both English 101 and English 101E.

##### Student Learning Outcomes

In **ENG 101**, students will demonstrate the ability to

- Understand the term rhetorical situation, analyzing audience and purpose in order to compose in multiple genres
- Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay
- Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others
- Write about and reflect on the strengths and weakness of their own reading and writing processes
- Understand and employ research methods at an introductory level, documenting sources appropriately
- Read, analyze, and create arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Enhance language skills, establishing control of surface features such as syntax, grammar, and punctuation

#### **ENG 101E: Analysis and Argument with Extended Studio**

##### Catalog Description

(3) (Corequisite: English 101L) The grade of C or higher in English 101 (or in English 101E plus a grade of S in English 101L) is required for the student to advance to English 102. English 101E is the equivalent of English 101 (see catalog description for ENG 101) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Credit cannot be earned for both English 101 and English 101E.

##### Student Learning Outcomes

In **ENG 101E**, students will demonstrate the ability to

- Understand the term rhetorical situation, analyzing audience and purpose in order to compose in multiple genres
- Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay
- Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others

- Write about and reflect on the strengths and weakness of their own reading and writing processes
- Understand and employ research methods at an introductory level, documenting sources appropriately
- Read, analyze, and create arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Enhance language skills, establishing control of surface features such as syntax, grammar, and punctuation

## ENG 101L: Extended Studio

### Catalog Description

(1:2) (Corequisite: English 101E) Extended studio time and space for students enrolled in English 101E. The studio component complements the English 101E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for English 101L, students must receive a grade of C or higher in English 101E; credit for ENG 101L can only be earned once.

### Studio Objectives

In the **extended studio** space, students will receive individualized supplemental instruction and practice in writing skills that may include the following:

- Invention Strategies
- Drafting of Content
- Revision
- Editing and Conventions
- Collaboration
- Rhetorical Analysis
- Reflection

## ENG 102: Rhetoric, Genre, and Research

### Catalog Description

(3) (Prerequisite: A grade of C or higher in a) English 101 or in b) English 101E plus a grade of S in English 101L.) Complex composition assignments involving rhetorical strategies, critical reading, and formal research. Practice performing multiple research methods, evaluating and documenting sources, synthesizing research, and developing original arguments. Emphasis on analyzing genre to inform writing strategies and research methods, preparing students to transfer knowledge about genre and composition to other writing contexts. Small class sizes allow individual attention and cooperative learning. Students must complete English 102 with a grade of C or higher to satisfy the English Composition portion of the Communications area of the General Education Requirements.

### Student Learning Outcomes

In **ENG 102**, students will demonstrate the ability to

- Read and analyze arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Understand primary and secondary research and use multiple methods to find and evaluate information from a variety of sources
- Summarize and synthesize multiple sources, integrating others' ideas into original arguments, documenting appropriately
- Create reasoned and well-supported arguments for specific audiences and in specialized genres

- Compare and contrast how different communities, including academic discourse communities, discuss and respond to a similar topic or issue
- Develop and refine voice and style
- Reflect on and articulate one's own composition choices, conveying rhetorical awareness and ability to transfer skills

## Appendix C:

### ENG 101: Analysis and Argument – Pilot Assessment Procedure: Collection of End-of-the-Semester Paper from ENG 101/101E Courses

Unmarked Copies Due to the Composition Coordinator by \_\_\_\_ [Friday of exams]\_\_\_\_

*This guide is for English faculty teaching English 101 or English 101E to aid in the collection of papers for our program assessment. The selected and submitted end-of-the-semester paper does not have to be the final exam of your course, but it (or its revision) could become either the final exam of the course or a portion of the final exam upon your discretion. The percentage weight of that paper is determined by each instructor.*

Faculty should be prepared to submit unmarked copies of one *end-of-the-semester paper* from their English 101 courses. To be considered as an end-of-the-semester paper, it should have been completed by the student after week 10 of the course. These papers may be final products or revised versions of an earlier paper. If you are asking students to revise the paper (as part of your course), then we ask that that revision is the version that you submit for program assessment purposes.

Between week 10 and week 15, you will receive a list of randomly selected student names for each ENG 101 or ENG 101E section. Those names are the students for whom you will pull papers; next, you will remove identifiers (such as names/course/section numbers) and submit a selected essay from each student for program assessment. On that list of randomly selected students, you will have at least two alternate names in case any randomly selected name/paper is not available, incomplete, or plagiarized. If you need more alternates, contact the Composition Coordinator.

When you submit your section's papers, we ask that you attach your assignment *and* a cover sheet to the top of each paper. Doing so will clarify the assignment's purpose and intended audience for our assessors. Additional submission instructions will be provided at a later date.

When selecting what paper you will use for program assessment, we ask that you abide by the requirements below to help us standardize our program assessment. Thus, the submitted papers should demonstrate the student's ability to

- Develop ideas and content appropriate to a specific rhetorical situation;
- Establish a strong thesis and developed paragraphs within the larger organization of the essay;

- Analyze material (another text or rhetorical situation) as appropriate;
- Create an argument that conveys developed content and employs research methods as appropriate; and
- Rely on rhetorical writing strategies which highlight control of surface features such as syntax, grammar, and punctuation.

*If you have any question as to whether or not your selected assignment would be an appropriate option for this program assessment or if you have difficulty in selecting the assignment, please feel free to talk with one of the composition coordinators or any member of our First-Year Writing Advisory Committee. We will happily listen to any concerns and advise which of your already in-place assignments may fit best.*

## **Appendix D:**

### **SLOs Rubric for ENG 101 Pilot Assessment**

*Papers are read and assessed based on the below criteria, created from the course student learning outcomes. Scores are assigned to the paper based on (at least) two assessors' blind reviews.*

*Note: Due to various assignments and instructors, measures often include the phrase "as appropriate" to allow assessors to discern whether the student met a particular measure based on what would be appropriate for that student's particular paper's purpose, audience, and assignment.*

#### **Student Learning Outcomes for ENG 101**

8. Understand rhetorical situations, analyzing audience and purpose in order to compose in multiple genres
9. Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay
10. Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others
11. Write about and reflect on the strengths and weakness of their own reading and writing processes
12. Understand and employ research methods at an introductory level, documenting sources appropriately
13. Read, analyze, and create arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
14. Enhance language skills, establishing control of surface features such as syntax, grammar, and punctuation

#### **Measure 1: The paper demonstrates the student can produce writing for a specific AUDIENCE.**

[101, SLO1 and SLO6]

**4-** Excels. Student appeals to a specific audience, making effective rhetorical moves within the composition.

**3-** Satisfies the measure. Student demonstrates a general awareness of writing for a specific audience, attempting to make rhetorical moves within the composition, yet those moves need minor improvements to make them effective for that audience.

2- Partially satisfies the measure. Student makes an attempt to consider a specific audience, but the attempt is incomplete or confusing.

1- Fails to satisfy the measure. Student shows no attempt at considering a specific audience, or any attempt conveyed is confusing or hindering to the composition.

**Measure 2: The paper demonstrates the student's ability to ORGANIZE content.**

[101, SLO2]

4- Excels. Student demonstrates the ability to develop an essay that has a clear beginning, middle, and end. Each idea flows logically to the next and fits logically into the whole. Student's writing demonstrates discernable organizational patterns appropriate to the subject and the purpose.

3- Satisfies the measure. Student demonstrates the ability to develop an essay that has a clear beginning, middle, and end. Most ideas flow logically and fit logically into the whole. Student's writing demonstrates some organizational patterns appropriate to the subject and the purpose.

2- Partially satisfies the measure. Student demonstrates the ability to develop an essay that has a beginning, middle, and end. Some ideas flow logically and fit logically into the whole. Student's writing may not demonstrate the use of organizational patterns appropriate to the subject and the purpose.

1- Fails to satisfy the measure. Student does not demonstrate the ability to develop an essay with a clear beginning, middle, and end. Ideas do not flow logically and/or logically fit into the whole. Organization patterns are not appropriate for audience and purpose.

**Measure 3: The paper demonstrates the student can create an ARGUMENT.**

[101, SLO6 and SLO1]

4- Excels. Student establishes clear, insightful claims that construct a well-reasoned argument and thoroughly supports those claims with appropriate and specific evidence.

3- Satisfies the measure. Student establishes clear claims that develop the argument and adequately supports those claims with appropriate and specific evidence.

2- Partially satisfies the measure. Student establishes claims that partially develop the argument and/or offers claims that may be confusing or may rely on underdeveloped evidence.

1- Fails to satisfy the measure. Student fails to establish claims that develop the argument and/or does not support the claims with appropriate evidence.

**Measure 4: The paper demonstrates the student's ability to REFERENCE at least one text (visual or textual) or rhetorical situation.**

[101, SLO5]

4- Excels. Student references at least one text (visual or textual) or rhetorical situation, clearly and effectively, and engages with and integrates that text or situation appropriately (as deemed by paper's

purpose or assignment). In doing so, student conveys effective skills related to working with sources at an introductory level.

**3-** Satisfies the measure. Student references at least one text (visual or textual) or rhetorical situation adequately (as deemed by paper's purpose or assignment). Student's engagement with or integration of text or situation conveys satisfactory skills, but lacks polish or development.

**2-** Partially satisfies the measure. Student attempts to reference at least one text (visual or textual) or rhetorical situation (as deemed appropriate by paper's purpose or assignment), yet engagement with or integration of text or situation is muddled or underdeveloped, negatively affecting the readability of paper or distinction of voice or purpose.

**1-** Fails to satisfy the measure. Student shows little to no evidence of referencing at least one text (visual or textual) or rhetorical situation (as deemed appropriate by paper's purpose or assignment) or little to no engagement with text or situation.

**Measure 5: The paper demonstrates the student's ability to DOCUMENT appropriate SOURCES correctly.**

[101, SLO5]

**4-** Excels. Student demonstrates correct and effective citations of appropriate sources (as deemed by paper's purpose or assignment), conveying proper knowledge of the appropriate style (MLA, APA, Chicago, etc.).

**3-** Satisfies the measure. Student demonstrates satisfactory skills in citing appropriate sources, conveying proper knowledge of the appropriate style (MLA, APA, Chicago, etc.) with minor errors. These errors do not hinder reader's understanding of cited material and convey introductory skills for documenting appropriate sources.

**2-** Partially satisfies the measure. Student shows an attempt at citing appropriate sources, yet citations are incomplete or confusing, or some of the sources cited are inappropriate for the writing task or purpose.

**1-** Fails to satisfy the measure. Student shows little to no attempt at citing appropriate sources (when paper's purpose or assignment calls for such); citations are either substantially incorrect or missing completely, or most or all the sources used are inappropriate for the writing task.

**Measure 6: The paper demonstrates the students' ability to ANALYZE material effectively and appropriately.**

[101, SLO1 and SLO6]

**4-** Excels. Student effectively analyzes material in a persuasive and thoughtful fashion (as appropriate to paper's purpose or writing task).

**3-** Satisfies the measure. Student effectively analyzes material in a somewhat persuasive fashion but may lack insight.

**2-** Partially satisfies the measure. Student shows some analysis of material, but that analysis relies too heavily on summary or description or is at times inappropriate to the paper's purpose or writing task.



**1-** Fails to satisfy the measure. Student shows little to no analysis of material or that analysis is ineffective and/or inaccurate.

**Measure 7: The paper demonstrates that student can control SURFACE FEATURES such as syntax, grammar, and punctuation.**

[101, SLO7]

**4-** Excels. Student demonstrates consistent and effective control of grammar and punctuation while usually displaying sophisticated syntax.

**3-** Satisfies the measure. Student demonstrates mostly effective control of grammar and punctuation while often displaying sophisticated syntax.

**2-** Partially satisfies the measure. Student demonstrates only minor control of grammar and punctuation and/or often uses unclear or simplistic syntax.

**1-** Fails to satisfy the measure. Student does not demonstrate control of grammar and punctuation and/or consistently uses extremely unclear or simplistic syntax.

## 10. Mathematics Programs

<b>Name of Program/Department:</b>	Mathematics Program
<b>Year:</b>	2017-2018
<b>Name of Preparer:</b>	<i>Drs. Minerva Brauss, Thomas Fitzkee, George Schnibben, and Sophia Waymyers</i>

### ***Program Mission Statement***

A primary purpose of the Department of Mathematics at Francis Marion University is to offer all University students a varied and well-balanced curriculum of undergraduate education in mathematics. In the liberal-arts tradition, the courses in the curriculum teach students to think logically, to analyze problems and solve them appropriately, and to communicate their ideas clearly.

The department also provides a broad range of entry-level courses in order to meet the needs of students with widely varying mathematical backgrounds and to provide them with skills appropriate for their selected majors. The mathematics courses that satisfy the General Education requirement in mathematics are designed to help students achieve *Goal 5: The ability to use fundamental mathematical skills and principles in various applications.*

Equally important, the curriculum provided by the Department leads to baccalaureate degrees in two distinct but overlapping areas: mathematical sciences and teacher licensure in mathematics. These courses prepare students for careers in education, business, industry, and government. They also prepare those students of sufficient interest and ability for further study of mathematics at the graduate level.

### ***Program Learning Outcomes***

1. Students should be able to analyze problems involving various applications and solve them using appropriate mathematical skills, principles, and technology.
2. Students should be able to present oral and written solutions in a structured format that can be understood by a general audience.
3. Students should recognize and appreciate the applicability, beauty, and power of mathematics.
4. Students should be confident in their abilities to use mathematics to solve various problems.

### ***Executive Summary***

The Department of Mathematics uses several assessment tools, such as a calculus performance rubric, an elementary proof performance rubric, a technology usage performance rubric, a communication performance rubric, and a senior survey. Values for Student Learning Outcome (SLO) 1.0 (Outcomes 1-4), SLO 2.0 (Outcomes 1-2), SLO 3.0 (Outcomes 1-2), and SLO 5.0 (Outcomes 1-2) are the percentages of students who met or exceeded faculty expectations. Values for SLO 1.5<sup>†</sup>, SLO 2.3, SLO 3.3, SLO 4.1-4.2, and SLO 5.4 are percentages of students who are confident in their skills and abilities or have an appreciation for the beauty of mathematics as a singular discipline and its applications.

Academic year 2017-18 assessments show targets were achieved in 13 of 16 outcomes that were assessed during the year. SLO 5.3 was not assessed this academic year because no students enrolled in student teaching. Since assessments of student confidence in their skills and abilities or appreciation for the beauty of mathematics as a singular discipline and its applications have exceeded the target for this year and last year, the target goals for these outcomes (SLO 1.5, 2.3, 3.3, 4.1-4.2, and 5.4) will be increased to 95.0 in 2018-19.

Targets were not achieved in three of 16 assessed outcomes. The three assessments of elementary computational techniques in the calculus course sequence (SLO 1.1-1.3) were not as high as expected for a third year in a row. While instructional time will continue to be devoted to computational techniques in the calculus sequence, the assessment process of these outcomes will be revised to more accurately measure student performance by considering factors such as the quantity of problems in each outcome, the timing of the assessment of student performance during the semester, and the suitability of the calculus performance rubric.

† SLO 1.5 is an abbreviation for SLO 1.0 Outcome 5.

### ***Student Learning Outcomes***

SLO 1.0: Students in Math 201, 202, 203, 306, and 499 will be proficient in the elementary computational techniques in the calculus course sequence. Students in Math 499 will respond to a statement concerning their confidence in their computational techniques in the calculus course sequence.

Outcome 1: Students will demonstrate competence to calculate derivatives and use them in one or more applications, such as optimization or related rates problems (Math 201/499).

Outcome 2: Students will demonstrate competence to calculate integrals and use them in various applications, such as area, volume, or average value of a function over an interval (Math 202/499).

Outcome 3: Students will demonstrate competence to calculate convergence of series and use them in various applications, such as polynomials to approximate functions (Math 203/499).

Outcome 4: Students will demonstrate competence to calculate gradients and partial derivatives and use them in various applications (Math 306/499).

Outcome 5: Students will respond to a statement concerning their confidence in their computational techniques in the calculus course sequence (Math 499).

SLO 2.0: Students in Math 230 and 311 will develop the ability to understand and construct elementary proofs. Students in Math 499 will respond to a statement concerning their confidence in their ability to understand and construct elementary proofs.

Outcome 1: Students will be able to read and understand elementary proofs and be able to determine what constitutes a mathematical proof (Math 230/311).

Outcome 2: Students will be able to write elementary proofs (Math 230/311).

Outcome 3: Students will respond to a statement concerning their confidence in their ability to understand and construct elementary proofs (Math 499).

SLO 3.0: Students in Math/CS 212 will be able to use appropriate technology to solve mathematical problems. Students in Math 499 will respond to a statement concerning their confidence in their ability to use appropriate technology to solve mathematical problems.

Outcome 1: Students will be able to read computer programs that model various mathematical applications (Math/CS 212).

Outcome 2: Students will be able to write computer programs that model various mathematical applications (Math/CS 212).

Outcome 3: Students will respond to a statement concerning their confidence in their ability to use appropriate technology to solve mathematical problems (Math 499).

SLO 4.0: Students in Math 499 will appreciate the beauty of mathematics as a singular discipline and its applications.

Outcome 1: Students will respond to a statement concerning their appreciation for the beauty of mathematics as a singular discipline (Math 499).

Outcome 2: Students will respond to a statement concerning their understanding of the importance of mathematics in real world applications (Math 499).

SLO 5.0: Students in Math 499 and Student Teaching will be able to effectively communicate mathematics in written form and oral presentations.

Outcome 1: Students will communicate mathematics in a written presentation (Math 499).

Outcome 2: Students will communicate mathematics in an oral presentation (Math 499).

Outcome 3: Secondary education students will demonstrate applications of various strategies and tools in the teaching of mathematical concepts (Student Teaching).

Outcome 4: Students will respond to a statement concerning their confidence in their ability to develop and effectively communicate mathematics in written form and oral presentations (Math 499).

## ***Assessment Methods***

SLO 1.0: Students in Math 201, 202, 203, 306, and 499 will be proficient in the elementary computational techniques in the calculus course sequence. Students in Math 499 will respond to a statement concerning their confidence in their computational techniques in the calculus course sequence.

For outcomes 1-4, instructors of Calculus sequence courses (Math 201, 202, 203, 306) and Mathematics Capstone Course (Math 499) will provide samples of student solutions to problems or other work that call for students to demonstrate proficiency of basic computational techniques in the calculus sequence. Student solutions will be evaluated based on a calculus performance rubric (1 = does not meet faculty expectations; 2 = meets faculty expectations; 3 =

exceeds faculty expectations). The target is for 70% of students to meet or exceed faculty expectations. For outcome 5, students will complete a senior survey in the Mathematics Capstone Course (Math 499) with responses of disagree, agree, and strongly agree. The target is for 90% of students to agree or strongly agree.

SLO 2.0: Students in Math 230 and 311 will develop the ability to understand and construct elementary proofs. Students in Math 499 will respond to a statement concerning their confidence in their ability to understand and construct elementary proofs.

For outcomes 1-2, instructors of Discrete Mathematics I (Math 230) and Transition to Higher Mathematics (Math 311) will provide samples of student solutions or relevant problems of other work to demonstrate the ability to understand and construct elementary proofs. Student solutions will be evaluated based on a proof performance rubric (1 = does not meet faculty expectations; 2 = meets faculty expectations; 3 = exceeds faculty expectations). The target is for 70% of students to meet or exceed faculty expectations. For outcome 3, students will complete a senior survey in the Mathematics Capstone Course (Math 499) with responses of disagree, agree, and strongly agree. The target is for 90% of students to agree or strongly agree.

SLO 3.0: Students in Math/CS 212 will be able to use appropriate technology to solve mathematical problems. Students in Math 499 will respond to a statement concerning their confidence in their ability to use appropriate technology to solve mathematical problems.

For outcomes 1-2, instructors of Introduction to FORTRAN (Math/CS 212) will provide samples of student solutions to relevant problems or other work to demonstrate the ability to use appropriate technology to solve mathematical problems. Student solutions will be evaluated based on a programming performance rubric (1 = does not meet faculty expectations; 2 = meets faculty expectations; 3 = exceeds faculty expectations). The target is for 70% of students to meet or exceed faculty expectations. For outcome 3, students will complete a senior survey in the Mathematics Capstone Course (Math 499) with responses of disagree, agree, and strongly agree. The target is for 90% of students to agree or strongly agree.

SLO 4.0: Students in Math 499 will appreciate the beauty of mathematics as a singular discipline and its applications.

Students will complete senior surveys in the Mathematics Capstone Course (Math 499) with responses of disagree, agree, and strongly agree to statements concerning their appreciation for the beauty of mathematics and their understanding of the importance of mathematics. The target is for 90% of students to agree or strongly agree.

SLO 5.0: Students in Math 499 and Student Teaching will be able to effectively communicate mathematics in written form and oral presentations.

For outcomes 1-3, instructors of the Mathematics Capstone Course (Math 499) and supervisors of student teachers will provide samples of student work and will attend presentations that call for students to effectively communicate mathematics. Student work and presentations will be evaluated based on a communication performance rubric (1 = does not meet faculty expectations; 2 = meets faculty expectations; 3 = exceeds faculty expectations). The target is for 70% of students to meet or exceed faculty expectations. For outcome 4, students will complete

a senior survey in the Mathematics Capstone Course (Math 499) with responses of disagree, agree, and strongly agree. The target is for 90% of students to agree or strongly agree.

### ***Assessment Results***

SLO 1.0: Students in Math 201, 202, 203, 306, and 499 will be proficient in the elementary computational techniques in the calculus course sequence. Students in Math 499 will respond to a statement concerning their confidence in their computational techniques in the calculus course sequence.

Outcome 1: Almost half (46.1%) of the students did demonstrate competence to calculate derivatives and use them in one or more applications, such as optimization or related rates problems (Math 201/499). Therefore, this target was not achieved.

Outcome 2: Over half (56.1%) of the students did demonstrate competence to calculate integrals and use them in various applications, such as area, volume, or average value of a function over an interval (Math 202/499). Therefore, this target was not achieved.

Outcome 3: Just over half (51.2%) of the students did demonstrate competence to calculate convergence of series and use them in various applications, such as polynomials to approximate functions (Math 203/499). Therefore, this target was not achieved.

Outcome 4: Almost nine out of ten (88.2%) of the students did demonstrate competence to calculate gradients and partial derivatives and use them in various applications (Math 306/499). Therefore, the target was achieved.

Outcome 5: Students did respond that they were confident in their computational techniques in the calculus course sequence (Math 499). Therefore, this target was achieved.

*SLO 1.0 Outcomes 1 and 3 were below the target of 70% but showed improvement.*

*SLO 1.0 Outcome 2 was below the target of 70% and decreased slightly.*

*SLO 1.0 Outcomes 4 and 5 achieved the targets of 70% and 90% respectively.*

*SLO 1.0's overall target was not achieved.*

SLO 2.0: Students in Math 230 and 311 will develop the ability to understand and construct elementary proofs. Students in Math 499 will respond to a statement concerning their confidence in their ability to understand and construct elementary proofs.

Outcome 1: Just over three of every four (76.5%) students did show ability to read and understand elementary proofs and be able to determine what constitutes a mathematical proof (Math 230/311). Therefore, this target was achieved.

Outcome 2: About eight of every ten (82.4%) students did show ability to write elementary proofs (Math 230/311). Therefore, this target was achieved.

Outcome 3: Students did respond that they were confident in their ability to understand and construct elementary proofs (Math 499). Therefore, this target was achieved.

*SLO 2.0's overall target was achieved.*

SLO 3.0: Students in Math/CS 212 will be able to use appropriate technology to solve mathematical problems. Students in Math 499 will respond to a statement concerning their confidence in their ability to use appropriate technology to solve mathematical problems.

Outcome 1: Just over three of every four (76.5%) students did show ability to read computer programs that model various mathematical applications (Math/CS 212). Therefore, this target was achieved.

Outcome 2: Just over seven of every ten (70.6%) students did show ability to write computer programs that model various mathematical applications (Math/CS 212). Therefore, this target was achieved.

Outcome 3: Students did respond that they were confident in their ability to use appropriate technology to solve mathematical problems (Math 499).

*SLO 3.0's overall target was achieved.*

SLO 4.0: Students in Math 499 will appreciate the beauty of mathematics as a singular discipline and its applications.

Outcome 1: Students did respond that they had an appreciation for the beauty of mathematics as a singular discipline (Math 499). Therefore, this target was met.

Outcome 2: Students did respond that they had an understanding of the importance of mathematics in real world applications (Math 499). Therefore, this target was achieved.

*SLO 4.0's overall target was achieved.*

SLO 5.0: Students in Math 499 and Student Teaching will be able to effectively communicate mathematics in written form and oral presentations.

Outcome 1: More than 8.5 of every ten (85.7%) students did communicate mathematics effectively in a written presentation (Math 499). Therefore, this target was achieved.

Outcome 2: Just over seven of every ten (71.4%) students did communicate mathematics effectively in an oral presentation (Math 499). Therefore, this target was achieved.

Outcome 3: No students participated in student teaching.

Outcome 4: Students did respond that they were confident in their ability to develop and effectively communicate mathematics in written form and oral presentations (Math 499). Therefore, this target was achieved.

*SLO 5.0's overall target was achieved.*

**Table 1.0: Assessment Results**

Assessment	2015-16 <sup>3</sup>	2016-17	2017-18
SLO 1.0 Outcome 1	24.5 <sup>2</sup>	34.3	46.1
Outcome 2	64.3 <sup>2</sup>	58.7	56.1
Outcome 3	34.5 <sup>2</sup>	48.1	51.2
Outcome 4	40.0 <sup>2</sup>	68.8	88.2
Outcome 5	100.0	100.0	100.0
SLO 2.0 Outcome 1	53.8	86.4	76.5
Outcome 2	53.8	63.6	82.4
Outcome 3	100.0	100.0	100.0
SLO 3.0 Outcome 1	75.0	73.9	76.5
Outcome 2	50.0	73.9	70.6
Outcome 3	100.0	100.0	100.00
SLO 4.0 Outcome 1	100.0	100.0	100.0
Outcome 2	100.0	100.0	100.0
SLO 5.0 Outcome 1	100.0	81.8	85.7
Outcome 2	100.0	81.1	71.4
Outcome 3	*1	*1	*1
Outcome 4	100.0	100.0	100.0

\*1 No students participated in student teaching during the academic year.

2. Outcomes 1-4 of SLO 1 were mistakenly not assessed in Math 499.

3. Data is only from Spring 2016.

### **Action Items**

SLO 1: Students in Math 201, 202, 203, 306, and 499 will be proficient in the elementary computational techniques in the calculus course sequence. Students in Math 499 will respond to a statement concerning their confidence in their computational techniques in the calculus course sequence.



Outcome 1: Students will demonstrate competence to calculate derivatives and use them in one or more applications, such as optimization or related rates problems (Math 201/499).

Outcome 2: Students will demonstrate competence to calculate integrals and use them in various applications, such as area, volume, or average value of a function over an interval (Math 202/499).

Outcome 3: Students will demonstrate competence to calculate convergence of series and use them in various applications, such as polynomials to approximate functions (Math 203/499).

Outcome 4: Students will demonstrate competence to calculate gradients and partial derivatives and use them in various applications (Math 306/499).

Outcome 5: Students will respond to a statement concerning their confidence in their computational techniques in the calculus course sequence (Math 499).

*The assessment process of Outcomes 1-3 will be revised in Fall 2018 to more accurately measure student performance. The target of Outcome 5 will be increased to 95.0.*

SLO 2: Students in Math 230 will develop the ability to understand and construct elementary proofs. Students in Math 499 will respond to a statement concerning their confidence in their ability to understand and construct elementary proofs.

Outcome 1: Students will be able to read and understand elementary proofs and be able to determine what constitutes a mathematical proof (Math 230/311).

Outcome 2: Students will be able to write elementary proofs (Math 230/311).

Outcome 3: Students will respond to a statement concerning their confidence in their ability to understand and construct elementary proofs (Math 499).

*Due to achieved targets in Outcomes 1-2, instructors of mathematical proofs courses will continue to allocate instructional time to the construction of elementary proofs by including more in-depth content and assessment. The target of Outcome 3 will be increased to 95.0.*

SLO 3: Students in Math/CS 212 will be able to use appropriate technology to solve mathematical problems. Students in Math 499 will respond to a statement concerning their confidence in their ability to use appropriate technology to solve mathematical problems.

Outcome 1: Students will be able to read computer programs that model various mathematical applications (Math/CS 212).

Outcome 2: Students will be able to write computer programs that model various mathematical applications (Math/CS 212).

Outcome 3: Students will respond to a statement concerning their confidence in their ability to use appropriate technology to solve mathematical problems (Math 499).

*Due to achieved targets in Outcomes 1-2, instructors of programming courses will continue to allocate instructional time to the construction of programs by including programming assignments for various mathematical applications. The target of Outcome 3 will be increased to 95.0.*

SLO 4.0: Students in Math 499 will appreciate the beauty of mathematics as a singular discipline and its applications.

Outcome 1: Students will respond to a statement concerning their appreciation for the beauty of mathematics as a singular discipline (Math 499).

Outcome 2: Students will respond to a statement concerning their understanding of the importance of mathematics in real world applications (Math 499).

*The target of Outcomes 1-2 will be increased to 95.0.*

SLO 5.0: Students in Math 499 and Student Teaching will be able to effectively communicate mathematics in written form and oral presentations.

Outcome 1: Students will communicate mathematics in a written presentation (Math 499).

Outcome 2: Students will communicate mathematics in an oral presentation (Math 499).

Outcome 3: Secondary education students will demonstrate applications of various strategies and tools in the teaching of mathematical concepts (Student Teaching).

Outcome 4: Students will respond to a statement concerning their confidence in their ability to develop and effectively communicate mathematics in written form and oral presentations (Math 499).

*Due to achieved targets in Outcomes 1-2, instructors will continue to provide written and oral presentations. Outcome 3 was not assessed. The target of Outcome 4 will be increased to 95.0.*

## 11. Sociology

### **Institutional Effectiveness Report for the Department of Sociology**

<b>Name of Program/Department:</b>	<b>Sociology</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Jessica Burke</b>

#### **Program Mission Statement**

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views and varied analytical orientations. The bachelor's degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program prepares students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications. The program also provides student with opportunities for internships in applied settings. A major in sociology provides students with skills that will prepare them for graduate school or careers that require investigative methods, critical observation, and attention to diversity.

#### **Program Learning Outcomes (PLOs)**

1. Students will develop a critical understanding of the social world around them.
2. Students will be able to apply sociological knowledge.
3. Students will be able to communicate this knowledge to others.

#### **Executive Summary**

The department saw improvement from AY 2016-2017 to AY 2017-2018 graduates in SLO 1, SLO 2, SLO 3, and SLO 5b and 5d according to the post-test direct assessment data. There was also improvement in SLO 3, SLO 5b and 5c, and SLO 6 according to the second direct assessment (faculty rubric scores) data. However, the department saw some decline in several SLOs based on the indirect data of student's perceptions of their performance. Identifying and understanding the sociological imagination remains one strength for sociology graduates. The baseline is 80.13%, and 85.70% of students understood the sociological imagination for AY 2017-2018. Graduates greatly improved in SLO 3, understanding and applying theories. The baseline for SLO 3 is 72.86%, and 84.53% of students were able to understand and apply theories. The department will continue to emphasize the sociological imagination as a main concept and sociological theories across courses to maintain this strength.

The department will focus on how to conduct sociological research (SLO 5). Overall, this SLO was not met for AY 2017-2018. To address the weaknesses found in SLO 5, the department will emphasize writing literature reviews, developing hypotheses, and interpreting statistical data. These are the aspects students seem to struggle with the most according to the direct assessment data. Research

proposals, assignments, and complete research papers will still be required in the research-based courses that will enable students to conduct their own literature reviews and interpret both primary and secondary data.

### **Student Learning Outcomes (SLOs)**

1. Students will be able to identify and apply the sociological imagination. (PLO #1)  
A benchmark of 80% is established for graduating sociology majors who will be able to identify and apply the sociological imagination. (Baseline = 80.13%).
2. Students will be able to identify and apply the core concepts of sociology. (PLO #1)  
The indirect assessment benchmark is a mean of 5.00 (on a scale of 1 to 6, where a score of 6 means “extremely well prepared”) on the senior exit survey of graduating sociology majors (baseline=5.04). A benchmark of 75% is established for graduating sociology majors (baseline= 72.03%) who will be able to identify and apply core concepts.
3. Students will be able to identify and apply different theoretical perspectives to societal issues. (PLO #1)  
The indirect assessment benchmark is a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means “extremely well prepared”) on the senior exit survey of graduating sociology majors (baseline=5.24). A benchmark of 80% is established for graduating sociology majors (baseline= 72.86) who will be able to identify and apply theoretical perspectives. The second direct assessment (faculty ratings) benchmark was a mean of 5 (on a scale of 1 to 6, where a score of 6 means exemplary work on the theory portion of the research project (baseline=5.16).
4. Students will be able to identify issues facing different social groups. (PLO #1)  
The indirect assessment benchmark is a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means “extremely well prepared”) on the senior exit survey of graduating sociology majors. (baseline=5.16).
5. Students will be able to conduct research using the scientific methods to address research questions. (PLO #2)
  - 5.a. create a literature review and develop hypotheses
  - 5.b. collect and analyze data utilizing the appropriate techniques
  - 5.c. interpret statistical results correctly
  - 5.d. use technology in the research process

The benchmark for 5a is 70% and the baseline is 73.18%. The benchmark for 5b is 70% and the baseline is 66.61%. The benchmark for 5c is 70% and the baseline is 58.87%. The benchmark for 5d is 90% and the baseline is 88.54%. These percentages are based upon graduating sociology majors who can correctly answer questions regarding the scientific method.

In the second direct assessment, where professors evaluate students’ papers based on a standard rubric for the components listed above, the benchmark for 5a is 5.0 and the baseline is 5.80. For 5b, the benchmark is 5.0 and the baseline is 5.04. For 5c, the benchmark is 5.0 and the baseline 5.43.

6. Students will be able to effectively write a research paper. (PLO #3)

The indirect assessment benchmark is a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means “extremely well prepared”) on the senior exit survey of graduating sociology majors (baseline=5.16).

The direct assessment to evaluate SLO #6 is the faculty rubric used to score student research papers.

The benchmark is 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project (baseline=5.04).

## Assessment Methods

### Direct and Indirect Methods

Sociology learning objective	Courses that cover learning outcome	How to assess
Apply Sociological Imagination (SLO #1 under PLO#1)	201 and other sociology courses	Direct assessment from pre-test/post-test of majors and indirect assessment from senior exit survey. The pre-test/post-test and senior exit survey appear on p. 12-15 and 13-22 in the Appendix respectively.
Apply Core Concepts (SLO#2 under PLO#1)	201 and other sociology courses	Direct assessment from pre-test/post-test of majors and indirect assessment from senior exit survey
Apply Theoretical Perspectives (SLO # 3 under PLO#1)	310, 315, 331, 339, 341, 343, 344, 348, 361, 374, 382, 388, 407, and 419	Direct assessment by faculty using a faculty developed, standard rubric to assess student performance on literature review part of research projects and pre-test/post-test of majors, and an indirect assessment from senior exit survey
Identify Issues Facing Social Groups (SLO #4 under PLO #1)	310, 315, 306, 331, 343, 344, 348, 349, 351, 374, 382, 388,407, and 419	Indirect assessment from item on senior exit survey
Conduct Research Using Scientific Method (SLO #5 under PLO #2)	302, 303, 331, 342, 361, 381, 374, 388, 403, 407, and 419	Direct assessment by faculty using a faculty developed, standard rubric to assess student performance on data analysis and results interpretation part of research projects and pre-test/post-test of majors, an

Write Coherent, Organized Research Reports (SLO #6 under PLO #3)	302, 306, 310, 315, 331, 342, 343, 344, 346, 347, 348, 349, 351, 381, 361, 374, 382, 388, 403, 407, and 419	indirect assessment from senior exit survey  Direct assessment by faculty using a faculty developed, standard rubric to assess student performance on written papers; an indirect assessment from senior exit survey
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## Assessment Results

### Learning Outcome Results (Indirect Assessment)

Sociology Learning Objective	Senior Exit Survey Items Used <sup>a</sup>	Average Student Ratings (AY 2016-17)	Average Student Ratings (AY 2017-18)
1.Sociological imagination	b	b	b
2.Core concepts	1.1	5.04 <sup>c</sup>	4.50
3.Understand/Apply theories	1.2	5.24	4.36
4.Diverse Cultures	1.7	5.16	4.36
5.Research process			
a.Literature review and hypotheses	b	b	b
b.Collect and analyze data	1.6	5.56	4.79
c.Interpret statistical results	1.5	5.04	5.14
d.Use technology	b	b	b
6.Communication Written	1.3 d	5.16 d	4.71 d
N		25	14

Learning Outcome Results (Direct Assessment)

Sociology Learning Objective	Faculty Ratings of Student Performance on research projects (AY 2016-17)	Faculty Ratings of Student Performance on research projects (AY 2017-18)
Understand/Apply theories	5.16	5.64
Research process		
Literature review and hypotheses	5.80	5.30
Collect and analyze data	5.04	5.64
Interpret statistical results	5.43	5.88
Use technology	<sup>a</sup>	<sup>a</sup>
Communication		
Written	5.04	5.58

<sup>a</sup> Not directly assessed in the new faculty rubric used for the 2016-17 Academic Year given all research projects require the use of technology (SPSS).

Sociology Learning Objective	Post-test Scores <sup>a</sup> (AY 2016-17)	Post-test Scores <sup>a</sup> (AY 2017-2018)
Sociological imagination	80.13	85.70
Core concepts and principles	72.03	78.57
Understand/Apply theories	72.86	84.53
Diverse social groups	<sup>b</sup>	<sup>b</sup>
Research process		
Literature review and hypotheses	73.18	66.70
Collect and analyze data	66.61	71.45
Interpret statistical results	58.87	57.15
Use technology	88.54	89.28
Communication	<sup>b</sup>	<sup>b</sup>
Written		
N	25	14

<sup>a</sup> Pre-test/post-test exam was developed in May 2015; first data collection cycle occurred from June to December 2015.

<sup>b</sup> Not assessed in pre-test/post-test questionnaire

### Assessment Results and Benchmarks

1. Students will be able to identify and apply the sociological imagination. (SLO#1 of PLO #1)  
A benchmark of 80% was established for graduating sociology majors who would be able to identify and apply the sociological imagination. The baseline is 80.13%. For AY 2017-18, students performed on average at the 85.70% level on a 100 point scale. Since our goal was 80%, the target was achieved.
2. Students will be able to identify and apply the core concepts of sociology. (SLO #2 of PLO #1)  
The indirect assessment benchmark was a mean of 5 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") on the senior exit survey of graduating sociology majors (baseline=5.04). For AY 2017-18, students had an average rating of 4.50 on this measure. Since our goal was 5.00, the target was not achieved.

A benchmark of 75% was established for graduating sociology majors (baseline= 72.03) who would be able to identify and apply core concepts. Students performed on average at the 78.57% level on a 100 point scale on this measure, slightly above the benchmark. Since our goal was 75%, the target was achieved.

3. Students will be able to identify and apply different theoretical perspectives to societal issues. (SLO #3 of PLO #1).  
The indirect assessment benchmark was a mean of 5 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") on the senior exit survey of graduating sociology majors (baseline=5.24). For AY 2017-18, students had an average rating of 4.36. Since our goal was 5.00, the target was not achieved.

A benchmark of 80% was established for graduating sociology majors (baseline= 72.86) who would be able to identify and apply theoretical perspectives. For AY 2017-18, students performed on average at the 84.53% level on a 100 point scale on the direct assessment. Since our goal was 80%, the target was achieved.

The second direct assessment (faculty ratings) benchmark was a mean of 5 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project (baseline=5.16). For AY 2017-18, students had an average rating of 5.64. Since our goal was 5.00 for the second direct assessment, the target was achieved.

4. Students will be able to identify issues facing different social groups. (SLO #4 of PLO #1)  
The indirect assessment benchmark was a mean of 5 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") on the senior exit survey of graduating sociology majors (baseline=5.16). For AY 2017-18, students had an average rating of 4.36 on this assessment. Since our goal was 5.0, the target was not achieved.
5. Students will be able to conduct research using the scientific methods to address research questions. (PLO #2)
  - 5.a. create a literature review and develop hypotheses



- 5.b. collect and analyze data utilizing the appropriate techniques
- 5.c. interpret statistical results correctly
- 5.d. use technology in the research process

The benchmarks for graduating sociology majors would be able to answer questions regarding the scientific method were 70% (5a), 70% (5b), 70% (5c) and 90% (5d). The baselines for these items were 73.18%, 66.61%, 58.87%, and 88.54%, respectively. For AY 2017-18, students performed on average at 66.70%, 71.45%, 57.15%, and 89.28% levels on 100 point scales, respectively. The target was not achieved for literature review/hypotheses (66.70%), since our goal was 70%. The target for analyzing data (71.45%) was achieved, since our goal was 70%. The target for interpreting statistical results (57.15%) was not achieved, since our goal was 70%. The target was not achieved for using technology (89.28%), since our goal was 90%.

In the second direct assessment, where professors evaluate student research projects for the components listed above, the benchmark for 5a was 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project) and the baseline was 5.80. For the AY 2017-2018, students had an average rating of 5.30. Since our goal was 5.0, the target was achieved. For 5b, the benchmark is 5.00 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project) and the baseline was 5.04. For the AY 2017-2018, students had an average rating of 5.64. Since our goal was 5.0, the target was achieved. For 5c, the benchmark was 5.0 and the baseline was 58.87%. For the AY 2017-2018, students had an average rating of 5.88. Since our goal was 5.0, the target was achieved. The newly developed faculty rubric to assess student research projects does not directly measure use of technology given all students had to use SPSS (Statistical Package for Social Sciences) software for their projects.

- 6. Students will be able to effectively write a research paper. (PLO #3)

The indirect assessment benchmark is a mean of 5.0 (on a scale of 1 to 6, where a score of 6 means "extremely well prepared") (baseline=5.16). For the AY 2017-18, students had an average rating of 4.71. Since our goal was 5.0, the target was not achieved. The direct assessment to evaluate SLO #6 is the faculty rubric used to score student research papers. The benchmark is 5.0 (on a scale of 1 to 6, where a score of 6 means exemplary work on the research project) (baseline=5.04). For the AY 2017-18, students had an average rating of 5.58. Since our goal was 5.0, the target was achieved.

**Action Items**

<b>Issues Identified</b>	<b>Actions To Be Taken</b>
1. Sociological imagination	Target achieved; will continue to emphasize the sociological imagination in our courses to continue our strong student performance in this area by continuing to incorporate course assignments that require students to apply the sociological imagination to current events. Students will know and understand the importance of the sociological imagination by demonstrating this knowledge on exams and research projects.
2. Core concepts	Target achieved on the direct assessment, but not for the indirect assessment; will continue to strongly emphasize core concepts in our courses to see if we can further improve student performance in this area by incorporating course assignments that require students to discuss and apply core concepts to current social events. Students will know and recognize core concepts by demonstrating this knowledge on exams and research projects.
3. Apply theories	The target was achieved according to the post-test (first direct assessment) assessment and the second direct assessment data. However, the target was not achieved according to the indirect assessment (student's perceptions of how well they understand and apply theories). The department will continue to place more emphasis on theory application across all courses. The department is striving to make theory more visible by having students apply theories in assignments and projects in all courses. Applying theory has become a major component in the research projects required in SOCI 403. Also, students are required to be engaged in the theory course material (SOCI 339) through presentations and exams on the major classical and contemporary theorists.
4. Issues facing social groups	Target was not achieved; issues relating to culture and different social groups will be further emphasized in our courses to see if we can improve student performance in this area. Faculty will continue assigning application papers and other course assignments to help improve student performance. These assignments will develop student knowledge and understanding of inequality and stratification, and the impact of inequalities on different social groups. Stratification is a fundamental principle that is emphasized in all sociology courses.
5a. Student's ability to create a literature review and develop hypotheses.	The target was achieved according to the second direct assessment data (faculty rubric). However, our students, on average, fell short of the benchmark on the post-test. Faculty will place a stronger emphasis

	<p>in course lectures and research papers in the research-based courses<sup>a</sup> to assist students with constructing their own literature reviews and hypothesis creation. Faculty will continue to incorporate specific assignments and will begin to provide more models and guidelines for students to acquire this knowledge, such as writing practice reviews and analyzing literature review examples/models. Students will be able to critically analyze existing literature reviews, which will help them construct their own literature reviews.</p>
5b. Collect and analyze data	<p>The target was achieved according to the first direct assessment (post-test) and second direct assessment data (faculty rubric). Faculty will continue to emphasize data collection methods in course lectures and assignments in the research-based courses<sup>a</sup> to assist students with choosing appropriate research methods, how to collect primary data using surveys, and how to gather secondary data. This will continue to be achieved by the requirement of a research proposal (SOC 302). There will be a continued emphasis on primary data collection in SOC 403.</p>
5c. Student's ability to interpret statistical results	<p>The target was achieved according to the second direct assessment data (faculty rubric). However, our students, on average, fell short of the benchmark on the post-test (first direct assessment). Continued emphasis will be placed in course lectures/assignments in the research based courses<sup>a</sup> on how to interpret different statistics for a variety of sociological topics. This will be achieved in SOC 303, 407/419, and 403. Assignments will still be incorporated in the research-based courses that will enable students to know interpretive skills prior to final research papers, and enable them to excel at writing the statistical portion of the papers.</p>
5d. Technology use	<p>Target not achieved. More emphasis will be placed in course lectures and assignments for students to develop a greater understanding of using statistical software. Several courses use SPSS, and faculty will continue to spend more time emphasizing and demonstrating how to use this software to analyze data. More instruction with SPSS will be given for the upcoming AY in SOC 403.</p>
6. Written communication	<p>Target was achieved. A rubric was developed to better assess student performance on research papers. The rubric appears on p.11 of the Appendix. Faculty will continue to emphasize writing in all sociology courses, with a focus on writing research papers.</p>

<sup>a</sup> courses that require a research project or paper as part of the course assignments

<sup>b</sup> <https://topnonprofits.com/examples/nonprofit-mission-statements>

## Appendix

### Sociology Paper Rubric

<b>Criteria: Introduction &amp; Literature Review</b>			
The student...	<b>Not at All</b>	<b>Partially</b>	<b>Completely</b>
constructed at least 1 research question			
explained why the research is important			
reviewed previous research			
included a theoretical perspective to their research			
proposed hypotheses			
<b>Criteria: Data &amp; Methods</b>			
The student...	<b>Not at All</b>	<b>Partially</b>	<b>Completely</b>
described how the data were collected/how the survey was administered			
operationally defined the variables (discuss measures)			
identified the type of analyses used			
provided descriptive statistics of the data/sample			
<b>Criteria: Results</b>			
The student...	<b>Not at All</b>	<b>Partially</b>	<b>Completely</b>
created bivariate and/or multivariate tables			
conducted the appropriate analyses on the data to test the hypotheses			
interpreted results			
<b>Criteria: Discussion &amp; Conclusion</b>			
The student...	<b>Not at All</b>	<b>Partially</b>	<b>Completely</b>
discussed limitations			
identified future research ideas			
provided appropriate citations and references			

# PRE-TEST/POST-TEST QUESTIONNAIRE FOR SOCIOLOGY MAJORS

(Core courses only)

DEPARTMENT OF SOCIOLOGY  
FRANCIS MARION UNIVERSITY  
2017-2018

STUDENT ID #: \_\_\_\_\_

DATE: \_\_\_\_\_

**This questionnaire is designed to provide information needed for the FMU Sociology Department's annual Institutional Effectiveness and Accreditation reports. Identifying information provided by this questionnaire will be used for reporting aggregate statistics only, not for determining a person's grades or used to alter his/her graduation status. Your participation is confidential and voluntary.**

**For each of the following items, select the best answer and fill in the appropriate letter by the item number on the scantron sheet provided. Please return both this questionnaire and the completed scantron sheet to the chair or a faculty member in the Sociology department.**

## Part A. Knowledge Items

1. Which of the following sociological perspectives emphasizes the re-creation of society everyday through our interpersonal interactions?  
(a) Conflict      (b) Functionalist      (c) Postmodernism      (d) Symbolic Interactionism
2. A system by which a society ranks categories of people in a hierarchy is called \_\_\_\_\_.  
(a) social mobility      (b) social stratification      (c) stereotyping      (d) social inequality
3. To understand the connection of society with our everyday lives and experiences, one must develop a(n) \_\_\_\_\_.  
(a) sociological imagination      (b) symbolic interactionist approach  
(c) common sense approach      (d) introspection
4. A \_\_\_ analysis studies large scale social structures in order to determine how they affect the lives of groups and individuals.  
(a) macro-level      (b) micro-level      (c) meso-level      (d) individual-level

5. Identify the independent variable from the hypothesis below.  
"Students who study more hours have higher test scores."  
(a) students                      (b) test scores                      (c) study hours                      (d) higher
6. Which of the following data collection techniques involves using data already collected by the Census Bureau, FBI, or some other government agency?  
(a) Secondary data analysis                      (b) Survey research                      (c) Field research                      (d) Content analysis
7. A person's race is an example of a(n) \_\_\_ level variable.  
(a) nominal                      (b) ordinal                      (c) interval                      (d) ratio
8. Using a(n) \_\_\_ approach to research involves deriving hypotheses from a theory, then collecting data, and analyzing it.  
(a) deductive                      (b) inductive                      (c) conductive                      (d) reductive
9. A sociologist hypothesized that as income increases, crime decreases. This statement reflects a \_\_\_\_.  
(a) positive correlation                      (b) negative correlation                      (c) spurious correlation                      (d) causal correlation
10. In hypothesis testing, when the null hypothesis is rejected, this indicates \_\_\_\_.  
(a) a statistically significant relationship                      (b) a statistically insignificant relationship  
(c) the alternative hypothesis is false                      (d) more information is needed to answer this question
11. If we say that the poverty rate for states differs on average by 5.6 percent, then we are providing an interpretation of what statistic?  
(a) Mean                      (b) Standard deviation                      (c) Covariance                      (d) Regression
12. The degree to which the same questions will produce similar answers reflects whether the measurement is \_\_\_\_.  
(a) valid                      (b) reliable                      (c) reasonable                      (d) important
13. A \_\_\_ is an explanation for why and how something occurs.  
(a) survey                      (b) hypothesis                      (c) guess(d) theory
14. Which of the following theorists argues that society is comprised of two social classes, based upon who owns the means of production?  
(a) Weber                      (b) Marx(c) Durkheim                      (d) Parsons
15. According to \_\_\_\_, the social world is viewed like a play on a stage, where everyone plays a part.  
(a) Dramaturgy                      (b) Exchange theory                      (c) Control theory(d) Conflict theory
16. According to \_\_\_\_, an individual's self is largely social in that our self develops from our impressions of how others view us.  
(a) the dramaturgical approach                      (b) impression management strategies  
(c) the conflict perspective                      (d) the looking glass self

17. When conducting research on social phenomena, it is important to consider which of the following?
- (a) Experiments are the best research method.
  - (b) Causation is impossible to establish in the social sciences.
  - (c) Errors are commonly made in research.
  - (d) Correlation is impossible to establish in the social sciences.
18. A researcher is analyzing the influence of age on income. Within the survey, respondents 18 and over are asked their age. They are given the following answer choices:  
 (a) 18 to 20    (b) 21 to 23    (c) 24 to 27    (d) 27 to 35
- These choice options given are considered to be \_\_\_\_.
- (a) mutually exclusive only
  - (b) exhaustive only
  - (c) both mutually exclusive and exhaustive
  - (d) neither mutually exclusive nor exhaustive
19. "Did you go to the store and take your sister with you?" This is an example of a double-barreled question.
- (a) True
  - (b) False
20. Which of the following criteria for establishing a causal relation between two variables implies that the relationship between the two variables is NOT caused by variation in a third variable?
- (a) time order
  - (b) association
  - (c) nonspuriousness
  - (d) mechanism
21. If you refuse to disclose someone's answers to a questionnaire, then you are protecting his/her anonymity.
- (a) True
  - (b) False
22. If our p-value is .023, which level of significance would be reported?
- (a) .10
  - (b) .05
  - (c) .01
  - (d) a p-value of .023 is not significant
23. This theory argues that both birth and death rates are high, then decline at different rates, and eventually level off at low rates.
- (a) Demographic Transition
  - (b) Malthusian
  - (c) Push-Pull
  - (d) IPAT
24. Since 1965, most of the immigrants that have come to the US are from which country?
- (a) Australia
  - (b) Canada
  - (c) Mexico
  - (d) Japan
25. \_\_\_\_ is the study of humans' relations with their environment.
- (a) Human Ecology
  - (b) Constructionism
  - (c) Learning theory
  - (d) Exchange theory
26. Which state in the US has been experiencing population growth for decades?
- (a) Wyoming
  - (b) Ohio
  - (c) Georgia
  - (d) Michigan
27. Which of the following computer programs is used by sociologists to analyze data?
- (a) Word
  - (b) SPSS
  - (c) Excel
  - (d) Powerpoint
28. If you are entering data into SPSS, you must be looking at the \_\_\_\_ screen.
- (a) variable view
  - (b) data view
  - (c) output view
  - (d) analysis view

29. If you are entering the name of cities into SPSS, you should select which variable *type*?  
(a) numeric      (b) date      (c) string      (d) percentage
30. If you plan to obtain statistics from SPSS, which item in the toolbar at the top of the screen will you click on?  
(a) compute      (b) edit      (c) tools      (d) analyze

Part B. Respondent Information Items

31. Have you ever taken a sociology class before? (a) yes (b) no (c) not sure  
If you answered "yes" for the above question, then continue to answer these items below. Otherwise, skip to question #34.

32. Where did you take a sociology course?  
(a) in high school      (b) at tech or community college  
(c) at a four-year college or university      (d) other type of school

33. How many sociology courses did you take? (a) 1      (b) 2      (c) 3 or more

34. What is your race/ethnicity?  
(a) white   (b) African American   (c) Hispanic   (d) Asian   (e) other      (f) refuse to answer

35. What is your gender? (a) male      (b) female      (c) other      (d) refuse to answer

36. Why did you decide to major in sociology? \_\_\_\_\_  
\_\_\_\_\_

37. What are your future career plans? \_\_\_\_\_  
\_\_\_\_\_

38. What email address can we reach you at? \_\_\_\_\_



## Senior Survey for Sociology Students

### Introduction

As part of our effort to assess the strengths and weaknesses of our program, we are conducting interviews with all of our graduating seniors to find out how they evaluate the quality of their educational experiences in the Sociology program at Francis Marion University.

Your responses will be used only for program improvement, and will in no way affect your academic record. The information you give will be recorded on this form, but your name will **not** be attached anywhere to the form, and your responses will be combined with the responses of the other seniors we are interviewing to protect your anonymity. **Nowhere** will your name be attached to any comment you make, and I promise I will keep your individual responses confidential. We'd like you to give examples or other explanations to clarify your answers, so we really understand how you see the quality of your experiences here at FMU.

### Part I: Perceptions of Program Quality

The first areas we would like to discuss have to do with your educational experiences in specific areas of sociology. For each of the following, please indicate how well prepared you feel now at the end of your college program.

Using Response Set #1:

Please consider **all** of the sociology courses you've taken, and tell us how well you've been prepared in the following areas. After rating each area, I will also ask you to explain your rating so we can understand what went well and what didn't go so well. Remember, we are asking about broad areas, rather than specific courses.

**Part I: Perceptions of Program Quality**

**How well have you been prepared by all of your courses....**

**Response Set #1**

6 = Extremely Well Prepared	2 = Somewhat Unprepared
5 = Very Well Prepared	1 = Very Unprepared
4 = Somewhat Prepared	0 = Extremely Unprepared
3 = Uncertain	

1.1 To understand the sociological perspective and its relevance to contemporary social issues?

0      1      2      3      4      5      6

Because? (Please elaborate)

1.2 To understand sociological theories?

0      1      2      3      4      5      6

Because? (Please elaborate)

1.3 To read and understand research articles in sociology journals?

0      1      2      3      4      5      6

Because? (Please elaborate)

1.4 To communicate effectively, both written and orally?

0      1      2      3      4      5      6

Because? (Please elaborate)

6 = Extremely Well Prepared	2 = Somewhat Unprepared
5 = Very Well Prepared	1 = Very Unprepared
4 = Somewhat Prepared	0 = Extremely Unprepared
3 = Uncertain	

1.5 To analyze and interpret sociological data?

0    1    2    3    4    5    6

Because? (Please elaborate)

1.6 To understand how sociologists collect information about the social world?

0    1    2    3    4    5    6

Because? (Please elaborate)

1.7 To understand differences within and across cultures?

0    1    2    3    4    5    6

Because? (Please elaborate)

1.8 To have a career in the work world after graduation?

0    1    2    3    4    5    6

Because? (Please elaborate)

Next are some questions about your experiences as a Sociology major. Using **Response Set #2**:

Please rate each aspect of the sociology program, and, if you'd like, give us a brief explanation of the primary reason for your rating.

6 = Excellent	2 = Poor
5 = Very Good	1 = Very Poor
4 = Good	0 = No Basis to Judge
3 = Fair	

2.1 The availability of course offerings in Sociology.

0    1    2    3    4    5    6

Because? (Please elaborate)

2.2 The extent to which class objectives were specified and met in your sociology classes?

0    1    2    3    4    5    6

Because? (Please elaborate)

2.3 The overall quality of the instructional strategies used in and outside the classroom, including lectures, discussions, demonstrations, assignments and exercises?

0    1    2    3    4    5    6

Because? (Please elaborate)

2.4 The overall fairness of grading in your sociology classes

0    1    2    3    4    5    6

Because? (Please elaborate)

## Response Set #2

6 = Excellent	2 = Poor
5 = Very Good	1 = Very Poor
4 = Good	0 = No Basis to Judge
3 = Fair	

2.5 The overall quality of the courses you took in sociology.

0    1    2    3    4    5    6

Because? (Please elaborate)

2.6 What have you heard other students say about our sociology classes that you think we should know?

Still using response set 2, please rate the sociology faculty's performance in a number of areas, and, if you'd like, tell us the primary reason for each rating.

3.1 The faculty's overall knowledge of the subject matter?

0    1    2    3    4    5    6

Because? (Please elaborate)

3.2 The faculty's overall course conduct, including preparation, clarity, providing a clear syllabus, using time well, etc.

0    1    2    3    4    5    6

Because? (Please elaborate)

Response Set #2

6 = Excellent	2 = Poor
5 = Very Good	1 = Very Poor
4 = Good	0 = No Basis to Judge
3 = Fair	

3.3 Faculty treatment of students in the classroom?

0 1 2 3 4 5 6

Because? (Please elaborate)

3.4 Each faculty member's approachability and availability?

0 1 2 3 4 5 6

Because? (Please elaborate)

3.5 Did you receive any academic advising from your sociology professors? Yes \_\_\_\_\_ No \_\_\_\_\_

3.6a. If yes, how would you rate the quality of the advising that you received?

0 1 2 3 4 5 6

Because? (Please elaborate)

3.6b. Do you have any suggestions about how we might improve advising?

Now, let's look at the big picture:



4.1 What do you see as the primary strengths of the sociology program? Why?

4.2 What do you see as the primary weaknesses of the sociology program? Why?

4.3 What are some things that you think we might do to improve the sociology program at Francis Marion?

4.4 Is there anything else you'd like us to know about the sociology program?

Well, those are all the questions we have. What else would you like us to know about your experiences in the sociology program?

All right then. On behalf of the sociology faculty, I want to congratulate you on the successful completion of this program. We very much appreciate your helping us to improve the effectiveness of our program, and we wish you success in your future endeavors. We hope you will stay in touch with us.

## 12. Professional Writing Program

# Institutional Effectiveness Report

<b>Name of Program/Department:</b>	Professional Writing Program in the Department of English, Modern Languages, and Philosophy
<b>Year:</b>	2017-2018
<b>Name of Preparer:</b>	Christine Masters, Program Coordinator

### Program Mission Statement

The mission of the Professional Writing program at Francis Marion University is to offer a practical focus for students majoring or minoring in English. By pursuing this curriculum, students can acquire skills that help them become better communicators and productive team members in the workforce.

### Program Learning Outcomes (PLOs)

Because employers need effective communicators in their diverse environments, this program assists students in:

- Developing communication skills and rhetorical strategies appropriate for business industry, government, and non-profits, as well as further academic study
- Sharpening organizational and analytical skills
- Functioning as contributing members of project teams
- Enhancing technological and visual media capabilities
- Building and fostering connections with potential employers.

### Executive Summary

This report analyzes Student Learning Outcomes (SLOs) in six areas, assessing skills developed in content development, organization, document design, integration of text and visuals, using clear language, and editing.

To assess these SLOs, the program evaluated 1) the results of evaluation surveys completed by internship sponsors and 2) the results of English 305 (Business Writing) pre- and post-tests. Students exceeded the target of 80% for each category, except for one. Students were rated at 77% for SLO 1, slightly missing the target; 95% for SLO 2, exceeding the target; 95% for SLO 3, exceeding the target; 87% for SLO 4, exceeding the target; 85% for SLO 5, exceeding the target; and 90% for SLO 6, exceeding the target.



Based on these findings, the program plans to implement curricular improvements to address the lower rating in SLOs 1. In addition, this report identifies revisions that may be made to both the SLOs and the data collection methods to facilitate a more global assessment of the program.

## **Student Learning Outcomes (SLOs)**

As students complete the course requirements in the Professional Writing program, they should demonstrate their abilities to:

1. Develop content appropriate to audiences in professional environments
2. Organize information logically and strategically
3. Design documents, both print and electronic, for usability and readability
4. Integrate visuals with text cohesively
5. Use clear language accurately and effectively
6. Edit texts for correctness, consistency, and readability.

## **Assessment Methods**

The Professional Writing Advisory Committee assesses Student Learning Outcomes by 1) evaluating sponsor ratings of interns collected with employer surveys and 2) assessing the scores on a pre-test and post-test for English 305, Business Writing.

The committee did not assess portfolios this year because there were only two portfolios submitted for upcoming internships. This sample size is too small to serve as the primary method for evaluating the entire program. These two portfolios will be included with next year's portfolio review. The portfolios for students who completed internships this year had been evaluated last year and that data was included in last year's IE report.

Our target is for students to rate 80% or higher on each SLO. The specific methods and procedures used to assess each SLO are explained below.

**SLO 1: Develop content appropriate to audiences in professional environments.** This SLO is assessed by: 1) evaluating English 305 pre- and post-test scores, and 2) evaluating internship sponsor surveys. Last year, the combined average ratings for SLO 1 (using data from the portfolio review and the English 305 test) stood at 80%. This year's target has been to increase or maintain this score.

**SLO 2: Organize information logically and strategically.** This SLO is assessed by evaluating sponsor surveys. Last year, 80% of students met the target for this SLO on the portfolio review. The target for this year has been to maintain or improve this score.

**SLO 3: Design documents, both print and electronic, for usability and readability.** This SLO is assessed by evaluating sponsor surveys. Last year, 76% of students met the target for this SLO on the portfolio review. The target for this year has been to increase this score by at least 4%.

**SLO 4: Integrate visuals with text cohesively.** This SLO is assessed by evaluating sponsor surveys. Last year, 76% of students met the target for this SLO on the portfolio review. The target for this year has been to increase this score by at least 4%.

**SLO 5: Use clear language accurately and effectively.** This SLO is assessed by evaluating sponsor surveys. Last year, 60% of students met the target for this SLO on the portfolio review. The target for this year has been to increase this score by at least 20%.

**SLO 6: Edit texts for correctness, consistency, and readability.** This SLO is assessed by evaluating sponsor surveys. Last year, 48% of students met the target for this SLO on the portfolio review. The target for this year has been to increase this score by at least 32%.

The following section discusses the current-year assessment results.

## Assessment Results

For the 2017-2018 academic year, the program reviewed the feedback that was provided on student and sponsor internship surveys and compared the results of the English 305 pre- and post-tests. This section provides assessment results and considers the relationship of results to targets and benchmarks. A discussion of individual SLOs follows.

**SLO 1: Develop content appropriate to audiences in professional environments.** For this learning outcome, our student interns (n=4) scored 85% on employer surveys of their internship performance. Additional data are included from Fall 2017 and Spring 2018 combined pre- and post-tests for English 305, Business Writing. Out of the total number of students (n=103) taking both tests, 68% of students improved their knowledge of the content area. This number is lower than last year's percentage, which was 78%. While the employer survey meets the target on its own, the two sources produce a combined average of 77% for this SLO, missing the target by 3%.

**SLO 2: Organize information logically and strategically.** For this learning outcome, our student interns scored 95% on employer surveys of their internship performance, exceeding the target by 15%.

**SLO 3: Design documents, both print and electronic, for usability and readability.** For this learning outcome, our student interns scored 95% on employer surveys of their internship performance, exceeding the target by 15%.

**SLO 4: Integrate visuals with text cohesively.** For this learning outcome, our student interns scored 87% on employer surveys of their internship performance, exceeding the target by 7%.

**SLO 5: Use clear language accurately and effectively.** For this learning outcome, our student interns scored 85% on employer surveys of their internship performance, exceeding the target by 5%.

**SLO 6: Edit texts for correctness, consistency, and readability.** For this learning outcome, our student interns scored 90% on employer surveys of their internship performance, exceeding the target by 10%.

Overall, the program exceeded all of its targets for this academic year besides SLO 1, which could be due to the assessment method used. We include the English 305 pre- and post-test results in SLO 1. The scores on the test were lower this year (students averaged 68% this year, compared to 76% last year), most likely because the test questions reflect the language used in one of the approved textbooks and not the other. Only one of our classes this year used the textbook which the test favors. The students whose instructor used the other book (the majority of test-takers), may have struggled with the terminology used in the test. It is significant to note that without averaging in the test scores, this SLO would have exceeded the target by 5%.

Overall, the lower-rated areas that should be improved for next year include SLOs 1, 4, and 5. Our target will be to maintain ratings of at least 80% for these SLOs. However, as noted in the next section, the SLOs for next year and the data collection methods likely will be modified. In any case, we expect that the revised SLOs will be similar enough to compare the annual data in some way.

## **Action Items**

The Professional Writing Advisory Committee (PWAC) will address this report's findings by continuing to improve program curriculum and by revising the program's assessment framework.

## **Curriculum Improvements**

Strategies for curriculum improvement include asking instructors to examine and revise where needed in order to strengthen students' approaches to developing professional content (SLO 1), integrating text and visuals (SLO 4), and practicing writing with clear language (SLO 5). The PWAC will meet in early Fall 2018 to discuss these curricular items.

## **Assessment Procedures**

This section addresses ways to improve assessment procedures. The current SLOs effectively evaluate the PW majors' portfolios. However, to better reflect the program as a whole, we should expand our SLOs and re-evaluate our data collection practices.

First, the SLOs should be expanded to address our students' soft skills. These are rated on intern sponsor surveys but do not map to the current SLOs. Including soft skills in the SLOs also will strengthen the connection between our SLOs and our PLOs.

Another improvement in assessment process involves broadening our data collection procedures to capture more information about how minors and non-majors perform in the program. Most of our minors only take a few PW courses and do not create portfolios or complete internships. We serve a large number of non-majors whose plan of study requires either English 305-Business Writing or English 318-Technical Communication. While we do evaluate English 305 via the pre- and post-test, we only factor the percentage of improved students into SLO 1, when we should be coding individual questions and mapping them to specific SLOs. If we improve the English 305 test and add a test for English 318, we will gather more data on the performance of both minors (who take both of these classes) and other students who are required to take either these courses as part of their major (Business and Industrial Engineering students, for example). By having more data from more types of students and a better distribution of this data across the SLOs, we will increase the accuracy of our assessment report.

Based on these reflections, the program coordinator suggests the following action items.

1. Revise SLOs to incorporate additional criteria that may not be evident by viewing majors' portfolios, such as:

- a. Soft skills, such as professional habits (taking initiative, problem solving, task management, teamwork)
  - b. Software tools for developing print and online content
  - c. Other fundamental business and technical writing-related skills that may not be reflected in the current SLOs (to be determined by PWAC).
2. Develop the following additional measurement that allow for larger sample sizes and better distribution across SLOs. These methods will serve in addition to the practices (portfolio review, sponsor survey data collection, English 305 pre- and post-test).
- a. Modify the English 305 test questions to eliminate textbook-specific jargon. The test should not reflect a bias towards a specific textbook.
  - b. Revise the English 305-Business Writing pre- and post-test questions so that each question maps to one or more SLO.
  - c. Develop a pre- and post-test for English 318-Technical Communication, mapping each question to one or more specific SLO.

Over the course of the next year, the Professional Writing program will address these action items, thereby improving our curriculum and assessment methods.

Please contact Christine Masters ([cmasters@fmarion.edu](mailto:cmasters@fmarion.edu)) with questions about this report.

Submitted May 30, 2018

## 13. Music Industry

### Institutional Effectiveness Report

<b>Name of Program/Department:</b>	<b>Music Industry/Fine Arts</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Dr. Terry Roberts</b>

#### **Program Mission Statement**

The mission of the Francis Marion University Music Industry Program is to educate, train and develop students to excel in music as a career. This is done with a solid education in music and an expansive education in the liberal arts. Our curriculum embraces both time honored and contemporary musical styles. Through a course of scholarly and practical learning experiences integrating performance, writing and technology each student is prepared for career opportunities open to today's music professional. The Music Industry Program serves as the musical center for the university and surrounding community.

#### **Program Learning Outcomes (PLOs)**

1. The Music Industry program will develop in students a solid foundation of music studies.
2. Music Industry students will learn the skills necessary for performance as a solo and ensemble artist.
3. The Music Industry program will develop in students an appreciation for professional disposition in music performance.
4. Music Industry students will understand the technological aspects of music production.

#### **Executive Summary of Report**

The Music Industry program added three specialty areas in 2016-2017—Business, Technology, and Performance. The previous program requirements are equivalent to the Performance track.

The Music Industry program had a very successful year as all targets were met. There were eight graduates this year, our largest class to date.

#### **Student Learning Outcomes (SLOs)**

1. Students will demonstrate basic piano proficiency skills by the end of their second year.
2. Students will produce a juried recital that will be successfully presented before a jury of Music Industry faculty and the general public.
3. Students will successfully demonstrate progression in the applied lessons of their specialty area.
4. Students will successfully represent knowledge of the technological aspects of the music business.

## Assessment Methods

- 1. Students will demonstrate basic piano proficiency skills by the end of their second year.*  
The primary assessment tool for this SLO is the Piano Proficiency exam. The percentage of students passing the Piano Proficiency exam will again be 100%. (Benchmark = 100%)
- 2. Students will produce a juried recital that will be successfully presented before a jury of Music Industry faculty and the general public.*  
The primary assessment tool for this SLO is the Senior Recital. Benchmark = 100%. Last year, the benchmark was met. This year the target is again 100% on first attempt.
- 3. Students will successfully demonstrate progression in the applied lessons of their specialty area.*  
The primary assessment tool for this SLO is the Applied Juries. Benchmark = 100%. In 2016-2017, the pass rate was 95%. The pass rate for 2017-2018 was again 95%.
- 4. Students will successfully represent knowledge of the technological aspects of the music business.*  
The primary assessment tool for this SLO is the Music Industry Internship. Graduating students are also given an Exit Exam. Benchmark = 100%. Last year, the benchmark was met. This year the target is again 100% on first attempt.

## Assessment Results

- 1. Students will demonstrate basic piano proficiency skills by the end of their second year.*  
Six students completed and successfully passed the Piano Proficiency exam in Spring 2018. The target of 100% was met.
- 2. Students will produce a juried recital that will be successfully presented before a jury of Music Industry faculty and the general public.*  
Two senior students successfully performed their senior recital. Target of 100% was achieved.
- 3. Students will successfully demonstrate progression in the applied lessons of their specialty area.*  
The primary assessment tool for this SLO is the Applied Juries. In Spring of 2018, 11 students had juries, 10 passed 1 failed to perform. The target for this SLO is 95%. 95% passed. The target was met for this year.
- 4. Students will successfully represent knowledge of the technological aspects of the music business.*  
Eight senior students successfully completed their Music Industry Internship and their exit exam. Target of 100% was achieved.

## Action Items

- In order to more closely consider student progress, the Music Industry faculty will be revisiting the type of data that is currently used. The faculty will consider the use of scores from the Piano Proficiency exams, Applied Lesson Juries, and exit exams rather than just pass/fail data.
- The Music Industry program now has three specialty areas (Business, Performance, Technology) from which students may choose. Faculty will have to consider what data might be used to evaluate more areas outside of performance.

# Appendix

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Degree: \_\_\_\_\_ Semester: I II III IV V VI VII VIII

<b>TONE QUALITY:</b> 5 Superior 4 Excellent 3 Good 2 Fair 1 Poor
<b>INTONATION/ PITCH ACCURACY:</b> 5 Superior 4 Excellent 3 Good 2 Fair 1 Poor
<b>DICTION/ ARTICULATION:</b> 5 Superior 4 Excellent 3 Good 2 Fair 1 Poor
<b>MUSICIANSHIP (phrasing, dynamics, style, rhythmic accu- racy):</b> 5 Superior 4 Excellent 3 Good 2 Fair 1 Poor
<b>PERFORMANCE (stage presence, com- mitment to text/ character):</b> 5 Superior 4 Excellent 3 Good 2 Fair 1 Poor

GENERAL COMMENTS:

SCORE: \_\_\_\_\_

Your final grade is determined by the cumulative score of all faculty evaluations.

FACULTY SIGNATURE: \_\_\_\_\_



## 14. Speech Program

### *Institutional Effectiveness Report*

**Name of Program/Department:** *Speech Program*

**Year:** 2017-2018

**Name of Preparer:** *Dr. Bryan Fisher*

#### **Program Mission Statement**

The Mission of the Speech Program is to equip students with the skills needed to formulate and deliver a wide variety of messages. Such skills include message structure, audience analysis, researching and supporting ideas and arguments, using language effectively, and effective delivery. The speech program is designed to prepare students for success in a world in which oral proficiency is often rated as one of the most important skills one can possess.

#### **Program Learning Outcomes (PLOs)**

1. Demonstrate and advance academic integrity in all interactions.
2. Demonstrate the ability to use tools and technologies appropriate for the communication professions.
3. Demonstrate the ability to think independently, critically, and creatively.
4. Demonstrate the ability to speak correctly and clearly in forms and style appropriate for specific audiences and purposes they serve.
5. Demonstrate the ability to gain the required skills, knowledge, and dispositions to effectively communicate with audiences and purposes they serve.

#### **Executive Summary of Report (one-page maximum)**

In the 2017-2018 academic year, SPCO 101 was assessed to determine the extent to which the course equipped students to demonstrate the competencies necessary for effective public speaking. Two Student Learning Outcomes from SPCO 101 were identified as indicators of whether or not the course not only equipped students with the ability to demonstrate the competencies, but also whether or not they felt more confident in their abilities to demonstrate the competencies.

Each Student Learning Outcome was measured with its own instrument. SLO 1.0 which measures actual student performance, was a direct measure using the *Competent Speaker Evaluation Form (2013)* published by the National Communication Association. SLO

2.0 was an indirect measure using a 5 question Likert-style scale survey administered to students.

Targets for both Student Learning Outcomes were surpassed. The target for SLO 1.0 was 70%, and the actual percentage was 87.5%. The target for SLO 2.0 was 80%, and the actual percentage was 87.7%. While both targets were surpassed, strategies and approaches for improvement are offered in the report.

#### **Student Learning Outcomes (SLOs)**

SLO1.0: 70% of students in SPCO 101 will improve their overall performance on eight speaking competencies at the end of the semester (Benchmark = 73%).

SLO 2.0: 80% of students in SPCO 101 will indicate a positive endorsement level of 80% or higher when describing their confidence in their ability to perform five speaking competencies (New measure. No benchmark).

#### **Assessment Methods**

SLO1.0: 70% of students in SPCO 101 will improve their overall performance on score eight speaking competencies at the end of the semester (Benchmark = 73%) as measured by the National Communication Association (2013) *Competent Speaker Form*.

SLO 2.0: 80% of students in SPCO 101 will indicate a positive endorsement level of 80% or higher when describing their confidence in their ability to perform five speaking competencies (Benchmark = 81%) as measured by a 5-question Likert-styled survey.

#### **Assessment Results**

SLO 1.0: 87.5% % of students taking SPCO 101 improved their posttest score on eight speaking competencies as measured by the Competent Speaker Form published by the National Communication Association (2013). This outcome represents a 22% positive change over 2016-2017 and since our target was 70%, the goal was achieved.

SLO 2.0: 87.7% of students taking SPCO 101 indicated that they agreed or strongly agreed that they felt more confident in their ability to perform five speaking competencies as measured by a 5-question Likert-style scale. This outcome represents an 8% positive change over 2016-2017 and since our target was 80%, this goal was achieved.

## Action Items

SLO 1.0: 87.5% of students taking SPCO 101 improved their posttest score on eight speaking competencies, as measured by the Competent Speaker Form published by the National Communication Association (2013). As our goal was 70%, the target was achieved. While we surpassed our target, the faculty in the Mass Communication Department met and decided that more could be done to improve this learning outcome. Based on the data, the Speech Program will take the following steps in 2018-2019 to improve student outcome in this area. Using an electronic version of the 2013 Competent Speaker Form will allow computer analysis of all eight individual competencies on the form. In addition to tracking student overall performance on the competencies (as we have been), we have tracked performance on each of the eight competencies. Based on this data, we will refine our coursework even further.

SLO 2.0: 87.7% of students taking SPCO 101 indicated that they agreed or strongly agreed that they felt more confident in their ability to perform five speaking competencies as measured by a 5-question Likert-style scale. As our goal was 80%, the target was achieved. While we surpassed our target for SLO 2.0, the faculty in the Mass Communication Department met and decided that more could be done to improve this learning outcome. Based on the data, the Speech Program will take the following steps in 2018-2019 to improve student outcome in this area. We began to use an electronic version of our survey that students will complete online. One immediate benefit is that we will survey all students taking SPCO 101. Further, the electronic form allows for computer analysis of each of the five competencies on the survey individually. This data will highlight areas needing improvement and allow us to make pedagogical changes in our course.

## Appendix

### SLO 1.0 Assessment procedure:

We measured student ability two times during the course. The first assessment was given at the beginning of the course when students delivered their informative speeches, and the second was given at the end of the course when students presented their persuasive speeches. Through this process, we were able to measure the performance of students from the pre-test to the post-test period.

Before each semester began, all Speech 101 instructors were given a randomly generated set of five numbers, each under twenty. By applying these five numbers to their rosters, instructors identified the random list of five students to assess in each of their sections.

During the first major speech, the informative speech, all Speech 101 instructors used the *Competent Speaker* evaluation form to assess these five students in each of their sections. Designed by the National Communication Association, the *Competent Speaker* form includes eight measures as follows:

- 1) *Chooses and narrows a topic appropriately for the audience and occasion.*
- 2) *Communicates thesis/purpose in a manner appropriate for the audience and occasion.*
- 3) *Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience and occasion.*
- 4) *Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.*
- 5) *Uses language appropriate for the audience and occasion.*
- 6) *Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate for the audience and occasion.*
- 7) *Uses pronunciation, grammar, and articulation appropriate for the audience and occasion.*
- 8) *Uses physical behaviors that support the verbal message.*

Students received either a 1 (unsatisfactory), a 2 (satisfactory), or a 3 (excellent) in each of the eight measures. Thus, the total score received is between eight and twenty-four.

These same five students in each section were then evaluated using the same form and guidelines during their presentations of their persuasive speeches near the end of the semester. Their performances on each evaluation were then compared.

*Competent Speaker Evaluation Form (2013)*

Reference: <http://www.une.edu/sites/default/files/Public-Speaking2013.pdf>

SLO 2.0 Assessment procedure:

At the end of the semester, all Speech 101 students are asked to complete an online self-report survey that measures the level to which they think they have improved. It is a five-question survey using a Likert-style scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

The self-report survey measures the extent to which, after taking the course, students feel more confident in their ability to:

*choose and narrow a topic for a given audience and a given amount of speaking time.*

*gather quality research material to support thesis and main points.*

*organize material into a clear message and easy-to-follow progression.*

*use appropriate and effective language for a given audience and speaking situation.*

*offer a clear and smooth delivery of the message.*

## 15. Languages

### Institutional Effectiveness Report

<b>Name of Program/Department:</b>	Modern Languages
<b>Year:</b>	2017-2018
<b>Name of Preparer:</b>	Wendy Caldwell, Ph.D.

#### **Program Mission Statement**

The Department of English, Modern Languages, and Philosophy offers a major, minor and collateral in Modern Languages with tracks in French, German, and Spanish. Our mission is to provide the resources for students to acquire advanced oral proficiency, writing proficiency, reading comprehension and listening comprehension in French, German, and Spanish, while gaining knowledge of the history, art, values, and customs of the cultures where these languages are spoken. Career opportunities for foreign language majors include teaching, international business, translation, interpretation, government professions, the military, and health care. Modern Languages majors often seek graduate degrees in foreign languages.

#### **Program Learning Outcomes (PLOs)**

Successful graduates of Modern Languages B.A. programs at Francis Marion University will demonstrate advanced oral proficiency, writing proficiency, reading comprehension, and listening comprehension in the target language and recognize the cultural context in which oral and written discourses are produced.

#### **Executive Summary of Report**

Based on best practices in foreign language pedagogy, the Modern Languages Program assesses five essential Student Learning Outcomes (SLOs) in the areas of speaking/conversational proficiency, writing, reading, listening, and cultural competency. As a measurement tool, the Program employs departmental rubrics and testing forms to evaluate the SLOs of our fall and spring graduates. The student averages for four out five of our SLOs for 2017-18 saw a decrease from the previous year, with speaking and writing falling to 60%, well below the 75% target. Listening and Culture fell just below the target to 72.5% and 70% respectively. The student average for Reading was the only SLO to meet the 75% target with a 77.5% student average.

In an effort to offer a more comprehensive assessment of the entire Modern Languages program, from beginning to advanced levels, new to this year's report is the inclusion of the General Education SLOs and Assessment Methods. (See Appendix 1) As planned, the Spanish program transitioned 101 and 102 to the flipped model this year. SPAN 201 and SPAN 202 will transition over the 2018-2019 academic year. The French program has hired a new faculty member for the 2018-19 year and will be transitioning to an updated textbook program, thereby moving toward a more hybrid approach. Once all General Education (101-202) courses have transitioned, we will integrate these courses into our annual assessment. Perhaps of equal importance, the program hopes to establish a set of expectations for our online course offerings. As our program integrates online courses to accommodate non-traditional

students, we not only need to exercise caution in the number of online offerings, but we also need to ensure that these online courses offer students equal opportunities to use the five proficiency areas.

Given the 2017-18 report findings, regarding the Action Item for SLO 1.0, based on oral presentations/interviews and student comments in the exit survey, speaking continues to be one of the principal communicative skill areas for improvement. In response, the Spanish program has begun transition to a flipped classroom model. This student-centered approach will promote more opportunities for student output in the target language, which will inevitably benefit the students' oral proficiency skills. Additionally, Conversation Tables will be offered during the 2018-19 academic year to promote opportunities to speak in the target language outside of the classroom setting. With regard to the Action Item for SLO 2.0, based on writing samples in the target language, writing has become an additional principal communicative skill area for improvement. With the transition to the flipped model, we include more writing opportunities for our students, thereby placing greater emphasis on the process of writing and revision, exposing students to more models of successful writing in various genres, and better utilizing existing campus resources such as the Writing and Tutoring Centers to improve student writing outcomes. In addition, written online assignments as well as online grammar tutorials offer immediate feedback to students on their use of the target language. Finally, through course revision, grammatical revision and precision now receives greater focus in Spanish Grammar and Composition (SPAN 301) as an innate part of writing as process. (See Appendix 2) Regarding the Action Item for SLO 3.0, reading comprehension, our program continues our highly successful approaches to teaching reading in the target language at all levels. Based on comprehension questions and grade averages in literature courses in the target language, student averages in reading comprehension remain among the highest of the five SLOs. Courses, such as the new Fall 2018 course, French for the Arts and Sciences, as well as the integration of reading sections on common final exams, will further help to ensure the development of reading proficiency. (See Appendix 3) With regard to the Action Item for SLO 4.0, listening comprehension, based on listening activities of native speakers, and conversation course grades, this skill area fell just below the target. The flipped classroom model in the Gen Ed sequence will serve to enhance the development of this skill area by offering more opportunities for communicative activities in the classroom, in addition to online listening activities, listening sections on chapter exams in the Gen Ed sequence, and a final oral conversation exam in the Gen Ed sequence. Finally, the Action Item for SLO 5.0, based on cultural competency exams, experiential learning courses, and written statements about the intersections of culture and language, saw a decrease from the previous year. An exchange program in Spain has been researched extensively by ML faculty and the International Studies Committee, and we continue to await word from the administration in moving forward with the establishment of a formal exchange partner. In the meantime, we hope to offer a faculty-led trip to a Spanish-speaking country during the Late Spring 2019 term.

In sum, to address the Action Items, we will target the specific issues in our classes by continuing the shift to a flipped classroom model in Spanish and updating the French textbook program, by continuing to integrate more writing-as-process activities, and by making a conscious effort to integrate culturally authentic materials in all of our classes.

## **Student Learning Outcomes (SLOs)**

Upon successful completion of a Modern Languages major, students should demonstrate the following learning outcomes, developed by Modern Languages faculty at Francis Marion University, based largely on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, developed from the Federal Government's IRL scale.

SLO 1.0: Students will be able to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages. This will occur without misrepresentation or confusion at a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 2.0: Students will be able to fulfill practical writing needs in the target language, such as producing simple messages, letters, requests for information, notes, and essays with very few or that interfere with comprehension at a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 3.0: Students will be able to understand the main ideas and supporting details of a variety of written texts and can deduce meaning of unknown vocabulary through context clues. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations, but there will be a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 4.0: Students will understand spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. at a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 5.0: Students will be able to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken, at a 75% (3.0) level of proficiency based on program benchmarks listed below.

## **Assessment Methods**

SLO 1.0: Students will be able to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages. This will occur without misrepresentation or confusion at a 75% level of proficiency based on program benchmarks listed below. Assessment methods include an evaluation by Modern Languages faculty of recorded oral interviews from the French, German, and Spanish Conversation courses or exit interviews using a rubric based on ACTFL guidelines.

SLO 2.0: Students will be able to fulfill practical writing needs in the target language, such as producing simple messages, letters, requests for information, notes, and essays with very few or that interfere with comprehension at a 75% level of proficiency based on program benchmarks listed below. Assessment methods include an evaluation by Modern Languages Faculty of essays written in one or more of the student's Modern Languages courses using a rubric based on ACTFL guidelines.



SLO 3.0: Students will be able to understand the main ideas and supporting details of a variety of written texts and can deduce meaning of unknown vocabulary through context clues. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations, but there will be a 75% level of proficiency based on program benchmarks listed below. Assessment methods include the evaluation by Modern Languages faculty of written exams, essays from the student's Modern Languages courses or grade averages in literature courses using a rubric based on ACTFL guidelines.

SLO 4.0: Students will understand spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. at a 75% level of proficiency based on program benchmarks listed below. Assessment methods include an evaluation by Modern Languages faculty of listening comprehension tests or final grade in Modern Languages conversation courses using a rubric based on ACTFL guidelines.

SLO 5.0: Students will be able to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken, at a 75% level of proficiency based on program benchmarks listed below. Assessment includes student-produced cultural presentations, cultural competency exams, field experience in service-learning courses or written cultural statements composed by students who have participated in study abroad programs using a rubric based on ACTFL guidelines.

#### **Rubric for Assessment:**

Student work was evaluated in accordance with the following Assessment Scale based on ACTFL Proficiency Guidelines: Four (4) through one (1), with four being the highest and one the lowest assessment given.

#### **SLO1: Conversational Proficiency / Conversational Skills**

Level Four: Speaks and comprehends in a variety of registers with sufficient skills to move the conversation forward. Has only a few moments of hesitation and demonstrates a proficient and varied vocabulary for effective communication. Grammar has only a few serious faults and pronunciation is comprehensible. Ability to contribute own ideas to conversation in addition to answering questions or responding to situations.

Level Three: Speaks and comprehends in various registers demonstrating the ability to grasp most of the topic with little or no repetition. Carries conversation with sufficient skills for communication. Grammar errors and mispronunciations do not impede intended statements or explanations. Answers questions with reasonable information.

Level Two: Speaks and comprehends with some hesitation. Communicates facts and ideas using basic vocabulary and structures. Errors occur frequently and in patterns but speech is generally comprehensible to those accustomed to conversing with non-natives.

Level One: Able only to utter polite phrases. Unable to comprehend or respond well even when questions or situations are repeated numerous times. Has very little concept of grammar nor possesses adequate vocabulary to converse on topics presented. Pronunciation hinders communication.

#### SLO2: Writing Proficiency / Writing Skills

Level Four: Able to produce formal and informal writing, including summaries, reports, and correspondence on a variety of topics. Conveys meaning and explains complex ideas in a clear, precise manner. Writes in paragraph form with a high degree of control of grammar and syntax. Very few or no errors occur and do not interfere with comprehension.

Level Three: Able to write factual descriptions and summaries and to narrate clearly in the past, present and future. Shows good control of frequently used structures and vocabulary and produces routine informal and some formal writing in paragraph form. Errors occur but writing can be generally understood by those not accustomed to writing by non-natives.

Level Two: Writes messages, letters, and notes on general topics related to practical needs. Communicates facts and ideas using basic vocabulary and structures. Texts are generally comprehensible to those accustomed to writing of non-natives despite more frequent errors.

Level One: Able to produce only lists and notes containing high-frequency vocabulary words and formulaic phrases. Relies heavily on practiced material and common elements of daily life. Unable to sustain sentence-level writing all the time. Errors are frequent and gaps in comprehension are likely to occur.

#### SLO3: Reading Proficiency / Reading Skills

Level Four: Comprehends a wide variety of written texts from different genres including those with complex structures and cultural references. Able to follow extended discourse on unfamiliar topics and to make inferences based on what is read. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations.

Level Three: Understands the main ideas and some supporting details of narrative and descriptive texts related to general interest topics. Able to process information organized in a clear and predictable way and to compensate for limitations by using real-world knowledge or context cues. Comprehension may become problematic when dealing with abstract ideas or unfamiliar topics.

Level Two: Understands information in everyday texts that convey basic information and deal with common, personal, and social topics. Comprehension is most often accurate when texts include familiar vocabulary and basic grammatical structures. Comprehension is often uneven and misunderstandings may occur, especially with longer texts containing low-frequency vocabulary or unfamiliar structures.

Level One: Comprehends only a very limited amount of information in common, predictable texts that include key words and highly contextualized expressions. Relies heavily on his or her own background and extra linguistic cues to derive meaning. Misunderstandings may occur frequently.

#### SLO4: Listening Proficiency / Listening Skills

Level Four: Comprehends extended discourse in a variety of registers on a wide range of topics. Understands speech that may contain complex grammatical structures, uncommon vocabulary or culture-specific references. Able to make inferences based on what is said. Misunderstandings may occur when exposed to speech containing highly specialized vocabulary or relating to unusual or abstract situations.

Level Three: Able to grasp the main ideas and some supporting details of authentic discourse related to general interest topics. Able to distinguish basic time frames and to process information organized in a clear and predictable way. Comprehension may be limited to concrete, conventional discourse; comprehension may become problematic when dealing with abstract ideas or unfamiliar topics.

Level Two: Understands information related to common, everyday topics when conveyed in simple, sentence-length speech. Comprehension is most often accurate when exposed to speech containing high frequency vocabulary, basic grammatical structures, and familiar or predictable social contexts. Comprehension is often uneven and misunderstandings may occur.

Level One: Understands only key words and expressions that are highly contextualized and predictable. Relies heavily on extra linguistic cues to derive meaning and may require frequent repetition and rephrasing. Misunderstandings may occur frequently.

#### SLO5: Attitudes Regarding the Intersection of Language and Culture

Level Four: Demonstrates a deep and robust understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss many culturally-relevant themes and topics, although misunderstandings may occur, especially when exposed to highly specialized cultural references.

Level Three: Demonstrates a moderate understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss many culturally-relevant themes and topics, although cultural misunderstandings may occur occasionally.

Level Two: Demonstrates a basic understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss very common themes and topics that are culturally-relevant. Cultural misunderstandings may occur frequently.

Level One: Demonstrates only a minimal understanding of the relationship between the practices, products, and the perspectives of the culture studied. Cultural misunderstandings are likely to occur often.

#### **Assessment Results**

SLO 1.0: Students were assessed on their ability to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages without misrepresentation or confusion. One of the weakest averages of the five SLOs, students performed at an overall 60% level of proficiency, a 10% drop from 2016-17. Since our benchmark was 75%, this Target was not achieved.

SLO 2.0: Students were assessed on their ability to fulfill practical writing needs in the target language, with very few or no errors that interfere with comprehension. The area that saw the largest drop from the previous year, students performed at an overall 60% level of proficiency, compared to 82.5% the previous year, a 22.5% drop. Since our benchmark was 75%, this Target was not achieved.

SLO 3.0: Students demonstrated their ability to understand the main ideas and supporting details of a variety of written texts and deduced meaning of unknown vocabulary through context clues. Misunderstandings may have occurred when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations. There was an overall 77.5% level of proficiency in this area, a 10% drop from 87.5% the previous year. Nevertheless, since our benchmark was 75%, this Target was achieved.

SLO 4.0: Students’ understanding of spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. were measured. At a 72.5% level of proficiency, compared to 87.5% in the previous year, our benchmark of 75% was not achieved.

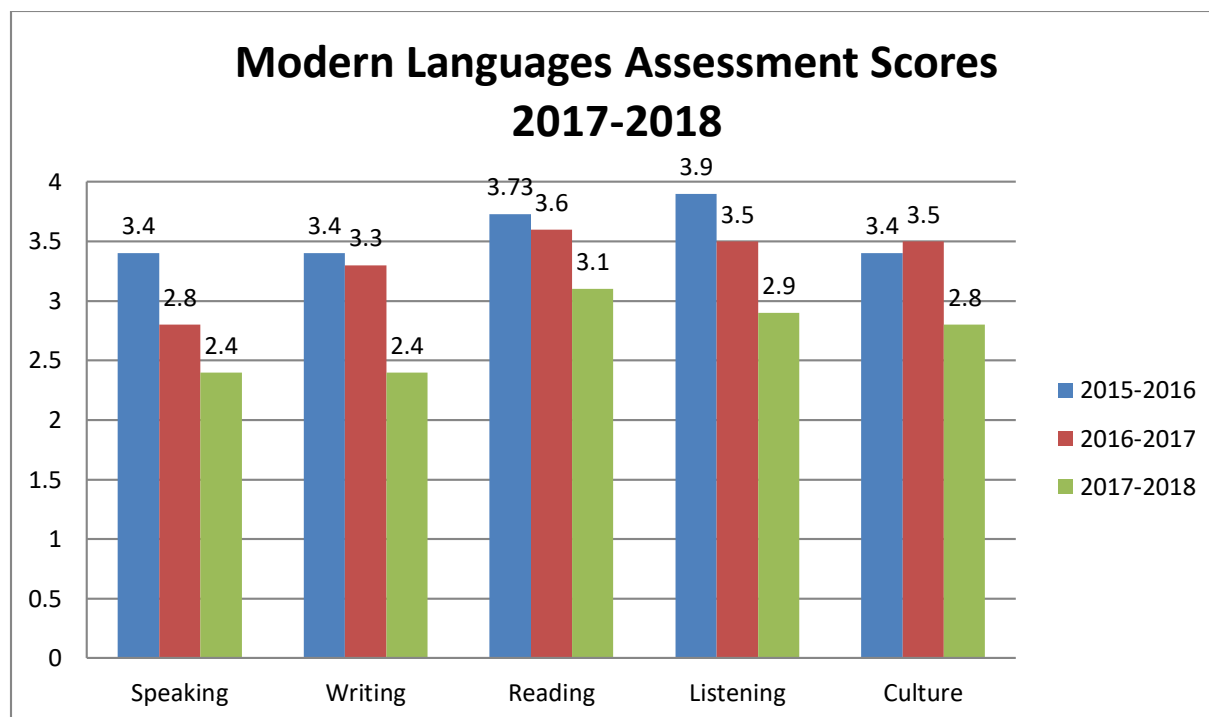
SLO 5.0: Students were assessed on their ability to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken. At a 70% level of proficiency, this area saw a 17.5% decrease from 87.5% in 2016-17. Since our benchmark was 75%, this target was not achieved.

### Scoring of Student-Produced Work

Materials collected from five undergraduate Modern Languages Majors (Spanish, French, and German) were assessed. The results of the scoring of student-produced work show that the department’s targets were met in all areas except for Speaking/Conversational Proficiency. The chart below reflects this year’s composite student averages for the Modern Languages program compared to the previous year.

As the assessment scores demonstrate (see charts below), all areas saw a decline from 2016-17 to 2017-18. The area of Writing Proficiency showed the largest decline from 3.3 to 2.4. Speaking decreased from 2.8 to 2.4, Reading from 3.6 to 3.1, Listening from 3.5 to 2.9, and Culture Competency from 3.5 to 2.8. Compared to last year, four out of five benchmarks did not meet the 75% target.

2017-2018 Modern Languages Majors					
	Speaking	Writing	Reading	Listening	Culture
████████████████████	2.5	2	3.5	3	4
██	3	2.625	4	3.5	3.5
████████████████████████████████	2.625	2.625	3.25	4	2.5
████████████████████████████	2	1	2	1	1
████████████████████████	1	2	3	2	2
████████████████████████████	3.5	4	3	4	4
<b>TOTALS:</b>	<b>2.4</b>	<b>2.4</b>	<b>3.1</b>	<b>2.9</b>	<b>2.8</b>



### Results of Exit Interviews

Graduating Spanish and French majors completed exit surveys to provide student feedback on the strengths and weaknesses of the program. Of the surveys received from Spanish majors, 2/3 considered speaking and listening to be their strongest skill areas. One survey recommended the addition of a phonetics course to the curriculum and another one the addition of Spanish education. From both French and Spanish majors, the lack of variety of courses was listed as an area for improvement. The significance of study abroad opportunities for the Modern Languages majors was also highlighted: “As a French major at Francis Marion I was exposed to a lot of advantages. The experience I was most grateful for was my semester abroad in France. I wouldn’t have been able to do that at any other school and it really gave me the immersion I needed to learn French. I loved the program here, however, I think to make it better, we should encourage more students to take French, so that there could be more conversational opportunities and classes offered.”

### Action Items

**SLO #1:** In 2017-18, SLO #1 fell below the targeted expectation of 75% with an overall proficiency level of 60%. As indicated in the 2016-17 Action Item, to help address this deficiency, the Spanish program began the transition to the flipped classroom model for its General Education sequence. Spanish 101 and Spanish 102 were moved to this model during this academic year. Spanish 201 and Spanish 202 will transition over the 2018-19 academic year. With less in-class instruction, students now have more opportunities to speak in the target language. In addition, all General Education students will receive a comprehensive oral assessment at the end of the semester to measure their speaking proficiency. As French makes a

similar transition to a new instruction platform, they plan to expand the oral assessment to all General Education courses. In providing more innovative instruction methods in the General Education sequence, the desired goal is that when these students transition to more advanced courses in their respective languages, they will have a stronger foundation upon which to build proficiency in the target language. Perhaps of equal importance, we hope to establish a set of expectations for our online course offerings. As our program integrates online courses to accommodate non-traditional students, we not only need to exercise caution in the number of online offerings, but we also need to ensure that these online courses offer students equal opportunities to use the spoken language.

**SLO #2:** In 2017-18, SLO #2 fell below the targeted expectation of 75% with an overall proficiency level of 60%. Compared to the 2016-17 findings, this target saw the largest decrease of all skill areas with a 22.5% decrease. The newly integrated flipped model in Spanish and the use of more online written activities in French will allow for more opportunities to practice and receive immediate feedback on writing in the target language. Additionally, Spanish 301 (Grammar and Composition) has been revised to include a more intensive focus on grammar to enhance the writing as process model. (See Appendix 2)

**SLO #3:** In 2017-18, SLO #3 met the targeted expectation of 75% with an overall proficiency level of 77.5%. The hybrid model of the flipped classroom offers students more opportunities for reading, particularly outside of the classroom. In addition to the General Education sequence, upper-division courses, such as Spanish 303 (Introduction to the Study of Hispanic Literature) and French 203 (French for the Arts and Sciences) are designed to continue developing literacy in the target language.

**SLO #4:** In 2017-18, SLO #4 fell just below the targeted expectation of 75% with an overall proficiency level of 72.5%. The flipped classroom model in the General Education sequence will serve to enhance the development of this skill area by offering more opportunities for communicative activities in the classroom, in addition to more online listening activities in Spanish and French, listening sections on chapter exams in the General Education sequence, and a final oral conversation exam in the General Education sequence.

**SLO #5:** In 2017-18, SLO #5 fell below the targeted expectation of 75% with an overall proficiency level of 70%. The flipped model and integration of more online activities allow for more time to dedicate to cultural competency both inside and outside the classroom. We hope to offer a faculty-led study abroad trip to a Spanish-speaking country during the Late Spring 2019 term for our majors.

**APPENDIX 1**  
**Modern Languages Program**  
**Institutional Effectiveness Report**  
**Proposed General Education SLOs and Assessment Methods**

**General Education Student Learning Outcomes**

Students should be able to demonstrate the following communicative skills in the respective target language consistent with the criteria established in each level:

SLO 1: Comprehend and respond appropriately in spoken communications.

SLO 2: Ability to read and comprehend texts.

SLO 3: Ability to listen and comprehend main ideas with some detail.

SLO 4: Ability to write grammatically accurate and meaningful paragraphs.

SLO 5: Demonstrate basic cultural competency about respective countries featured in the texts.

SLO 6: Ability to think critically and problem solve (ie. circumlocution) to negotiate meaning.

**Assessment Methods**

Target = 75% of class will score at least a 3.0 on a 4.0 scale

SLO 1: Comprehend and respond appropriately in spoken communication.

To assess SLO 1, students will be assessed through formal oral communication using a rubric established by each program.

SLO 2: Ability to read and comprehend texts.

To assess SLO 2, students will be assessed through formal examination of reading comprehension on the common final exam.

SLO 3: Ability to listen and comprehend main ideas with some detail.

To assess SLO 3, students will be assessed through formal oral assessment at the end of the semester.

SLO 4: Ability to write grammatically accurate and meaningful paragraphs.

To assess SLO 4, students will be assessed through writing on the common final exam.

SLO 5: Demonstrate basic cultural competency about respective countries featured in the texts.

To assess SLO 5, students will be assessed through a cultural competency on the common final exam.

SLO 6: Ability to think critically and problem solve (ie. circumlocution) to negotiate meaning.

To assess SLO 6, students will be assessed through formal oral communication using a rubric established by each program as well as on the common final exam.



## APPENDIX 2

### Syllabus for Spanish 301 /Gramática y Composición

**Prerequisite:** SPAN 202

**Required Texts:** *Manual de Gramática: Grammar reference for Students of Spanish. Sixth Edition by Eleanor Dozier & Zulma Iguina*

**Recommended Texts:** Spanish/English/English-Spanish dictionary (The Collins Spanish Dictionary, The U of Chicago, Larousse, etc.). Electronic dictionaries may be found at: [www.vox.es](http://www.vox.es); [www.diccionarios.com](http://www.diccionarios.com); [www.wordreference.com](http://www.wordreference.com).

**Course Description:** Spanish 301 Grammar & Composition is intended for intermediate students of Spanish and above. It is divided in two parts. It integrates an intensive grammar review for the student to gain further practice in the more complex structures of the language. In addition, the course promotes reading and discussion of a variety of literary and cultural texts in the target language. Class activities and homework assignments promote oral proficiency, grammatical accuracy, and improved writing skills.

#### **Objectives/Expected Outcomes:**

- Demonstrate appropriate level of proficiency in reading, writing, listening, and speaking skills through contextualized practice in the target language and formal assessment.
- Read authentic texts and articulate observations, reactions, and opinions.
- Expand knowledge and appreciation of Hispanic cultures.

#### **Evaluation of Student's Progress:**

##### • PARTICIPATION: 10%

The student's grade will be based on both quantity and quality of ACTIVE participation in each class. Students who are not prepared (i.e. not having book or writing utensil) will lose points on participation. Your participation grade will be determined as follows: 0 = absent; 50-59 = no participation; 60-69 = little participation or lack of preparation shown; 70-79 = limited participation and critical thinking; repeats classmates; 80-89 = participation and preparation shown but lacks critical thinking; 90-100 = outstanding participation, preparation, and critical thinking. ATTENDANCE POLICY: Attendance is MANDATORY for successful completion of this course. 3 tardies will equal 1 absence. After 3 absences (excused or unexcused), 5 points will be deducted from your participation grade. **AFTER THE 5th ABSENCE, YOU WILL FAIL THE COURSE. When you are absent, you are responsible for all material covered in class.**

##### • PREPARATION: 25%

Preparation includes all homework assignments, online activities, writing assignments, and pop quizzes. Online activities should be submitted according to the due date given in order to receive credit. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

##### • QUIZZES: 40% **NO MAKEUPS WILL BE GIVEN.**

There will be four tests to evaluate your progress throughout the semester.

##### • FINAL EXAM: 25%

A Grammar (15%) and a Composition exam (10%) will be given at the end of the semester.

## Appendix 3

### Syllabus for French for the Arts and Sciences

**Course Title:** French for the Arts and Sciences

**Instructor:** Dr. Elizabeth Zahnd

**Office:** 113E Cauthen Educational Media Center (CEMC)

**Phone:** 661-1600 **E-mail:** ezahnd@fmarion.edu

**Textbooks:** *Reading French for the Arts and Sciences* by Edward M. Stack; various articles from online sources and professional journals. *Reading French in the Arts and Sciences* offers a systematic approach to comprehending and translating texts in the humanities and technical disciplines. It begins with short passages on familiar themes and gradually increases the difficulty level to more technical and literary topics. Students will also read and discuss online blogs and articles from reputable sources pertaining to various fields of specialization within the arts and sciences.

**Catalog Description:** “Development of practical reading and written communication skills in French for use in a variety of specialized fields within the arts and sciences. A focus on comprehending, summarizing and discussing texts in the humanities and technical disciplines.”

**Prerequisite:** French 201 or equivalent on the placement test or permission of department.

**Course Rationale:** This is essentially a language proficiency course that focuses on reading, comprehending, summarizing, discussing, and presenting information acquired from excerpts of French texts in the arts and sciences. Topics will vary, determined in part on students’ own interests and areas of specialization. Fields covered may include biology, chemistry, engineering, health sciences, history, literature, philosophy, physics, mass communications, mathematics, music, political science, psychology, sociology, theatre arts, and visual arts. Readings will include excerpts from classic texts by French authors (Voltaire, Chateaubriand, Diderot, Saints-Saens, Duruy, de Tocqueville, Manesson-Mallet, etc.) as well as online articles and blogs within the humanities and technical disciplines. Students will complete readings and comprehension questions as homework and spend class time summarizing and discussing topics relevant to their own areas of specialization within the arts and sciences.

#### **Student Learning Outcomes:**

- Demonstrate knowledge of specialized vocabulary in French related to the arts and sciences.
- Deepen his or her understanding of the French language and increase reading proficiency in French.
- Demonstrate comprehension of a variety of French texts in the humanities and technical disciplines.
- Summarize readings in French found in print and online sources pertaining to the arts and sciences.
- Examine and discuss readings in French related to a variety of fields within the arts and sciences.
- Make a brief presentation related to readings in French in the humanities and technical disciplines.
- Produce written reports based on readings and research in French relating to the arts and sciences.

**Requirements and Grading Policy:** Regular class attendance is expected of all students. Your course grade will include the average of written assignments (CV, lettre de motivation, lettre de remerciement, etc.), class presentations, chapter quizzes, one oral test (mock job interview) and one in-class written final. The grade will be determined by an absolute, ten-point scale, i.e., there is no curve. 100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=NC. Late work will result in a loss of one letter grade per day late.

Reading Assignments and Written Homework	30%
In-Class Quizzes and Vocabulary Work	25%

Class Discussions and Thematic Presentations	25%
Final Exam	20%

**Attendance and Make-Up Policy:** After more than eight (8) unexcused absences, you will be automatically dropped from the course with a grade of F. You are expected to be present for all exams on the dates listed. No make-up exams will be given unless I am notified at least one week in advance or you have a documented medical/family emergency (i.e. proof of hospitalization or funeral home of the deceased parent/spouse).

**Statement on Plagiarism:** Any copying from undocumented sources or from classmates and/or any use of automatic translation programs will be considered an act of academic dishonesty. This entails an automatic grade of F and a report to Student Affairs.

**Statement on the use of Digital Media and Other Distractions:** No digital media (including, but not limited to, cell phones, laptops, mp3 players, voice recorders, etc.) will be allowed during class time except with the express permission of the instructor. Initial use of such items or other digital or non-digital distractions may result in the student being counted absent for the class session, and continued or disruptive use of such items or other distractions constitutes grounds for dismissal from the course with a grade of F.

**General Course Calendar (topics may vary):**

Semaines (weeks) 1-2 : L'introduction au cours / les techniques de lecture

Semaines 3-4 : La musique et les arts visuels

Semaines 5-6 : La psychologie et la sociologie

Semaines 7-8 : L'histoire et la philosophie

Semaines 9-10 : La biologie, la chimie, et la médecine

Semaines 10-11 : La littérature et le théâtre

Semaines 12-13 : Les sciences politiques et les communications

Semaines 14-15 : Le génie, les mathématiques et la physique

## 16. Liberal Arts

### Institutional Effectiveness Report

Name of Program/Department:	BA/Liberal Arts Program
Year	2017-2018
Name of Preparer:	<i>Shawn R. Smolen-Morton</i>

#### **Program Mission**

The mission of the Liberal Arts Program is to introduce students to their literary and linguistic heritage and acquaint them with a variety of genres, periods, themes, critical approaches, and individual writers ranging from ancient to modern. Courses in creative and expository writing, composition theory, the history of the language, modern theories of grammar, film studies, and literary criticism are also offered. Students may also earn either a minor or a collateral in English.

#### **Program Learning Outcomes**

PLO 1.0 Demonstrate knowledge of a variety of critical approaches for studying and appreciating literature.

PLO 2.0 Understand how to research key aspects of literature and the producing cultures.

PLO 3.0 Demonstrate knowledge of American and British literary heritage.

PLO 4.0 Understand how literature is crafted in a variety of genres and across periods.

PLO 5.0 Demonstrate knowledge of individual writers ranging from ancient to modern.

PLO 6.0 Apply knowledge about literature and exercise an array of critical skills using effective communication.

#### **Executive Summary**

For the 2017-2018 academic year, the English department's curriculum committee and professors teaching in the major assessed four Student Learning Outcomes (SLOs) for the Liberal Arts Program. The four SLO's were assessed directly (SLO a) by scoring seventeen

student papers against a rubric (see Appendix 2), and indirectly (SLO b) with students' responses to a questionnaire. Results are discussed in Appendix 1.

The department's four SLO's are:

SLO 1.0: Ability to Read Texts Critically

SLO 2.0: Ability to Synthesize External Sources in Documented Writing

SLO 3.0: Ability to Demonstrate how literary texts both shape and are shaped by  
the cultures around them

SLO 4.0: Ability to Determine a Text's Context

The benchmark for each SLO measured directly was 2.5, using the Score Point Indicators (rubrics) in Appendix 2. This number indicates a point between fully satisfying the SLO (a 3 score) and partially satisfying the SLO (a 2 score).

On average for SLO 1.0 (a.), students' ability to read texts critically dropped 6% from 2.83 (71% in 2016/2017) to 2.61 (65%). Our target was 2.5; so, we reached the target. In 2015/2016, the average was 3.14.

For SLO 2 (a.), students' ability to synthesize and document sources, the derived score increased 5.5% from 2.25 (56.25% in 2016/2017) to 2.47 (61.75%). This score did not meet our target of 2.5. In 2015/2016, the average was 2.68 (67%).

For SLO 3 (a.), students' ability to understand how texts interact with cultures, the derived score increased 7.5% from 2.94 (73.5% in 2016/2017) to 3.24 (81%). This score met our target of 2.5. In 2015/2016, the average was 2.89 (72.5%).

For SLO 4 (a.), students' ability to understand the context around a text improved 7.7% from 2.85 (71.3% in 2016/2017) to 3.16 (79.0%). The department exceeded the 2.5 target. In 2015/2016, the average was 2.78 (69.5%).

The department's chair and curriculum committee chair have developed seven action items for the department's curriculum committee to consider and develop in August 2018. The English department will discuss and act on the Spring 2018 assessment and recommended action items in September 2108.

For a third year, the questions added to the department's exit survey provide baseline data for a new, indirect method for assessing our SLO's ("b").

With these three sets of data, the department will set a benchmark and target in September for these indirect measurements of the four SLO's.

For SLO 1.0 (b.), students responded to this statement: "My English courses have helped me learn how to read literary texts more closely and critically." 15 out of 15 (100%) strongly agreed. No student disagreed. This result improves on last year's "strongly agree" average of 82%.

For SLO 2 (b.), students responded to this statement: "My English courses have helped me learn how to find and evaluate sources to support my arguments about literary texts." 13 out of 15 (86.7%) strongly agreed, and 2 out of 15 (13.3%) agreed. No student disagreed. This result improves on last year's "strongly agree" average of 77%. During the exit interview and discussion of the survey, three students mentioned that more direct instruction for finding and using sources would be helpful.

For SLO 3 (b.), students responded to this statement: "My English courses have helped me learn how to understand a text in its historical and cultural context." 14 out of 25 (93.3%) strongly agreed, and 1 out of 15 (6.7%) agreed. No student disagreed. This result improves on last year's "strongly agree" average of 70%.

For SLO 4 (b.), students responded to this statement: "My English courses have helped me learn how to see how literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities." 14 out of 25 (93.3%) strongly agreed, and 1 out of 15 (6.7%) agreed. No student disagreed. This result improves on last year's "strongly agree" average of 70%.

### **Narrative Summary**

Two and a half years ago, the English Department implemented a new curriculum for the English Major, Liberal Arts Program. Additionally, the Department's assessment of that program had not been significantly revised in at least a decade. For these reasons, the Curriculum/Liberal Arts Advisory Committee (CLAAC) undertook to review and revise the assessment model in Fall 2014. The Department approved the new assessment model and procedures on 22 March 2016. CLAAC and the Department are creating the culture and practices to implement the new assessment in Fall 2016. See the Appendix for 3. Assessment Revision Overview, 4. Portfolio Assessment Procedures, and 5. Portfolio Assessment.

The new assessment model and the revised SLO's will launch in Spring 2018.

## Student Learning Outcomes

SLO 1.0 (a.) Skills Outcome: Ability to READ Texts Critically. In one revised essay from an upper division literature course, students will DEMONSTRATE an ability to UNDERSTAND literary texts in original and personal ways and be able to DISCUSS literary works beyond a simple reporting of what professional critics have already said. Ideally, students will demonstrate understanding of aesthetic and thematic implications of literary works and be able to make defensible critical judgments about them. On average, students should score 2.5 or above on the 4 point scale, where the department set the benchmark at 2.5.

SLO 1.0 (b.) Opinion Outcome: Perceptions of the ability to READ Texts Critically. Students will respond to the statement “My English courses have helped me learn how to read literary texts more closely and critically.” In Fall 2018, the department will set a benchmark and target for this SLO.

SLO 2.0 (a.) Skills Outcome: Ability to SYNTHESIZE External Sources in Documented Writing. In one revised essay from an upper division literature course, students will DEMONSTRATE the ability to USE CONVENTIONS of documentation and INTEGRATE BORROWED IDEAS AND QUOTATIONS gracefully into their own writing. On average, students should score 2.5 or above on the 4 point scale, where the department set the benchmark at 2.5.

SLO 2.0 (b.) Opinion Outcome: Perceptions of the ability to SYNTHESIZE External Sources in Documented Writing. Students will respond to the statement: “My English courses have helped me learn how to find and evaluate sources to support my arguments about literary texts.” In Fall 2018, the department will set a benchmark and target for this SLO.

SLO 3.0 (a.) Skills Outcome: Ability to DEMONSTRATE how literary texts both shape and are shaped by the cultures around them. In one revised essay from an upper division literature course, students’ writing will COMMUNICATE awareness that literature serves a purpose beyond the purely aesthetic and helps define cultural and personal

identities. On average, students should score 2.5 or above on the 4 point scale, where the department set the benchmark at 2.5.

SLO 3.0 (b.) Opinion Outcome: Perceptions of the ability to DEMONSTRATE how literary texts both shape and are shaped by the cultures around them. Students will respond to the statement: “My English courses have helped me learn how to see how literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities.” In Fall 2018, the department will set a benchmark and target for this SLO.

SLO 4.0 (a.) Knowledge Outcome: Ability to DETERMINE a Text’s Context. In one revised essay from an upper division literature course, students will DEVELOP A SUFFICIENT KNOWLEDGE of literary history and tradition to DEMONSTRATE an AWARENESS of the social, artistic, and intellectual climate in which literary works have been written and read. On average, students should score 2.5 or above on the 4 point scale, where the department set the benchmark at 2.5.

SLO 4.0 (b.) Opinion Outcome: Perceptions of the ability to DETERMINE a Text’s Context. Students will respond to the statement: “My English courses have helped me learn how to understand a text in its historical and cultural context.” In Fall 2018, the department will set a benchmark and target for this SLO.

#### Assessment Methods

1. Through the capstone course, English 496, English Liberal Arts majors revise one major paper from a previous upper division English class, bearing in mind the four Student Learning Outcomes. Papers from 17 graduating seniors were assessed in order to evaluate directly Student Learning Outcomes 1.0 (a.), 2.0 (a.), 3 (a.) and 4 (a.), using the Score Point Indicators (rubrics) in Appendix 1.
2. Twelve English professors who taught at least one course in the major for 2017/2018 scored the papers on 30 April 2018 from 3 to 5 PM: Doctors Clemons, Cowles, Edwins, Flannagan, Johnson, Marley, Miller, Rooks, Smolen-Morton, Tuttle, Washington, and Woosley-Goodman. Each reader scored every paper for one Student Learning Outcome, and each SLO was read by two readers for direct assessment.



3. The benchmark for the directly measured SLO's has been 2.5 for at least the last fifteen years. This number indicates a point between fully satisfying the SLO (a 3 score) and partially satisfying the SLO (a 2 score).
4. Each Student Learning Outcome is measured indirectly through the department's exit survey. Students respond to a statement of each outcome with "strongly agree," "agree," "disagree," or "strongly disagree." During an exit interview conducted after the survey with the capstone professor, students are invited to make follow-up or clarifying comments about the SLO's.

### **Assessment Results**

SLO 1.0 (a.) Skills Outcome: Ability to Read Texts Critically. In one revised essay from an upper division literature course, students DEMONSTRATED an ability to UNDERSTAND literary texts in original and personal ways and be able to DISCUSS literary works beyond a simple reporting of what professional critics have already said. Students DEMONSTRATED AN understanding of aesthetic and thematic implications of literary works and were able to make defensible critical judgments about them. With an average score of 2.61 out of a possible 4.0, this target was achieved since the goal was 2.5.

For SLO 1.0 (b.), students responded to this statement: "My English courses have helped me learn how to read literary texts more closely and critically." 15 out of 15 (100%) strongly agreed. No student disagreed. The department has not set a benchmark or a target for this survey, because it was administered for the third time this year.

SLO 2.0 (a.) Skills Outcome: Ability to Synthesize External Sources in Documented Writing. In one revised essay from an upper division literature course, not enough students DEMONSTRATED the ability to USE CONVENTIONS of documentation and INTEGRATED BORROWED IDEAS AND QUOTATIONS gracefully into their own writing. With an average score of 2.47 out of a possible 4.0, this target was not achieved since the goal was 2.5.

For SLO 2.0 (b.), when asked if courses in the major have helped them learn how to find and evaluate sources to support arguments about literary texts, 13 of 15 (86.7%) students strongly agreed and the remainder, 2 of 15 agreed. The department has not set a benchmark or a target for this survey, because it was administered for the second time this year.

SLO 3.0 (a.) Skills Outcome: Ability to Demonstrate how literary texts both shape and are shaped by the cultures around them. In one revised essay from an upper division literature

course, students' writing COMMUNICATED awareness that literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities. With an average score of 3.25 out of a possible 4.0, this target was achieved since the goal was 2.5.

For SLO 3.0 (b.), when asked if courses in the major have helped them learn how to understand a text in its historical and cultural context, 14 of 15 (93.3%) students strongly agreed and the remainder, 1 of 15 agreed.

SLO 4.0 (a.) Knowledge Outcome: Ability to determine a Text's Context. In one revised essay from an upper division literature course, students DEVELOPED A SUFFICIENT KNOWLEDGE of literary history and tradition to DEMONSTRATE an AWARENESS of the social, artistic, and intellectual climate in which literary works have been written and read. With an average score of 3.16 out of a possible 4.0, this target was achieved since the goal was 2.5.

For SLO 4.0 (b.), when asked if courses in the major have helped them learn how to see how literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities, 14 of 15 (93.3%) students strongly agreed and the remainder, 1 of 15 agreed.

## **Action Items**

### **A. Planned Actions for Academic Year 2018-19 to address the 2017-2018 IE Report**

#### SLO 2.0 (a.) Ability to Synthesize External Sources in Documented Writing.

1. Require students to revise essays for capstone that already have a research component.
2. In capstone, emphasize the requirements of this student learning outcome.
3. After the success of the workshops for this SLO in Spring 2018, offer workshops for handling sources in the fall and spring semesters. Motivate every student to attend at least one workshop.

#### The new assessment model.

1. Review the new assessment model and expectations with English faculty.

2. Inform all English majors about the new assessment methods and expectations, including the revised Student Learning Outcomes (see Appendix). Use handouts and in-class presentations, instruction in capstone, and guidance in the Writing Center.
3. Set benchmarks and targets for the indirect assessment of the new SLO's. Revise these survey questions to reflect the wording and spirit of the new SLOs.
4. Determine how to incorporate the N/A scores into the calculations.

## **B. Actions Taken during the 2017-18 Academic Year**

### SLO 2.0 (a.) Ability to Synthesize External Sources in Documented Writing.

1. Included a score of NA (not applicable or not appropriate). Many essays received a score of 1 (lowest) because those essays have no sources. N/A was available but not used, because of the next action item.
2. Required students to revise essays for capstone that already have a research component.
3. Emphasized in capstone, the requirements of this student learning outcome.
4. The Writing Center presented two workshops for proper citation and integration of sources. Nine capstone students attended.

### SLO 3.0 (a.) Ability to Demonstrate how literary texts both shape and are shaped by the cultures around them and SLO 4.0 (a) Ability to determine a Text's Context.

1. Emphasized to faculty the importance of cultural context in some student research papers.
2. Included an NA score for essays not addressing a literary work's context. This score was not used for SLO 3, but was marked four times for SLO 4.
3. In capstone, the instructor directed students to select papers that, at least in part, report and analyze cultural context.

VII. Appendices: 1. Assessment Results Discussion; 2. Score Point Indicators for Student Learning Outcomes; 3. Assessment Revision Overview; 4. Portfolio Assessment Procedures; and 5. Portfolio Assessment.

## **1. Assessment Results Discussion**

For SLO 1.0 (a.), students' critical reading skills just met the benchmark (2.5) with an average of 2.61 (65.25%). Last year's average (2.83) exceeded the benchmark, a year after the department took action to raise faculty awareness of this goal. Out of 34 total scores (17 papers read twice by two different faculty members), 11 scores were a 4, 5 scores were a 3, 12 scores were a 2, and 6 scores were a 1. 10 out of 17 papers (58.8%) received an average score of 2.5 or higher. Thus, the target was met, but the goal of continuous improvement was not. High scores by a few papers mask a real decreased performance in this SLO. Last year, 18 out of 24 papers (75%) received an average score of 2.5 or higher.

Students' use of sources was poor again for SLO 2.0 (a.), with an average score of 2.47 out of a possible 4.0 (61.75%). There were 7 scores of 4, 9 scores of 3, 11 scores of 2 and 7 scores of 1. The target, 2.5, was not met. Averaging the essays' two scores, only 9 out of 17 (53%) students demonstrated command of sources when making an argument. Since the target was not met, the Department will address this deficiency.

For SLO 3.0 (a.), students understood how texts interact with cultures, with an average score of 3.24 out of a possible 4.0 (81%), improving last year's average score of 2.94. There were 16 scores of 4, 11 scores of 3, 6 scores of 2 and 1 score of 1. The target, 2.5, was met and exceeded. Considering the averages of each paper, 15 of the 17 essays averaged 2.5 or higher. These results demonstrate continuous improvement for SLO 3 (a).

With an average score of 3.16 out of a possible 4.0 (79%) for SLO 4.0 (a.), students were able to determine a text's context most of the time. There were 14 scores of 4, 9 scores of 3, 5 scores of 2 and 2 scores of 1. The target, 2.5, was met and exceeded. 11 out of 17 papers (64.7%) received an average score of 2.5 or higher. The new N/A score makes this result misleading. Removing the N/A papers, 11 of 13 essays met the 2.5 goal.

## **2. Score Point Indicators for Student Learning Outcomes**

SLO 1.0 (a.) Skills Outcome: Ability to Read Texts Critically.

Score 4: Sophisticated and original argument; balances that argument with source material; expands on--rather than repeats--source material.

Score 3: Perhaps too much survey of critical material, or a synthesis of pre-existing/pre-fabricated ideas/principles. Somewhat divergent from primary text; overemphasizes critical material to the detriment of primary text.

Score 2: Relies too heavily on plot summary; disappears too frequently (or too far) behind source material; argument itself more obvious than original.

Score 1: Primary plot summary; argument proceeds mechanically/predictably; argument even more obvious than original.

SLO 2.0 (a.) Skills Outcome: Ability to Synthesize External Sources in Documented Writing.

Score 4: No errors in MLA format; proper mixture of quote/paraphrase, smooth attribution and lead-ins; connections between differing sources; clear differentiation between external source ideas and writer's ideas.

Score 3: No errors in MLA format; at least some attempt at attribution in citation introduction; solid support for thesis.

Score 2: Some minor errors in MLA format; insertion of cited material not always smooth or appropriate.

Score 1: Errors in MLA format; insufficient quantity or quality of support material, abrupt or awkward insertion of cited material.

SLO 3.0 (a.) Skills Outcome: Ability to demonstrate how literary texts both shape and are shaped by the cultures around them.

Score 4: The student is conspicuously able to find significance in a literary text. The student engages with a text's cultural or historical ramifications, with substantial depth and quality of thought. The commentary is pertinent and insightful. Establishing something important to discuss, the student rises well above mechanical response to assignment and obvious matters of fact and plot.

Score 3: The student demonstrates with some skill that a literary text has cultural or historical implications. The writing is not bound to mechanical assignment matters alone, but rises above factual summary to pertinent commentary. The student conveys a fairly original awareness of literature's importance as a cultural production.

Score 2: The student shows basic, somewhat limited ability to see something of importance in literature. Insights into cultural or historical ramifications may be unoriginal, predictable, or rehashed. More attention is focused on satisfying mechanical aspects of assignment than on developing ideas in depth. Literature seems regarded primarily as a classroom exercise.

Score 1: The student has difficulty rising above the level of obvious fact and summary to sense any wider significance in the text. The response to the text is narrow, perfunctory, or mechanical, as if the discussion occurs only because the assignment made it occur. The writing is assignment-bound in a very limited way, and resists engagement with cultural or historical significance. Literature is rendered trivial.

SLO 4.0 (a.) Knowledge Outcome: Ability to Determine a Text's Context.

Score 4: The context is clearly delineated and fully integrated into the thesis.

Score 3: References to the context are clear but are not well developed or integrated into the paper. The contextual elements do not drive the thesis.

Score 2: Paper has superficial or passing reference to the context in which the work was composed and/or received.

Score 1: Paper has no contextual references or has inappropriate references.

### **3. Assessment Revision Overview**

Resolved to assess only the English Major, Liberal Arts Program.

Proposed to revise the "Program Goals," renamed Student Learning Outcomes (SLO's).

Currently the 4 SLO's would be expanded to 7 (4 Skills and 3 Knowledge).

Proposed to revise the Score Point Indicators for the new SLO's.

Proposed to revise the assessment model.

The current model has these components:

- Exit Interview,
- Exit Questionnaire,
- Capstone essay read and scored by CLAAC.

The revised model would have these components:

- Exit Interview,
- Exit Questionnaire,

A portfolio of 6 essays from each student. Under CLAAC supervision, faculty regularly teaching upper division literature courses score the portfolios.

#### 4. Portfolio Assessment Procedures

- Assessment Process
  - Lit professors teaching English upper-level courses should be involved in assessment.
  - If the assessment was managed digitally, faculty could complete the assessment by a set deadline. The assessment does not need to be completed in a group during one sitting, as it is performed now.
  - Each portfolio should have three readers. This would likely mean that participating faculty would each read two or three portfolios.
  - A pre-meeting would need to be held to calibrate assessment procedures. A post-meeting would also need to be held to review the results.
  
- Collection Process
  - Papers should be uploaded by students in a continuous Blackboard class site.
  - Papers would need to be submitted at the end of each semester. Professors would need to require/strongly encourage students to upload their papers before the end of the class.
  
- Portfolios
  - Five different papers from the following list:
    1. Block 1 (Fundamentals/300-level courses)
    2. Blocks 2, 3, or 5 (British courses)
    3. Block 4 (American courses)
    4. One paper of students' choice from any block
    5. Another paper of students' choice from any block
      - From these five papers, **one** of these papers will be revised in capstone, and **one** paper included in the portfolio should have a strong theoretical component.
  - One reflection paper (to be completed in capstone with a directed prompt to reflect on the revised paper in addition to their work through the major)

## 2. Portfolio Assessment

### I. Student Learning Outcomes

#### Skills Outcomes (to be assessed for the entire portfolio except the reflection paper)

- A. Ability to Analyze Texts Critically. The portfolio will demonstrate the student's ability to understand literary texts in original ways and be able to discuss literary works beyond a simple reporting of what professional critics have already said. Ideally, the student will demonstrate understanding of aesthetic and thematic implications of literary works and be able to make defensible critical judgments and construct coherent arguments.
- B. Ability to Synthesize External Sources in Documented Writing. The portfolio will demonstrate the student's ability to use conventions of documentation and integrate borrowed ideas and quotations gracefully into the student's own writing.
- C. Ability to Connect Literary Texts to their Contexts. The portfolio will communicate awareness that literature serves a purpose beyond the purely aesthetic and helps reflect and define cultural and personal identities.
- D. Ability to Apply Theory. The portfolio will demonstrate the student's ability to apply rhetorical, literary, and/or film theory in a textual analysis.

#### Knowledge Outcomes (items A, B, and C will be assessed for appropriate papers within the portfolio)

- A. Demonstrate specific knowledge of American Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in American Literature.
  - B. Demonstrate specific knowledge of British Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in British Literature.
  - C. Demonstrates a Broad Knowledge of American Literature, British Literature, or International Literature. The student's portfolio covers a range of canonical and non-canonical writers and texts across a broad range of American or British literature.
- Note: to be assessed with the portfolio as a whole.



## II. Score Point Indicators

### Skills Outcome A. Ability to Analyze Texts Critically.

The portfolio will demonstrate the student's ability to understand literary texts in original ways and be able to discuss literary works beyond a simple reporting of what professional critics have already said. Ideally, the student will demonstrate understanding of aesthetic and thematic implications of literary works and be able to make defensible critical judgments and construct coherent arguments.

Score 4: Excels. Sophisticated, original, and persuasive argument with a clear, debatable thesis; student's argument converses with source material; source material does not replace the student's argument.

Score 3: Satisfies the SLO. The student's argument and thesis engage the text critically but contain weaknesses in originality or persuasiveness; the argument frequently depends on or is replaced by plot summary and/or secondary sources.

Score 2: Partially satisfies the SLO. The student's argument proceeds mechanically/predictably, without a clear thesis, purpose, or direction; argument may follow the primary text's explicit meanings or the source's explicit arguments.

Score 1: Fails to satisfy the SLO. The student's argument does not contain a clear thesis and demonstrates a lack of knowledge about the text; plot and/or sources summary replaces all or almost all of the student's argument; there may be an argument, but the discussion is not supported by primary or secondary sources.

### Skills Outcome B. Ability to Synthesize External Sources in Documented Writing.

The portfolio will demonstrate the student's ability to use conventions of documentation and integrate borrowed ideas and quotations gracefully into the student's own writing.

Score 4: Excels. Proper mixture of quote/paraphrase, smooth attribution and lead-ins; connections between differing sources; clear differentiation between external source ideas and writer's ideas. Sources support the argument well. The essay adheres to MLA documentation format.

Score 3: Satisfies the SLO. Attempts to cite and/or introduce sources in the essay and the Works Cited; significant but not complete support for thesis from sources; attribution for sources not always clear. The essay adheres to MLA documentation format.

Score 2: Partially satisfies the SLO. Insertion of cited material not always smooth or appropriate; writer's ideas and source's ideas often not effectively synthesized. MLA documentation format incomplete, often missing, or confusing.

Score 1: Fails to satisfy the SLO. Insufficient quantity or quality of support material; abrupt or awkward insertion of cited material; no distinction between student's argument and source material; paper's argument may be a plot or source summary, an unsupported argument, or a combination of the two. Much of the MLA documentation *is* missing or incorrect. Works Cited is so poorly done that the citations are not comprehensible.

Skills Outcome C. Ability to Connect Literary Texts to their Contexts. The portfolio will communicate awareness that literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities. The student shows how literary texts both shape and are shaped by the cultures around them.

Score 4: Excels. The student's writing indicates an understanding of the social, political, or cultural context of the primary text(s).

Score 3: Satisfies the SLO. References to the social, political, or cultural context are clear but are not well developed or integrated into the paper.

Score 2: Partially satisfies the SLO. The student's writing has superficial or passing reference to the social, political, or cultural context of the primary text(s).

Score 1: Fails to satisfy the SLO. The student's writing has no contextual references or has inappropriate and/or inaccurate references.

Skills Outcome D. Ability to Apply Theory. The portfolio will demonstrate the student's ability to apply rhetorical, literary, and/or film theory in a textual analysis.

Score 4: Excels. The portfolio demonstrates a mature ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student understands the theoretical approach and uses it appropriately to produce sophisticated insight about the text.

Score 3: Satisfies the SLO. The portfolio demonstrates an adequate ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student mostly understands the theoretical approach and uses it appropriately to produce some insight about the text.

Score 2: Partially satisfies the SLO. The portfolio demonstrates a partial ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student somewhat understands the theoretical approach and uses it unevenly or inadequately to produce limited insight about the text.

Score 1: Fails to satisfy the SLO. The portfolio demonstrates little or no ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student fails to understand the theoretical approach and uses it inappropriately to produce facile insight about the text.

Knowledge Outcome A. Ability to Demonstrate Specific Knowledge of American Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in American Literature.

Score 4: Excels. The student's writing demonstrates a substantial, specific, and accurate knowledge of at least one key writer, genre, movement or period in American Literature. This knowledge is coherent, relevant, and well developed. Facts are not piled up or tossed together without synthesis. The student has clearly worked to understand one key writer, genre, movement or period in American Literature. The exploration is thorough and complete.

Score 3: Satisfies the SLO. The student's writing demonstrates some significant, largely specific, and fairly accurate knowledge of at least one key writer, genre, movement or period in American Literature. Some facts and/or accounts may be obvious, slightly inaccurate, or poorly synthesized. The exploration is usually thorough and largely complete

Score 2: Partially satisfies the SLO. The knowledge is piled up or tossed together without synthesis. The knowledge is often general and easily accessible from basic reference materials (i.e. an encyclopedia). Some facts are inaccurate or inadequate. Conclusions are vague and unpersuasive.

Score 1: Fails to satisfy the SLO. The student's writing fails to demonstrate specific knowledge of at least one key writer, genre, movement or period in American Literature. There is little to no effort to understand the subject. Many facts are inaccurate or inadequate. Conclusions are meaningless and unpersuasive.

[These score point indicators will be used for knowledge Outcome B.]

Knowledge Outcome C. Demonstrates a Broad Knowledge of American, British, or International Literature. The student will demonstrate a significant knowledge of writers and texts across a broad range of American, British, or International Literature.

Score 4: Excels. The student's writing demonstrates a significant knowledge of American, British, or International Literature. This knowledge is substantial, coherent, accurate and well

developed. The portfolio covers a variety of literary periods, movements, significant authors and genres.

Score 3: Satisfies the SLO. The student's writing demonstrates a fairly significant knowledge of American, British, or International Literature. This knowledge is adequate, usually coherent, mostly accurate and well developed. The portfolio covers a variety of literary periods, movements, significant authors and genres, but there are gaps in two or three areas.

Score 2: Partially satisfies the SLO. Knowledge of American, British, or International Literature is limited to a few areas, but a broad knowledge is not evident. The knowledge is often general and easily accessible from basic reference materials (i.e. an encyclopedia).

Score 1: Fails to satisfy the SLO. The student's writing fails to demonstrate knowledge of even a few areas of American, British, or International Literature. There is little to no comprehension of periods, movements, significant authors and genres in one literature. The facts and descriptions are too general, too well known, or incorrect.

# Institutional Effectiveness Report

## Academic Year

### 2017-2018

Undergraduate Major in Psychology

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*Prepared by:*

Teresa K. Herzog, Ph.D.

Coordinator of Undergraduate Psychology Program Effectiveness

May 15, 2018

#### Program Mission Statement

- The Mission of the Department of Psychology is to provide students with an understanding of psychology as the science of behavior and experience, including the major theories and issues within psychology; to emphasize the role of the liberal arts in higher education and personal development; to promote an appreciation for individual and cultural diversity; to develop critical thinking skills; to develop competence with methods of scientific research and data analysis; to assure that students have the necessary research experiences and coursework to undertake graduate education; and to assist students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology majors will become aware of the various career options related to the major. The program also provides opportunities for internships in applied settings. A major in psychology will provide students with a broad-based education that will equip them for entry-level positions in business, government, and a wide variety of human service organizations. The major also prepares students who wish to pursue further education in areas such as law, medicine, business, or seminary, as well as psychology.

#### Outcome Measures

##### Program Learning Outcomes (PLOs)

A graduate of the Psychology Program at Francis Marion University will:

PLO 1.0 Have an understanding of psychological concepts and the major theories.

PLO 2.0 Be able to apply psychological concepts to experiential issues.

PLO 3.0 Understand the significance of individual and cultural differences.

PLO 4.0 Engage in scientific thinking skills.

PLO 5.0 Show written and verbal communication skills.

### **Student Learning Outcomes (SLOs)**

SLO 1.0: Students will understand psychology as the science of behavior and experience and will understand the major theories and issues of the discipline.

SLO 2.0 Students will display critical thinking skills and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.

SLO 3.0 Students will communicate psychological concepts and research in the style of the American Psychological Association.

SLO 4.0 Students will examine diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities.

### **Executive Summary Report**

During the 2017-2018 academic year, the Psychology Department assessed the four Student Learning Outcomes (SLOs; listed above). The Psychology Department utilized an exit survey and departmental rubrics to evaluate the SLOs.

#### *The PSY 499 Senior Seminar Exit Exam*

Regarding our desire to ensure that students understand the theoretical underpinnings and science of behavior, we were successful in meeting our overall target (please see Table 2, page 4) of 65% on the Exit Exam. In addition, we met our targets in four of the six of required areas. However, we did not meet our target for our required courses. Nevertheless, we reached or exceeded the 70% target for biological basis of behavior, social psychology, developmental psychology, and learning and cognition. In two domains, research methodology and statistics, we fell short of our 70% target. For our non-required subjects, we exceeded our target of 65%. However, we fell short of our target in two subject areas: Personality and history and systems. Although we are able to show success in some areas, we still show room for growth in increasing students' psychological understanding.

#### *The PSY 499 Senior Seminar Exit Survey*

The Exit Survey gathers students' ratings of their experience as majors in our program. While on this survey, our students indicated that the department was successful (i.e., meeting our target of 6.0) in the areas of view of human nature, and role of culture, the department did not reach our target of 6.0 in nature of psychology, theories of psychology, scientific thinking and scientific method.

In an important area where our students failed to meet our established targets of 6.0, analyzing psychological concepts, we feel we can increase both the students' understanding of psychological concepts and the perception that they understand them. We will institute an action plan in PSY 499 for practicing this skill (see page 16).

In addition, our goal to have students examine career options in psychology was not met. Students still report difficulties in determining what occupations they can pursue with their degree in psychology. As reported in the Fall 2017 Interim I.E. Report, we have evidence that students dissatisfaction is not with access to information, but may be more instrumental and one-on-one counseling with advisors that they are requesting. We will institute two action plans: One for assessing needs via student report and the other to be implemented in the context of PSY 220 (Careers in Psychology).

*Measures of Critical Thinking Skills and Communication*

The psychology department met our target of 4.0 on our direct, instructor’s assessment of critical thinking. However, we did not meet our target of 6.0 on the student-reported Exit Survey. This indicates to us that, although classes are not underperforming relative to teacher expectations, individual students feel they would like more support in writing and articulating their thoughts. We have developed an action plan to address this (see page 16).

## Assessment Methods

*Table 1. Student Learning Outcomes, Measures, and Targets for the Department of Psychology*

<b>Student Learning Outcome</b>	<b>Measures</b>	<b>Target</b>
#1 - Majors will understand psychology as the science of behavior and experience	PSY 499 Exit Exam: Core domains	70% correct
	PSY 499 Exit Survey: Global question 1	65% correct
	Compare Lower-level classes With Seniors on Exit Exam	
#1 - Majors will have developed translatable skills.	FMU Psychology Exit Survey questions 2-7	Average at least 6.0 (7-point scale)
#2 - Majors will display critical thinking skills	FMU Psychology Exit Survey question 8	Average at least 6.0 (7-point scale)
	Direct Assessment in PSY 499	Average at least 4.0 (6-point scale)
#3- Majors will communicate psychological concepts and research in the style of the	FMU Psychology Exit Survey question 9	Average at least 6. (7-point scale)
	Direct Assessment in PSY 499	Average at least 4.0



American Psychological Association

(6-point scale)

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<b>#4-</b> Majors will be examined to ascertain their investigation of diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities.	FMU Psychology Exit Survey question 10	Average at least 6.0 (7-point scale)
<b>#1 -</b> Students of multiple majors who attend our PSY 216, Introductory Psychology Laboratory, will increase their understanding of basic psychological principles	Pre-Post Test given the first week of the semester and again the last week of the semester.	A significantly increased mean Post Test score relative to the Pre Test Score

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*Note: Additional items on the FMU Psychology Exit Questionnaire assess students' responses about the program qualitatively and thus do not have an associated target.*

## Assessment Results

### Student Learning Outcome #1: Understanding of Psychology

#### Exit Exam

The Exit exam has been revised in years past. The exam was originally given as 360 items approximately 10 years ago. All full-time faculty reviewed the exit exam in August of 2014 and made to a few questions based on updated information Changes were made to Biological, Cognitive, Developmental, Social, and Abnormal domains resulting in a revision to 100 items in 2015 and modifications were made to reflect the switch from the DSM 4 to the DSM 5 for classification of psychological disorders. It was revised again in 2016 to better reflect the current curriculum. This semester, a version was created to parallel the Graduate Record Exam (GRE) Subject Test in Psychology. This most current version will be given for the first time next semester.

Table 2 provides a breakdown of students' knowledge and skills. Data is presented for the past 5 academic years. In the rightmost column, department targets are listed. It appears that the students met targets set for the areas of Biological, Developmental, Experimental Design, Social, Learning/Cognition, Abnormal, and Personality. Our students did not meet the targets set for, Statistics, or History and systems.

Table 2. Students' Knowledge and Skills

Area Tested	2013 -2014 <sup>1</sup>	2014 - 2015 <sup>1,6</sup>	2015 - 2016 <sup>1</sup>	2016 - 2017 <sup>1</sup>	2017 - 2018 <sup>1</sup>	Target
Biological <sup>2</sup>	68	74	67	74	73	<b>70</b>
Developmental <sup>2</sup>	74	73	66	72	71	<b>70</b>
Research Design <sup>2</sup>	80	78	69	71	68	<b>70</b>
Learning/Cognition <sup>5</sup>	68	76	64	64	70	<b>70</b>
Social <sup>2</sup>	79	71	69	72	74	<b>70</b>
Statistics <sup>2</sup>	59	66	52	49	52	<b>70</b>
Abnormal <sup>3</sup>	86	90	86	81	84	<b>65</b>
Personality <sup>3</sup>	64	65	62	69	69	<b>65</b>
History <sup>4</sup>	75	73	63	54	53	<b>65</b>
<b>Total</b>	<b>72</b>	<b>74</b>	<b>66</b>	<b>66</b>	<b>68</b>	<b>65</b>
<b>Required Courses</b>	<b>71</b>	<b>74</b>	<b>64</b>	<b>67</b>	<b>69</b>	<b>70</b>

Notes: <sup>1</sup>Data in cells represent mean percent correct, <sup>2</sup>Required of all majors, <sup>3</sup>Optional course, <sup>4</sup>No advanced courses offered <sup>5</sup>Became required course in 2013-2014 <sup>6</sup>Data from Spring semester graduates only.

#### Exit Survey

This 28-item questionnaire is administered to graduating majors within approximately two weeks of graduation. The first question of the Exit survey is interpreted globally. It asks: *To what extent has the psychology program enabled you to have an understanding of psychology as a science of behavior and experience?* Items are rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. The cohort of the 2017-2018 academic year paralleled our Exam findings in that students rated themselves slightly lower than desirable, with a mean of 5.90. However, a one-independent sample *t*-test to assess the statistical significance of this mean indicated that it was not significantly different from the target of 6.0,  $t = -1.26$ ,  $df = 58$ ,  $p = .21$ . Nevertheless, we conclude that we have more work to do to ensure that we meet our first SLO.

We next address students translatable skills, (i.e., questions 2-7), such as cultural understanding and scientific reasoning. Question text is included below:

2. To what extent has the psychology program enabled you to understand the major theories and issues in psychology?
3. To what extent has the psychology program enabled you to have a broader view of human life?
4. To what extent has the psychology program enabled you to understand the significance of individual and cultural differences?
5. To what extent has the psychology program enabled you to engage in scientific thinking skills?
6. To what extent has the psychology program enabled you to understand and appreciate the scientific method?

7. To what extent has the psychology program enabled you to enhance your ability to think critically about and analyze psychological concepts and literature?

Although the overall rating summed across these questions met our target, yielding an average of 6.03, a number of the individual targets show room for improvement. Table 3 provides means and standard deviations for students' responses to the questions regarding their perceptions of their knowledge and skills for five years. In the rightmost column, department targets are listed. Although this table shows that scores generally have been consistent, we did not meet our target for Theories of Psychology, Analyzing Psychological Concepts, Scientific Thinking, and Scientific Method for the last two years. Conversely, we met our targets for the View of Human Nature and Role of Culture. A series of single-sample t-tests showed that the only ratings that differed from our target of 6.0 were our scores for (1) gaining a braider view of human nature,  $t = 2.81$ ,  $df = 58$ ,  $p = .007$ , and (2) understanding individual and cultural differences,  $t = 3.23$ ,  $df = 58$ ,  $p = .002$ . These scores were significantly *higher* than our target of 6.0. Nevertheless, we will seek to achieve all of our targets on SLO #1 in the future.

Table 3. Students' Opinions of Knowledge Gained

Knowledge Goals	2013-2014 (n = 58)	2014-2015 (n = 55)	2015-2016 (n=57)	2016-2017 (n=41)	2017-2018 (n=59)	Target
<b>Theories of Psychology</b>	6.02 (0.81)	6.15 (0.85)	6.04 (0.59)	5.94 (0.78)	5.93 (0.81)	<b>6.0</b>
<b>View of Human Nature</b>	6.03 (0.94)	6.04 (0.86)	6.02 (0.63)	6.02 (0.63)	6.29 (0.80)	<b>6.0</b>
<b>Role of Culture</b>	6.28 (1.00)	6.35 (0.87)	6.42 (0.62)	6.29 (0.77)	6.31 (0.73)	<b>6.0</b>
<b>Scientific Thinking</b>	5.91 (1.08)	6.11 (0.81)	6.09 (0.78)	6.06 (0.74)	5.83 (0.98)	<b>6.0</b>
<b>Scientific Method</b>	6.00 (0.97)	6.22 (0.94)	5.88 (0.70)	5.87 (2.25)	5.85 (0.92)	<b>6.0</b>
<b>Analyze Concepts</b>	6.03 (1.09)	6.18 (0.84)	6.18 (0.78)	5.96 (1.10)	5.98 (0.92)	<b>6.0</b>

Note: Numbers in cells represent: Means (Standard Deviation). Ratings were made on a 7 point scale where 1=extremely unprepared and 7=extremely prepared.

#### Student Learning Outcome #2: Critical Thinking and Using Concepts of Psychology

##### Direct Assessment

Our direct assessment of critical thinking asks instructors to evaluate 7 skill areas that contribute to critical thinking and effective communication for each student. Each skill area is rated on a 6 point scale with 1 indicating no evidence of the skill in question and 6 indicating complete mastery of the skill in question. Questions regarding critical thinking and conceptual thinking assessed the extent to which students 1) Considered context and assumptions, 2) Analyzed supporting data and evidence, 3) Used other perspectives and implications, and 4) Assessed conclusions, implications, and consequences. Mean teacher evaluations of graduating seniors may be viewed below in Table 5 (with standard deviations). All means for these items exceeded our targets.

Table 5. Instructor Assessment of Critical Thinking about and Analysis of Psychology Concepts

Skill Assessed	2014-2015 (n=7)	2015-2016 (n=57)	2016-2017 (n=44)	2016- 2017 (n=22)	Target
<b>Considered context &amp; assumptions</b>	4.71 (0.76)	4.45 (0.99)	4.85 (0.94)	5.45(1.26)	<b>4.0</b>
<b>Analyzed supporting data and evidence</b>	4.29 (1.11)	4.21 (0.98)	4.83 (1.00)	5.59(1.06)	<b>4.0</b>
<b>Used other perspectives and implications</b>	4.14 (0.38)	4.26 (1.12)	4.84 (0.95)	5.28(0.96)	<b>4.0</b>
<b>Assessed conclusions, implications, and consequences</b>	4.43 (1.14)	4.25 (1.14)	4.77 (0.97)	5.22(1.30)	<b>4.0</b>

Note: Numbers in cells represent: Means (Standard Deviation).

#### Exit Survey

In the Exit Survey, where students rate the Psychology Department, question 8 asks “To what extent has the psychology program enabled you to engage in critical thinking?” This item is rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. The mean for this item did not exceed our target. Although the students’ self-rating was not different from our target of 6.0,  $t = -0.14$ ,  $df = 58$ ,  $p = .89$ , we will seek to achieve our Target on SLO #2 in the future.

Table 6. Student Perceptions of Ability to Analyze Psychological Concepts

	2015-2016 (n=57)	2016-2017 (n=41)	2017-2018 (n=59)	Target
<b>Critical Thinking Skills</b>	6.18 (0.91)	5.83 (1.09)	5.98 (0.92)	<b>6.0</b>

#### Student Learning Outcome #3: Student Communication

##### Direct Assessment

The psychology department developed an internal assessment of communication skills. In its current form, the assessment has 7 questions, some of which assess critical thinking and some of which assess communication. Each question is rated on a 6 point scale with 1 indicating no evidence of the skill in question and 6 indicating complete mastery of the skill in question. Questions regarding communication include 1) Summarized problem, question, or issue, 2) Communicated own perspective, hypothesis, or position, and 3) Communicated effectively.

This year we assessed our graduating seniors. Table 6 below presents the means and standard deviations for each item. All means for these items exceeded our targets. Therefore, we achieved our Target on SLO number three.

Table 6. Instructor Assessment of Communication Skills

Skill Assessed	2014-2015 (n=7)	2015-2016 (n=57)	2016-2017 (n=44)	2016- 2017 (n=22)	Target
<b>Summarized problem, question, or issue</b>	4.42 (0.79)	4.45 (0.99)	4.80 (0.98)	5.28(1.06)	<b>4.0</b>
<b>Communicated own perspective, hypothesis, or opinion</b>	4.57 (0.79)	4.29 (1.12)	4.95 (0.86)	5.11(0.95)	<b>4.0</b>
<b>Communicated effectively</b>	4.00 (1.29)	4.16 (1.27)	4.65 (1.06)	5.32(1.00)	<b>4.0</b>

Note: Numbers in cells represent: Means (Standard Deviation).

#### Exit Survey

Question 9 of the senior exit survey assesses “To what extent has the psychology program enabled you to enhance your ability to effectively communicate about psychological concepts and research?” This item is rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. Although the mean for this item did not exceed our target, it was not statistically different than the target,  $t = -1.76$ ,  $df = 58$ ,  $p = .08$ , in the future we will strive to meet our benchmark on SLO #3.

Table 7. Student Perceptions of Ability to Analyze Psychological Concepts

	2015-2016 (n=57)	2016-2017 (n=44)	2017-2018 (n=59)	Target
<b>Effective Communication</b>	6.05 (0.85)	5.43 (1.10)	5.80 (0.89)	<b>6.0</b>

The findings from the direct measure compared to the students’ rating indicated that instructors rated their students performing with greater adequacy than did, at least according to our targets.

#### Student Learning Outcome #4: Exposure to Career Options

##### Exit Survey

Question 10 of the senior Exit Survey assesses “To what extent has the psychology program enabled you to have an awareness of the various types of career options for a psychology major?” This item is rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. Means and standard deviation information for the past 4 years plus the current year is presented in Table 8 below. For the fourth consecutive academic year, we did not meet our target on this question. Students felt they were underprepared, relative to our target, in terms of their awareness of career options for psychology majors. Therefore, we did not achieve our Target on SLO number four.

Table 8. Student Perceptions of Awareness of Career Options

	Year					Target
	2013-2014 (n = 58)	2014-2015 (n = 55)	2015-2016 (n=58)	2016-2017 (n=41)	2017-2018 (n=59)	
<b>Awareness of Career Options</b>	6.16 (0.97)	5.73 (1.25)	5.81 (0.91)	5.26 (1.39)	4.92 (1.60)	<b>6.0</b>

Supplementary Data for Student Learning Outcome #1: Exposure to Domains of Psychology

**Pre-Post Test for PSY 216, Introductory Psychology Laboratory**

We implemented the action plan from Academic Year 2016-2017 which sought to address the considerable variability of knowledge across psychology domains. We developed a Pre-Post Test for our PSY 216 Introductory Psychology Laboratory to gauge which domains are less familiar and which present more difficulty (e.g. statistics may be less familiar and present greater difficulty than abnormal).

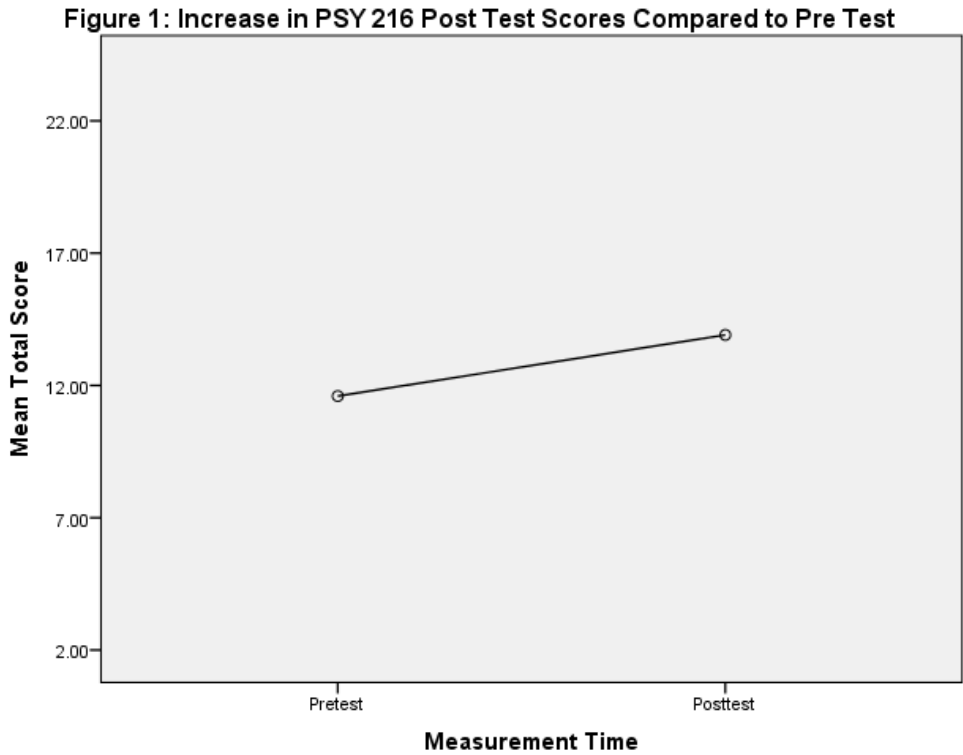
Although it is a required class for psychology majors, students from majors across campus attend our “Intro Psych Labs.” Thus, these 12 sections, taught by some of the top-performing graduate students from both our Clinical/Counseling and School Psychology programs, must teach basic psychological principles in a clear, approachable manner.

As can be seen in Table 9, in each of the semesters measured, scores on the test of general psychology were significantly better at the post-measurement time, during the last week of class, than at the beginning of the semester, during the first week of class.

Table 9. PSY 216 Student Performance on the Pre-Post Test of Psychology

	Year					
	Fall 2016 (n = 155)	Test of Significance	Fall 2017 (n = 186)	Test of Significance	Spring 2018 (n=143)	Test of Significance
<b>Pre Test Score</b>	11.72	$F = 17.59$	11.30	$F = 24.42$	11.59	$F = 45.92$
<b>Post Test Score</b>	13.38	$p < .001$	12.85	$p < .001$	13.90	$p < .001$

A graphical representation of the total summary scores on the Pre-Post Test for the twelve PSY 216 sections during Spring Semester of 2018 may be seen below in Figure 1.



Despite the overall significant improvement in overall scores, as may be seen in Table 10 below, not all domains showed an improvement in terms of reducing scores below a “C” level. A contributing factor may be that the Post test is required by all students to get a final grade; thus the sample is more inclusive at the Post test time and no doubt includes less diligent class members who were able to avoid the Pre Test (i.e., we do not drop students for failing to take the Pre Test). Three domains failed to show improvement at Time 2 in Fall of 2017, and one domain failed to improve in Spring 2018.

*Table 10: Percentages of Pre-Post scores below a “C” for each domain during the last two semesters, comparing Time 1 with Time 2*

Fall 2017								
	Required Courses					Not Required		
	Biological	Cognitive	Developmental	Research	Statistics	Abnormal	Personality	History & Systems
<b>Time 1</b>	19%	35%	14%	11%	39%	28%	74%	65%
<b>Time 2</b>	6%	20%	21%	12%	36%	14%	50%	70%

### Spring 2018

	Required Courses					Not Required		
	Biological	Cognitive	Developmental	Research	Statistics	Abnormal	Personality	History & Systems
<b>Time 1</b>	20%	32%	17%	19%	36%	17%	77%	37%
<b>Time 2</b>	9%	17%	46%	16%	25%	11%	32%	28%

Note: Lower numbers at Time 2 indicate improvement

After reviewing these analyses, we have decided to change our source of baseline data. Because PSY 216 is not a “content course,” but rather an experiential lab, the class curriculum is not directly comparable to that of PST 499. Moreover, many majors are represented in the rolls of PSY 216 because it fulfills the General Education Lab requirement. Thus, we feel a better comparison by which to judge understanding of psychology due to learning accomplished in our program will be assessed according to our action plan for this (see page 16) for an abbreviated version of the Exit Exam to be given in PSY 220, Careers in Psychology, which is all majors.

### Program and Faculty Assessment Information

The Exit Survey assesses students’ perceptions of the quality of the program and the quality of the faculty, as well as open-ended questions about the program. Means and standard deviations for the quantitative data gathered the past 5 years are presented in Table 11 below.

Table 11. Students' Attitudes and Opinions

	Year					Target
	2013-2014 (n = 58)	2014-2015 (n = 55)	2015-2016 (n=57)	2016-2017 (n=57)	2017-2018 (n=59)	
<b>Quality of Program</b>						
<b>Availability of Courses</b>	5.17 (1.30)	5.07 (1.20)	5.37 (0.67)	5.59 (1.27)	5.02 (1.22)	<b>6.0</b>
<b>Setting Objectives</b>	6.10 (0.81)	5.96 (0.77)	5.84 (0.72)	5.89 (0.89)	5.73 (0.96)	<b>6.0</b>
<b>Meeting Objectives</b>	5.91 (0.80)	5.91 (0.82)	5.75 (0.80)	5.88 (0.79)	5.80 (0.94)	<b>6.0</b>
<b>Instruction Quality</b>	5.93 (0.79)	5.85 (0.93)	5.84 (0.70)	5.82 (1.00)	5.76 (1.01)	<b>6.0</b>
<b>Fairness of Grading</b>	5.74 (0.93)	5.91 (0.82)	5.74 (.076)	5.85 (1.26)	5.85 (1.01)	<b>6.0</b>
<b>Quality of Courses</b>	6.19 (0.76)	6.16 (0.69)	5.95 (0.80)	6.04 (1.05)	5.92 (1.07)	<b>6.0</b>



<i>Quality of Faculty</i>						
<b>Knowledge of Material</b>	6.48 (0.68)	6.51 (0.69)	6.32 (.073)	5.98 (0.81)	6.27 (0.83)	<b>6.0</b>
<b>Conduct of Class</b>	6.12 (0.80)	6.11 (0.76)	6.14 (0.85)	5.72 (0.77)	5.85 (0.94)	<b>6.0</b>
<b>Treatment of Students</b>	6.00 (1.06)	6.27 (0.89)	5.74 (0.89)	5.80 (1.21)	6.02 (1.34)	<b>6.0</b>
<b>Approachability of Faculty</b>	6.10 (1.05)	6.22 (0.81)	5.93 (0.81)	5.71 (1.30)	5.78 (1.22)	<b>6.0</b>
<b>Quality of Advising</b>	6.16 (0.97)	5.93 (1.02)	6.02 (0.93)	5.62 (1.10)	5.31 (1.01)	<b>6.0</b>

*Note: Numbers in cells represent: Means (Standard Deviation). Ratings were made on a 7 point scale where 1=very insufficient and 7=excellent.*

### Quality of Our Courses

Analysis of these results using one-independent sample *t*-tests to assess whether these means are significantly different from the benchmark of 6.0 indicated that a number of indices were significantly lower than the benchmark. First, the availability of classes was significantly lower than our target,  $t = -5.04$ ,  $df = 58$ ,  $p < .001$ . Availability of courses is typically the area in which the department receives the lowest ratings. These lower ratings may be due to an increase in the number of students enrolled as psychology and therefore more competition to get into classes (see page 13).

Another rating that fell below our target was faculty specification of class objectives,  $t = -2.17$ ,  $df = 58$ ,  $p = .03$ . This suggests that class syllabi should spell out very carefully both the goals of the course and the point system on which grades are based.

### Quality of the Faculty

In rating the faculty, students were particularly satisfied with faculty's knowledge of the material,  $t = 2.52$ ,  $df = 58$ ,  $p = .01$ . Conversely, faculty advising for coursework and planning,  $t = -3.98$ ,  $df = 58$ ,  $p < .001$ , was seen to fall short of student expectations. Faculty must take extra care to ensure that students' questions are being answered, particularly now that face-to-face contact will be reduced by advising through the Patriot Portal.

### Strengths and Weakness

The Exit Survey contains a number of open-ended questions. Qualitative data such as this can solicit attitudes that are not cued by the question or the pre-existing options. Strengths of the department fit easily into three categories: Faculty (53%), course or program generically (20%), and blank response (27%).

Weaknesses of the department reflected student frustration with faculty deficits (15%; e.g., "A weakness that I would consider is that all of the teachers have different views and knowledge. Something that is true in one class is not true in another"), course availability (12%; e.g., "The overuse of adjunct professors that do not needed material"), career needs (12%; e.g., "Connection to jobs after graduation"),

external factors such as texts, money, and workload (10%; e.g., “The books were not necessarily and are way too high.”) and 7% had complaints relevant to research (e.g., “The availability of research. If psychology students want to go to graduate school they must participate in research and I feel like the program doesn’t promote or tell people enough when they are about to begin research”). Many students left “Blank” responses (31%) and 3% lacked specificity (e.g., “Considering the interactive part of the department, I think the FMU students body may learn different than most college students. I think the professors should try to accommodate them. I do not mean in a guided to an A type of way, but definitely try different techniques to get the material across to the students. Additionally, I feel like the department and the honor society could do a little more things on campus to be involved. and course scheduling.”)

### Faculty Availability

As FMU successfully competes with other universities for accomplished faculty, our department membership is more and more comprised of scholars with an expertise in research. Thus, with the exception of first-year faculty, each faculty member in psychology involves undergraduates in their programmatic research. This has contributed to increasing numbers of our students attaining the goal of graduate school. Unfortunately, there is an inherent conflict between the demands of two teaching mandates: The time intensive teaching of our best students takes resources from the one-on-one basic skills remediation that some of our students require.

That being said, we have very high levels of one-on-one contact with highly motivated students, despite a low ratio of full faculty to numbers of students.

*Table 12. Faculty and Graduating Seniors in the Department of Psychology*

	Academic Year Ending										
	08	09	10	11	12	13	14	15	16	17	18
<b># graduating</b>	12	30	10	33	43	49	58	55	57	74	62
<b># full time faculty</b>	10	10	10	10	10	10	9	8	9	9	9

Clearly the psychology undergraduate program is popular as the number of graduates continues to grow. However, so do the numbers of adjunct professor or tenure-track professor on overload. This problem of staffing is a factor in student satisfaction as 1) classes taught by adjunct faculty are primarily taught at night and students dislike taking night classes as it interferes with work and family life, 2) reliance on adjunct faculty, rather than hiring additional full-time faculty, means that current full-time faculty have to take a larger role in other tasks (e.g. more advisees per faculty member) which decreases the time they can devote to each student, 3) reliance on adjunct faculty, rather than full time faculty, provides students with fewer opportunities to be involved in research as fewer faculty are available for collaboration, and 4) the fact that adjuncts do not have offices during daytime hours decreases the availability of teachers to their students for tutorials, conflict resolution, and establishing rapport in general. In terms of the IE

process, the high number of adjuncts also makes it difficult to determine precisely to what extent full-time faculty is actually being assessed through the Exit Survey.

An additional issue presented by the growing number of students in the department involves the range of students' needs that faculty must address. As noted above, we are increasingly asked to perform remedial assistance to students who have trouble taking notes while they listen to the class lecture. Numerous students have challenges writing in a grammatically correct manner. At the same time, we must ensure that our top students are competitive at the graduate level, the latter involving an all-important area of teaching: Supervision of student research.

#### Student Involvement in Faculty-Sponsored Research/Service

A key aspect of preparing students for graduate school and helping students decide whether they want to pursue graduate school is to be involved in faculty-sponsored research and/or service. For research projects this may include assistance with project development, data collection, data entry, data analysis, writing, or any other part of the research process. Service projects may include activities such as volunteering with local organizations providing psychological services, such as Homeless Connect and Lighthouse Ministries. Such clinical experience is an important aspect of the undergraduate transition to a professional role, including the learning of professional expectations, is to gain closely supervised experience in a psychological practicum. These students work closely with individual clinical faculty to gain exposure to the application of psychological principles in the real world. Our students are involved in helping roles with such organizations as Early Autism Project (EAP), gaining supervision in line therapy, a growing field with a high demand for practitioners. In addition, every semester our undergrads help to support the underserved population of the homeless, through faculty involvement in the Florence, SC, Homeless Connect. This year we had 3 undergraduates participating in the EAP, compared to 5 for the 2016-2017 academic year and 14 students volunteering in Homeless Connect, compared to 8 last year.

Table 13 below presents the total number of students engaged in these opportunities and the number of students participating per faculty member. Both the total number of students and the average number of students engaged in research with faculty met our target. Please note, the student-mentor ratio has been calculated omitting full-time faculty in their first year. Full time faculty is in the very time-intensive phase of developing teaching, and is just establishing their programmatic lines of research.

*Table 13. Student Involvement in Faculty-Sponsored Research/Service*

	2015 -2016	2016 -2017	2017 -2018	<b>Proposed Target</b>
<b>Number of students involved</b>	41	24	<b>52</b>	<b>30</b>
<b>Average students per faculty member*</b>	4.56	3	<b>7</b>	<b>3</b>

\* Indicates 7 non-first-year faculty

#### Student Presentations at Conferences and Manuscripts Submitted

A critical aspect of preparing students for graduate school is experience in public presentations of research, either at a conference or in a journal. The psychology department has directly tracked the number of students who engaged in these types of opportunities. Overall our students were quite active this year. Table 10 below presents the raw number of students engaged in these opportunities and the average number of students participating per faculty member. For the third straight year, we surpassed our targets by considerable margins in the number of presentations involving students, as well as the number of students who participated.

Table 10. Student Presentations at Conferences and Manuscript Submissions

	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017	Proposed Target
<b>Number of presentations</b>	8	20	24	20	<b>12</b>	<b>8</b>
<b>Number of students</b>	10	25	20	19	<b>19</b>	<b>8</b>
<b># of students per faculty*</b>	1.25	2.77	3	4	<b>3</b>	<b>1</b>

\*Indicates non-first-year faculty

## Implementation of Previous 2016-2017 Action Plan

All actions proposed by the Interim Institutional Effectiveness Report, Fall 2017 have now been implemented, as may be seen below in Table 11.

Table 11: Implementation of Fall 2017 Action Plan (See Interim Report, Fall 2017)

Action Plan for Spring 2018	Actions taken
Action 1: Create a standardized electronic reporting system for all instructors	<ul style="list-style-type: none"> <li>The Exit Exam, Exit Survey, and Pre Post Test will all be administered to the relevant classes by the author via Blackboard. Materials made available are <ul style="list-style-type: none"> <li>An Excel gradebook containing all of the relevant indices for calculating targets, including critical thinking scores in writing (see Action 3 below)</li> </ul> </li> <li>The author may now send timely reminders to (a) prompt students to take the Exit Survey and (b) prompt instructors to submit data to the coordinator.</li> </ul>
Action 3: Develop Scoring Rubric for a Research Papers	<ul style="list-style-type: none"> <li>To extend our direct measurement of critical thinking and analysis, a rubric has now been developed that is appropriate to a survey research paper and has been disseminated to psychology faculty (see Appendix I).</li> </ul>
Action 4: Develop a Career Planning Measure	<ul style="list-style-type: none"> <li>We will gather baseline data in PSY 220, when students are first introduced to careers relevant to psychology, to compare to Exit Exam.</li> </ul>

	<ul style="list-style-type: none"> <li>• We will guide PSY 220 – Careers in Psychology students in steps to choosing and pursuing a career subsequent to graduation see Appendix II). Because the ultimate target of these steps is to talk with their advisor, this should increase students’ understanding that their advisor is a valuable resource</li> <li>• We plan to assess PSY 499 students’ perceptions regarding expectations, motivation, and suggestions for career planning (see Appendix III).</li> </ul>
Action 6: Faculty Time Management	<ul style="list-style-type: none"> <li>• Full faculty received the information that, over the 2017-2018 academic year, our course preparation, advising, and availability have received poor ratings relative to fairness in grading, overall knowledge, and treatment of students in the classroom.</li> <li>• Full faculty built modules into their content area courses showing students how to apply knowledge goals to particular areas of psychology.</li> </ul>

## Updated Action Plan

### Student Learning Outcome 4: Exposure to Career Options

We did not meet our target with respect to students’ perception of their awareness of career options for psychology majors. It is possible that students were aware of career options just after taking PSY 220 but have forgotten that they were made aware of this information by graduation. We plan to adopt a true longitudinal design, whereby we match pre and post scores for all psychology majors, from their entry into the major in PSY 200, Careers in Psychology, to the semester of graduation in PSY 499, Senior Seminar.

Action Plan	Action Needed
Measure baseline psychological knowledge upon entering the major in order to better assess specific gains in senior skills.	Action 1: Administer the PSY 499 Exit Exam to beginning majors in PSY 220, Careers in Psychology. An eventual goal is to adopt a true longitudinal design, whereby we match pre and post scores for all psychology majors, from their entry into the major in PSY 200, Careers in Psychology, to the semester of graduation in PSY 499, Senior Seminar.
Increase students’ usage of psychological concepts from the literature in their seminar discussion.	Action 3: Institute a point system in PSY 499 whereby students are awarded points for using the psychological concepts during seminar discussion. <ul style="list-style-type: none"> <li>• See Column C in the new PSY 499 Faculty Gradebook (Appendix I)</li> </ul>

<p>Prompt PSY 220 to begin early to think about a career/</p>	<p>Action 4: A “Career Navigator” will be handed out in PSY 220, Careers in Psychology, prompting students to continue their career investigations over the remainder of their time at FMU. Importantly, they are instructed to set up an advising meeting to go over their career questions. This will no doubt also boost student ratings of faculty advising, since many students may not be aware of how to maximize this relationship to gain full advantage of their advisor’s expertise.</p>
<p>Measure students’ career concerns</p>	<p>Action 5: Adapt the program according to students information needs. For more instrumental needs (e.g., specific career connections), we will make recommendations to the Office of Career Counseling.</p>

## Appendix I

### Research Paper Scoring Rubric

#### A. Specific topic domain

- 1/2- Topic is unspecified, unfocused
- 3/4 - Insufficient topic breadth or depth
- 5/6 - Appropriate breadth; only relevant work cited

#### B. Establish importance of topic

- 1/2 - Topic relayed without sense of meaning
- 3/4 - Some indication of topic importance noted
- 5/6 - Topic importance confirmed

#### C. Placed the topic or problem in the broader scholarly literature.

- 1/2 - Topic not placed in broader scholarly literature
- 3/4 - Some discussion of braider scholarly literature
- 5/6 - Topic clearly situated in braider scholarly literature

#### D. Acquired the subject vocabulary

- 1/2 - Key vocabulary not used
- 3/4 - Key vocabulary defined
- 5/6 - Key vocabulary used meaningfully in text

#### E. Articulated important variables relevant to the literature

- 1/2 - Not included multiple variables
- 3/4 - Reviewed relationships among key variables
- 5/6 - Proposed new relationships between variables

#### F. Demonstrated the ability to take an overview or summary perspective of the topic

- 1/2 - Accepted literature at face value
- 3/4 - Some analysis of literature
- 5/6 - Offered new perspective

## Appendix II

### Career Navigator

Get Information: The first step in career planning

- 1. Take a variety of different classes.** Don't pigeonhole yourself into one tight line of study. Branch out and take a good look around to see what interests you.

Class Label	Class Name	Semester	Like	Not Liked



- 2. Complete a few self-assessment tests.** Self-assessment tests can tell you a lot about yourself and may help you match your skills and interests with possible careers.

Self-Assessment	Date Taken	Results
Career Personality Inventory (CPI)- Career Development Center		

- 3. Research different careers.** For example, you can browse the Bureau of Labor Statistics home page for detailed descriptions of different careers and statistics about the fastest growing fields.

Career	Website	Qualifications	Do I meet qualifications?

Network: Meeting people who work in your prospective field can give you valuable insight into what life is like in that career. Gather information by gathering contacts

- 4. Do some volunteer work** Explore possible career tracks and build a strong networking base through volunteer activities. Volunteering teaches you about yourself and your world while preparing you for the future and connecting you to your community.

Volunteer Site	Supervisor	Result

- 5. Arrange some informational interviews.** There's no better way to get a feel for a certain career than talking to professionals in the field. Find them through your college's career center, your school's alumni association, job fairs and professional organizations.

Venue	Person/Company	Result

- 6. Find a mentor.** Part coach, part motivator, the mentor works as a guide from within the context of the work environment. The perfect mentor is someone who works well with you and who has the experience and success you seek.

Plan:

- 7. Develop your own career inventory.** What kind of organization do you want to work for? What type of environment do you prefer? How much travel do you want to do? What kind of work schedule do you prefer?

- 8. Discuss Options/Questions with Advisor**

What Am I Still Unclear About?	Date/ Meeting	Result

APPENDIX III  
**Student Career Needs**

This measure is to help FMU help YOU! Please answer honestly.

Fill in, check, or circle the number, according to the question

---

1. I have a pretty good sense of what my future career will be.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

2. I am worried about choosing a future career.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

3. In an ideal world, I would take a different career path than the one that seems open to me.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

4. If someone has difficulty finding a career path, it is because

5. When I came to college, I was surprised that it was a lot harder than high school

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

6. The BEST thing FMU can do to help student careers is to

7. I am attending college only because it is expected in order to get a good job.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

8. Another reason to attend college is

9. I have asked my advisor's help in planning my future career.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

10. Psychology is the perfect field for me

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

11. I have attended an FMU Career Fair.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

12. When I became a major, I understood that most jobs in psychology require training after the four-year degree.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

13. When I became a major, I understood that graduate training is easiest for people who love to read and study.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

14. I have consulted with teachers for advice about a career path.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

15. Student college debt is a problem for me or others that I know.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

16. FMU should do the following to help students' career progress (write in any options you wish in the blank spaces)

- Provide tutoring about how to look on career websites
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

17. What I don't understand about careers in psychology is

## 18. Chemistry Department

### Institutional Effectiveness Report

<b>Name of Program/Department:</b>	<b>Chemistry</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Pete Peterson, IE Coordinator and Department Chair</b>

#### **Program Mission Statement**

The mission of the chemistry department is to provide a dynamic and inquiry based curriculum in chemistry that provides knowledge and skills needed for students to be successful in their professional and life-long endeavors. Accordingly, the department offers introductory, foundation, and in-depth chemistry courses that satisfy requirements in liberal arts, pre-professional programs, the basic chemistry degree, and the American Chemical Society approved degree program. The department strongly encourages undergraduate research and networking within the scientific community.

#### **Program Learning Outcomes (PLOs)**

#### **Program Learning Outcomes**

##### **Graduates with a Chemistry degree from Francis Marion University will:**

**PLO #1** – Demonstrate that they have the knowledge and skills needed that will allow them to communicate chemistry effectively in both oral and written form.

**PLO #2** – Demonstrate that they can apply critical thinking skills in chemistry.

**PLO #3** – Demonstrate an understanding of core concepts, methods and limits of scientific inquiry that will allow them to successfully solve integrated problems in chemistry.

**PLO #4** – Demonstrate that they can adequately apply their knowledge of chemistry. .

**PLO #5**- Demonstrate that they can adequately use the scientific literature.

**PLO #6** - Demonstrate an understanding of safe laboratory skills and procedures for laboratory experiments that they perform.

## Executive Summary of Report (one-page maximum)

Presented in this report are the Chemistry Department's Mission, Program and Student Learning Outcomes, the assessment and results of each, and action items for academic year 2017-2018. Achievement of our senior chemistry majors on communication skills, concept knowledge and critical thinking skills was assessed with Capstone writing assignments, the ACS *Diagnostic of Undergraduate Chemical Knowledge (DUCK)* Exam, ratings of presentations in senior-level courses, and a chemical safety exam.

Students in Chemistry 499, which is our senior capstone course, performed at a 100% pass rate on five capstone writing assignments that assessed their understanding of key chemical concepts SLO (# 1). Our goal was 80% for this (SLO # 1). Therefore, our target was achieved.

Students in Chemistry 499 Senior Capstone scored on average at the 30.20 Percentile on the ACS (American Chemical Society) Diagnostic of Undergraduate Chemical Knowledge (DUCK) exam ( SLO # 2). Although our score is at the mean national score on the Duck (national score is 31.37% , Sts error = 3.70% ), our very optimistic goal for the 50th Percentile for SLO # 2 was not met.

Students in Chemistry 499 Senior Capstone, on average, performed at the 91.00% level when demonstrating competency in presenting technical information on their written communication skills on a chemistry topic of their choosing that was approved by the chemistry faculty ( SLO # 3). Our goal for SLO # 3 was 80.00%. Therefore, our target was achieved.

Students in Chemistry 499 Senior Capstone, on average, performed at the 81.88% level when demonstrating competency in presenting technical information on their oral communication skills on the same chemistry topic in as in SLO # 3 of their choosing that was approved by the chemistry faculty ( SLO # 4). Our goal for SLO # 4 was 80.00%. Therefore, our target was achieved.

All students enrolled in Chemistry 201 demonstrated a satisfactory understanding of laboratory safety procedures at or above the 70% level ( SLO # 5). Our goal for SLO # 5 was 70%. Therefore, our target was achieved.

To address matters associated with improving all SLO's that were identified in the evaluation of data from the 2017-2018 academic year, the Chemistry Department will continue to review and modify its current action plan from previous years to be implemented during the 2018-2019 academic year.

Based on the IE assessment data from 2017-2018 and looking toward the 2018-2019 academic year, the Chemistry Department faculty will continue to look for ways to improve the writing and oral presentation rubrics. These rubrics will be made available to all chemistry majors starting at the freshman level, with goal that they will be better prepared at the senior level. Next, the Department will continue to develop its online component of the Chemistry 499 Capstone course on the Blackboard platform that will enable students to access review materials and practice tests earlier during the 2018-2019 Academic year in order for them to have more time to review and prepare for the DUCK exam.



All department efforts dedicated toward improving SLO's will be discussed and decided upon at our Department's biweekly meetings.

### **Student Learning Outcomes (SLOs)**

**SLO# 1.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level, on a pass/fail basis, or above on capstone writing assignments that assess their understanding of key chemical compounds.

**SLO# 2.0:** 80% of graduating Chemistry students will, on average, perform at the 50<sup>th</sup> percentile or above when demonstrating their understanding of integrated chemical concepts based on their performance on a nationally standardize chemistry exam.

**SLO #3.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level or above when demonstrating competency in presenting technical information through written communication.

**SLO #4.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level or above when demonstrating competency in presenting technical information through oral communication.

**SLO #5.0:** 100% of students enrolled in Chemistry 201 will demonstrate an Understanding of laboratory safety procedures at the 70% level or above.

### **Assessment Methods**

**SLO# 1.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level or above on capstone writing assignments that assess their understanding of key chemical concepts as measured by four (4) writing assignments administered over the course of the semester and measured by a departmentally developed rubric.

**Assessment Method SLO# 1.0:** Four writing assignments were administered throughout the course of the senior Chem 499 Capstone course during the spring of 2018. The assignments were graded on a pass/fail basis. A passing grade was assign if the student presented adequate knowledge of the chemical concept tested. Otherwise a grade of fail was assign.

**SLO# 2.0:** 100% of graduating Chemistry students will, on average, perform at the 50<sup>th</sup> percentile or above when demonstrating their understanding of integrated chemical concepts based on their performance on a nationally standardize chemistry exam.

**Assessment Method SLO# 2.0:** Graduating Chemistry students were administered the *Diagnostic of Undergraduate Chemical Knowledge (DUCK)* exam, a standardized exam that is produced by the American Chemical Society (ACS). The exam consists of several chemistry scenarios testing multiple concepts, each of which is followed by several multiple choice questions based on it. There are a total of 60 questions in all.

**SLO #3.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level or above when demonstrating competency in presenting technical information through written communication.

**Assessment Method SLO# 3.0:** To assess their written communications skills, each student in the Chemistry Senior Capstone course wrote a term paper based on a technical chemistry topic they select and then was faculty approved. Each paper was graded by the Capstone instructor using a standard, department generated grading rubric for scientific term papers.

**SLO #4.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level or above when demonstrating competency in presenting technical information through oral communication.

**Assessment Method SLO# 4.0:** To assess their oral communications skills, each student in the Chemistry Senior Capstone delivered an oral presentation on the same chemistry topic as their written topic, which is described in SLO 3.0. Each presentation was graded by all of the available chemistry instructors using a standard, department generated grading rubric for scientific term papers.

**SLO #5.0:** 100% of students enrolled in Chemistry 201 will demonstrate an understanding of laboratory safety procedures at the 70% level or above.

**Assessment Method SLO# 5.0:** All students enrolled in Organic Chemistry 201, a foundation course that is required for all chemistry majors, are taught a lab module on chemical safety during the first couple of weeks of the course. This is followed by their taking a comprehensive and cumulative lab safety exam that is produced and administered by the Chemistry Department. They must score at least 60% on the safety exam to remain in the course.

### **Assessment Results**

**SLO# 1.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level, on a pass/fail basis, or above on capstone writing assignments that assess their understanding of key chemical concepts.

**Assessment Results for SLO# 1.0:** Students in 499 Chemistry Senior Capstone on average, performed at a 100% pass rate for the 2017-2018 academic year for SLO # 1. Our target of 80% for SLO # 1 was therefore achieved, and it surpassed last year's results.

**SLO# 2.0:** 80% of graduating Chemistry students will, on average, perform at the 50th percentile or above when demonstrating their understanding of integrated chemical concepts based on their performance on a nationally standardized chemistry exam.

**Assessment Results for SLO# 2.0:** On average, graduating FMU chemistry majors scored at the 30.20 Percentile mark on the DUCK exam for the 2017-2018 academic year. Although our target for 80.00% at or above the 50th Percentile for SLO # 2.0 was not achieved, it represents an increase of 9% over last year's percentile.

**SLO #3.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level or above when demonstrating competency in presenting technical information through written communication in the form of a chemistry term paper.

**Assessment Results for SLO# 3.0:** Students in 499 Chemistry Senior Capstone, on average, performed at the 91.00% level % level on their chemistry term paper as graded by the Chemistry 499 Capstone instructor using a standard scientific term paper rubric. Our target for SLO # 3 was 80.00%. Therefore, our target was achieved.

**SLO #4.0:** Students in the Chemistry Senior Capstone course, on average, will perform at the 80% level or above when demonstrating competency in presenting technical information through oral communication.

**Assessment Results for SLO# 4.0:** Students in 499 Chemistry Senior Capstone, on average, performed at the 81.88% % level on their chemistry oral presentation as graded by the chemistry faculty using a standard scientific, department generated rubric. Our target for SLO # 4 was 80.00%. Therefore, our target was achieved.

**SLO #5.0:** 100% of students enrolled in Chemistry 201 will demonstrate an understanding of laboratory safety procedures at the 70% level or above.

**Assessment Results for SLO# 5.0:** 100% of students enrolled in Chemistry 201 demonstrated an understanding of laboratory safety procedures at the 70% level or above based on a comprehensive and cumulative lab safety exam that was produced and administered by the Chemistry Department.

### **Action Items**

To address matters associated with improving all SLO's that were identified in the evaluation of data from the 2017-2018 academic year, the Chemistry Department will continue to review and modify its current action plan from previous years to be implemented during the 2018-2019 academic year.

Based on the IE assessment data from 2017-2018 and looking toward the 2018-2019 academic year, the Chemistry Department faculty will continue to look for ways to improve the writing and oral presentation rubrics. These rubrics will be made available to all chemistry majors starting at the freshman level, with goal that they will be better prepared at the senior level. Next, the Department will continue to develop its online component of the Chemistry 499 Capstone course on the Blackboard platform that will enable students to access review materials and practice tests earlier during the 2018-2019 academic year in order for them to have more time to review and prepare for the DUCK exam.

All department efforts toward improving SLO's will be discussed and decided upon at our Department's biweekly meetings.

# Appendix

## Chemistry 499 Capstone Course 2018

### Chemistry Term Paper Rubric

Student's Name \_\_\_\_\_

Faculty Reviewer \_\_\_\_\_

	Category	Scoring Criteria	Score Range	Reviewer's Score
1	<b>Abstract</b>	(a) Main points are briefly presented, (b) keywords accurately describe information in report, (c) abstract is less than 200 words long	<b>0-5</b>  5 being the highest	
2	<b>Introduction</b>	(a) effectively communicates the purpose and importance of the research topic in the context of chemistry, (b) supplies and demonstrates understanding and proper use of needed information and terms, (e) lays out the framework for the rest of the paper	<b>0-15</b>  15 being the highest	
3	<b>Body</b>	(a) shows command of topic, (b) chemistry content is sufficient (c) describes experimental procedures and results and makes valid interpretation of results, (d) contains accurate information, (e) draws on multiple areas, (f) content backed up by multiple, refereed, and credible sources	<b>0-25</b>  25 being the highest	
4	<b>Conclusion</b>	(a) Communicates a logical conclusion that follows from the body, (b) summarizes and evaluates the major points, strengths and possible weaknesses of the research, (c) discusses further research needed in the area	<b>0-20</b>  20 being the highest	
5	<b>References and Appendices</b>	(a) Cite at least six references from at least three different peer review journals, (b) references are complete and numbered, (c) references follow acceptable format (see ACS Style Guide or the reference style of one of the journals cited), (d) supplementary materials are located at the back of report, (e) sources of information including graphics are appropriately cited and referenced	<b>0-10</b>  10 being the highest	
6	<b>Appearance and Format</b>	(a) makes effective use of headings and subheadings, (b) pages are numbered and bound in a folder, (c) uses appropriate font sizes, the height of the letters must not be smaller than 10 point type density, including characters and spaces, must be no more than 15 characters per 2.5 cm, for proportional spacing, the average for any representative section of text must not exceed 15 characters per 2.5 Cm, (d) no more than 6 lines of type within in a vertical space of 2.5 cm, left and right margins are justified and must be at least 2.5 cm	<b>0-5</b>  5 being the highest	
7	<b>Writing Style and Grammar</b>	(a) writing is coherent, clear, concise, engaging, and gets point across (b) no sentence fragments, comma splices, or fused sentences, (c) no errors in punctuation, spelling, and/or in the placement of words, (d) makes good use of strong nouns and action verbs	<b>0-10</b>  10 being the highest	
8	<b>Other Relevant Factors</b>	(a) Title is sufficiently narrowed down and reflects the content of the paper (b) shows some understanding of other relevant areas outside of chemistry, (c) engaging, (d) good choice of topic, (e) new and interesting ideas	<b>0-10</b>  10 being the highest	

<p>9 Faculty Comments and Recommendations for Rubric Improvements</p>	<p>100 Pts maximum</p>	<p>Reviewer's Total Score</p> <p>_____</p>
	<p>_____</p>	

**Chemistry 499 Capstone Course 2018**  
**Chemistry Research Oral Presentation Rubric**

Student's Name \_\_\_\_\_

Faculty Reviewer \_\_\_\_\_

	Category	Scoring Criteria	Score Range	Reviewer's Score
1	<b>Introduction</b>	(a) Good opening statement, (b) effectively communicates the purpose and importance of the talk and research in the context of chemistry, (c) supplies and demonstrates understanding of background information, (d) lays out the framework for the rest of talk	<b>0-10</b> 10 being the highest	
2	<b>Chemistry Content</b>	(a) Describes experimental procedures and results relating to chemistry, (b) contains accurate information, (c) draws on multiple areas, (d) good use and explanation of visual aids (e.g., data charts, illustrations, and drawings), (e) content backed up by multiple, refereed, and credible sources	<b>0-30</b> 30 being the highest	
3	<b>Knowledge of Topic</b>	(a) Understands basic chemical terms and principles relevant to the research for the level of senior chemistry majors, (b) evaluates the research (e.g., strong and weak points) at the level of senior chemistry majors, (c) answers questions adequately without a distractive use of notes, internet, or other persons	<b>0-30</b> 30 being the highest	
4	<b>Conclusion</b>	(a) Communicates a logical conclusion, (b) summarizes the major points, strengths and possible weaknesses of the research, (c) discusses further research needed in the area	<b>0-10</b> 10 being the highest	

5	<b>Delivery</b>	(a) Speaks clearly and presentation does not seem to be read from a scripted text, (b) well organized, (c) effective and smooth transitions, (d) dresses appropriately, (e) good body language, (f) delivers presentation adequately and generally not reading from prepared notes (g) does not go to internet to answer questions from the audience, (h) presentation done within the 15 minute (not counting Q&A's) allotted time	<b>0-10</b> 10 being the highest	
6	<b>Other Relevant Factors</b>	(a) Adequately understands other relevant areas outside of chemistry, (b) engaging; (c) creativity; (d) topic choice; (e) new and interesting ideas; (f) answers questions adequately without the use of note cards, internet, or other persons	<b>0-10</b> 10 being the highest	
7 <b>Faculty Comments and Recommendations for Rubric Improvements</b>			<b>100 Pts maximum</b>	<b>Reviewer's Total Score</b> _____

## School of Business

### 1. Bachelor of Business Administration

## Institutional Effectiveness Report

<b>Name of Program/Department:</b>	<b>Bachelor of Business Administration</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Johnathan G. Munn</b>

### Program Mission Statement

- The Mission of the School of Business at Francis Marion University is to provide learning opportunities for students from a range of backgrounds and transform them into globally competitive business men and women.

We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions. Our business curriculum is strengthened by a strong liberal arts focus within the broader university.

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area they teach. Our small classroom environment promotes interaction among students and faculty. Our internship program and placement efforts actively assist students in finding meaningful jobs. Our faculty conducts research and service activities that enhance the region's economic and industrial development. Most of our undergraduate students major in accounting, business economics, finance, general business, management, management information systems, or marketing, to achieve a Bachelor of Business Administration degree. Other School of Business students major in economics and achieve a Bachelor of Arts or Bachelor of Science degree. Our graduate student work to achieve a Master of Business Administration degree. Through the Center of Entrepreneurship, the School works with area for-profit and not-for-profit firms and integrates those experiences into our business classes. The School of Business seeks students locally and globally of all ages and ethnic backgrounds and serves them in a friendly, considerate manner.

### Program Learning Outcomes (PLOs)

- Business Majors at FMU will apply critical and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas.
- Business Majors at FMU will effectively communicate with and respond to varied audiences in written and spoken forms

- Business Majors at FMU will understand the global business environment and will be sensitive to different cultures
- Business Majors at FMU will be productive and engaged members of society, demonstrating personal responsibility, and community and social awareness and an understanding of the ethical issues arising out of business decisions
- Business Majors at FMU will be creative in their approach to business decisions
- Business Majors at FMU will have functional knowledge of areas in Business: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, International Issues.

## Executive Summary of Report

The Bachelor of Business Administration (BBA) program has six program learning outcomes (PLO) which include teaching students to think critically and logically, communicate effectively, understand the global business environment, understand the ethical issues arising out of business decisions, be creative in their approach to business decisions, and have functional knowledge of areas in Business. These six PLO's translate into seven student learning outcomes (SLO). SLO 1 measures student's critical and analytical thinking, SLO 2.1 measures student's oral communication skills, SLO 2.2 measures student's written communication skills, SLO 3.0 measures student's understanding of global business environment and cross cultural issues, SLO 4.0 measures student's understanding and ability to analyze ethical dilemmas they would face in business situations, SLO 5.0 measures student's ability to solve business problems with creatively and SLO 6.1 – 6.9 measures student's knowledge in different functional areas of business. We measure SLOs 1, 2.2, 3, 4 and 5 by presenting graduating seniors a case asking them to analyze the business case. SLO 2.1 is measured by recording the graduating senior's final project presentation. SLO 6.1 – 6.9 is measured using the ETS major field test in Business.

For SLO 1-5 we take a random sample of 20 graduating seniors and three faculty members evaluate their responses using a departmentally developed normed rubric. Faculty rate the students on multiple items for each SLO on a 5-point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The median score is used from the three evaluators is used. SLO 2.1 is measured by recording graduating seniors as they present their project in the Capstone Strategic Management class. Three faculty members evaluate the responses of a random sample of 20 students, using a departmentally developed normed rubric. Faculty rate the students on multiple items for each SLO on a 5-point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The median score is used. The overall average on the ratings will meet or exceed 80%. Finally, SLO 6.1 – 6.9 is evaluated using the scores in the ETS major field test. The benchmark is that our students will perform above the national average.

We present data from Spring 2018. The targets for SLO 3.0, 4.0, 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, and 6.9 were not achieved. We have identified the classes where these skills corresponding to the SLOs are taught and have decided to bring improved focus on these skill sets. A several faculty members will be added during the 2018-2019 academic year to reduce class size and broaden our scope. In addition, we have removed the requirement that 15 elective hours must be take outside of the School of Business. This will increase the access students have to business classes. We believe this will result in more robust



evaluations. Lastly, given the poor performance in several SLOs, the faculty completed a curriculum map for two SLOs (SLO 3.0 and SLO 4.0) to systematically identify any weakness in our current curriculum.

## Student Learning Outcomes (SLOs)

The students in the BBA Program in the School of Business:

**SLO 1.0:** Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 80% Spring 2017 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem.

**SLO 2.1:** Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when making a presentation (benchmark = 100% Spring 2017 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes.

**SLO 2.2:** Eighty percent (80%) of students BUS 458 will meet or exceed the expectations when submitting a written report when analyzing a business case (benchmark = 70% Spring 2017) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document.

**SLO 3.0:** Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 45% Spring 2017 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences.

**SLO 4.0:** Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 60% Spring 2017 data) by identifying the ethical dilemma, identifying direct and indirect stakeholders, identifying the implication, and recommending a response to the problem.

**SLO 5.0:** Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 75% Spring 2017 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution.

**SLO 6.0:** Students in BUS 458 will perform above the national average in the ETS major field test in each of their functional areas in Business (benchmark for each area will be from Spring 2017 data).

1. Accounting (benchmark = 42)
2. Economics (benchmark = 39)
3. Management (benchmark = 52)
4. Quantitative Business Analysis (benchmark = 38)
5. Finance (benchmark = 46)
6. Marketing (benchmark = 51)
7. Legal and Social Environment (benchmark = 55)
8. Information Systems (benchmark = 51)
9. International Issues (benchmark = 37)

## Assessment Methods

SLO 1.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 80% Spring 2017 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem using a departmentally developed normed rubric.

SLO 2.1: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when making a presentation (benchmark = 100% Spring 2017 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes using a departmentally developed normed rubric.

SLO 2.2: Eighty percent (80%) of students BUS 458 will meet or exceed the expectations when submitting a written report when analyzing a business case (benchmark = 70% Spring 2017) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document using a departmentally developed normed rubric.

SLO 3.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 45% Spring 2017 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences using a departmentally developed normed rubric.

SLO 4.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 60% Spring 2017 data) by identifying the ethical dilemma, identifying the direct and indirect stakeholders, identifying the implication, and recommending a response to the problem using a departmentally developed normed rubric.

SLO 5.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 75% Spring 2017 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution using a departmentally developed normed rubric.

SLO 6.0: Students in BUS 458 will perform above the national average in the ETS major field test in each of their functional areas in Business (benchmark for each area will be from Spring 2017 data) using the ETS major field test.

## Assessment Results

The students in the BBA Program in the School of Business will:

SLO 1.0: One hundred percent (100%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 80% Spring 2017 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem. The target was achieved for SLO 1.0.

SLO 2.1: Eighty-five percent (85%) of students in BUS 458 met or exceeded the expectations when making a presentation (benchmark = 100% Spring 2017 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes.

SLO 2.2: Ninety percent (90%) of students BUS 458 met or exceeded the expectations when submitting a written report when analyzing a business case (benchmark = 70% Spring 2017) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document. The target was achieved for SLO 2.2.

SLO 3.0: Fifty percent (50%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 45% Spring 2017 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences. The target was not achieved for SLO 3.0.

SLO 4.0: Sixty percent (60%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 60% Spring 2017 data) by identifying the ethical dilemma, identifying the direct and indirect stakeholders, identifying the implication, and recommending a response to the problem. The target was not achieved for SLO 4.0.

SLO 5.0: Eighty-five percent (85%) of students in BUS 458 met or exceeded the expectations when analyzing business case (benchmark = 75% Spring 2017 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution. The target was achieved for SLO 5.0.

SLO 6.0: Students in BUS 458 will perform at or above the national average in the ETS major field test in each of their functional areas in Business. Spring 2017 data are also used as benchmarks for comparison.

<b>Assessment Indicator Title</b>	<b>National Average</b>	<b>Spring 2018</b>	<b>Spring 2017</b>
Accounting	43	40	42
Economics	41	36	39
Management	62	53	52
Quantitative Business Analysis	34	32	38
Finance	43	43	46
Marketing	50	49	51
Legal and Social Environment	47	43	55
Information Systems	52	48	51
International Issues	40	35	37

**Table 1:** ETS Major Field Test scores for the 33 BBA students tested.

<sup>1</sup> National Average is taken from the 2017 Comparative Data Guide – MFT for Business

1. Accounting, the target was not achieved for SLO 6.1.
2. Economics, the target was not achieved for SLO 6.2.
3. Management, the target was not achieved for SLO 6.3.
4. Quantitative Business Analysis, the target was not achieved for SLO 6.4.
5. Finance, the target was achieved for SLO 6.5.
6. Marketing, the target was not achieved for SLO 6.6.
7. Legal and Social Environment, the target was not achieved for SLO 6.7.
8. Information Systems, the target was not achieved for SLO 6.8.
9. International Issues, the target was not achieved for SLO 6.9.

## Action Items

To address concerns identified in the evaluation of data from the 2017-2018 academic year, the School of Business, Bachelor of Business Administration program, developed the following action plan to be implemented during the 2018-2019 academic year.

SLO 1.0: One hundred percent (100%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 80% Spring 2017 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem. The target of 80% was achieved for SLO 1.0.

SLO 2.1: Eighty-five percent (85%) of students in BUS 458 met or exceeded the expectations when making a presentation (benchmark = 100% Spring 2017 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes. The target was achieved for SLO 2.1

SLO 2.2: Ninety percent (90%) of students BUS 458 met or exceeded the expectations when submitting a written report when analyzing a business case (benchmark = 70% Spring 2017) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document. The target of 80% was achieved for SLO 2.2.

SLO 3.0: Fifty percent (50%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 45% Spring 2017 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences. The target of 80% was not achieved for SLO 3.0.

- Data collected in BUS 458 using a departmentally developed normed rubric indicated that fifty percent (50%) of students met or exceeded expectations relating to SLO 3.0. The faculty set a target of 80%. To address the results from SLO 3.0, the faculty populated a curriculum map pertaining to SLO 3.0 in order to identify any blind spots in the current curriculum. This process, which encompassed the entire School of Business undergraduate curriculum, was completed in Spring 2018. Faculty from each major will use the information obtained from the mapping process to develop strategies designed to ensure that the curriculum pertaining to SLO 3.0 is aligned vertically and horizontally. Vertical alignment ensures that material pertaining to SLO 3.0 is addressed at each level of the curriculum as the student matriculates through the program. Horizontal alignment ensures consistency in courses offered by multiple instructors and that SLO 3.0 is addressed in an interdisciplinary manner. Results from this process will be articulated to the School's curriculum committee for analysis and implementation.
- Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. International issues are covered in two core business classes (ECON 203 and ECON 204) and three elective classes

(International Economics ECON 325, International Marketing MKT 335, and International Management MGT 460). During the advising process, students will be made aware of the increased accessibility of these classes.

- Additional faculty will be hired to increase the number of sections offered, further reducing class size for MGT 460.

SLO 4.0: Sixty percent (60%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 60% Spring 2017 data) by identifying the ethical dilemma, identifying the direct and indirect stakeholders, identifying the implication, and recommending a response to the problem. The target of 80% was not achieved for SLO 4.0.

- Data collected in BUS 458 using a departmentally developed normed rubric indicated that sixty percent (60%) of students met or exceeded expectations relating to SLO 4.0. The faculty set a target of 80%. To address the results from SLO 4.0, the faculty populated a curriculum map pertaining to SLO 4.0 in order to identify any blind spots in the current curriculum. This process, which encompassed the entire School of Business undergraduate curriculum, was completed in Spring 2018. Faculty from each major will use the information obtained from the mapping process to develop strategies designed to ensure that the curriculum pertaining to SLO 4.0 is aligned vertically and horizontally. Vertical alignment ensures that material pertaining to SLO 4.0 is addressed at each level of the curriculum as the student matriculates through the program. Horizontal alignment ensures consistency in courses offered by multiple instructors and that SLO 4.0 is addressed in an interdisciplinary manner. Results from this process will be articulated to the School's curriculum committee for analysis and implementation.
- Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. During the advising process, students will be made aware of the increased accessibility of classes that promote concepts used in identifying ethical dilemmas, identifying direct and indirect stakeholders, identifying implications of the dilemma, and recommending a response to the problem as determined by the curriculum map.
- A continued focus on business ethics will take place in MKT 331, a core business class, through a written ethics assignment that focuses on a current business issue.
- Additional faculty will be hired to increase the number of sections offered, further reducing class size for MGT 353 (Human Resource Management) and MGT 359 (Employment Law and Labor Relations), MGT 452 (Advanced Human Resource Management), all elective courses giving students access to greater depth and exposure to concepts dealing with the ethical dilemmas in legal and social environments.
- The School will continue to search for additional instructors to increase the number of sections offered, further reducing class size for the core class Business Law (BUS 206).

SLO 5.0: Eighty-five percent (85%) of students in BUS 458 met or exceeded the expectations when analyzing business case (benchmark = 75% Spring 2017 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution. The target of 80% was achieved for SLO 5.0.

SLO 6.0: Students in BUS 458 did not perform above the national average in the ETS major field test in each of their functional areas in Business (benchmark for each area will be from Spring 2017 data)

1. Accounting (benchmark = 42), The target was not achieved for SLO 6.1.  
The mean score for FMU business students is below the benchmark set in 2017 and the national mean. Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. Also, additional faculty will be hired to increase the number of sections offered, further reducing class size for core economics classes (ACTG 201 and 202).
2. Economics (benchmark = 39), The target was not achieved for SLO 6.2.  
The mean score for FMU business students is below the benchmark set in Spring 2017 and the national mean. Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. Also, additional faculty was hired to increase the number of sections offered, further reducing class size for core economics classes (ECON 203 and 204).
3. Management (benchmark = 52), The target was not achieved for SLO 6.3.  
The mean score for FMU business students is above the benchmark set in Spring 2017, but below the national mean. Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. Also, additional faculty will be hired to increase the number of sections offered, further reducing class size for core management classes (MGT 351 and 355). Faculty teaching MGT 355 will continue to administer a one and a half hour tutoring block, once per week throughout the semester to assist students in need of additional support.

4. Quantitative Business Analysis (benchmark = 38), The target was not achieved for SLO 6.4. The mean score for FMU business students is below the benchmark set in Spring 2017 and the national mean. Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. Also, additional faculty will be hired to increase the number of sections offered, further reducing class size for core classes (MIS 327 and MGT 355).
5. Finance (benchmark = 46), The target was achieved for SLO 6.5. The mean score for FMU business students is below the benchmark set in Spring 2017, but equal to the national mean. No action need be taken.
6. Marketing (benchmark = 51), The target was not achieved for SLO 6.6. The mean score for FMU business students is below the benchmark set in Spring 2017 and the national mean. Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. Marketing faculty will continue to refine the pedagogical approach in core marketing classes. Specifically, an emphasis will be placed on the written communication and presentations.
7. Legal and Social Environment (benchmark = 55), The target was not achieved for SLO 6.7. The mean score for FMU business students is below the benchmark set in Spring 2017 and the national mean. Degree requirements for all Bachelor of Business Administration students were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. Additional faculty will be hired to increase the number of sections offered, further reducing class size for MGT 353 (Human Resource Management) and MGT 359 (Employment Law and Labor Relations), both electives giving students access to greater depth and exposure to concepts dealing with the legal and social environment. The School will continue to search for additional instructors to increase the number of sections offered, further reducing class size for the core class Business Law (BUS 206). Faculty teaching core business classes will also assess whether there are additional opportunities to include such content where relevant.
8. Information Systems (benchmark = 51), The target was not achieved for SLO 6.8. The mean score for FMU business students is below the benchmark set in Spring 2017 and the national mean. Degree requirements for all Bachelor of Business Administration students



were revised to allow greater access to additional business classes by removing the restriction that 15 elective hours must be taken outside of the functional business areas of Accounting, Management Information Systems, Finance, Marketing, and Management. Students may now use those 15 elective hours to take additional business classes; thus, increasing their ability to gain deeper comprehension in these areas. Also, additional faculty will be hired to increase the number of sections offered, further reducing class size for core Management of Information Systems classes (MIS 327).

9. International Issues (benchmark = 37), The target was not achieved for SLO 6.9. The mean score for FMU business students is below the benchmark set in Spring 2017 and the national mean.

International issues are covered in two core business classes (ECON 203 and ECON 204). Three elective classes focus on international (International Economics ECON 325, International Marketing MKT 335, and International Management MGT 460). Faculty populated a curriculum map pertaining to international issues, to identify blind spots in the current curriculum. The results of the curriculum map were distributed among the faculty and will be used to evaluate how best to improve the SLO 6.9 results. In Summer 2018, MGT 455 (Current Issues in Management), will be taught combined with a trip to Germany to give additional international exposure. As permitted, we will continue to offer these international classes combined with a trip to a foreign country in the future to improve student awareness and knowledge of international issues. Additional faculty will be hired to increase the number of sections offered, further reducing class size for MGT 460.

## Appendix

### A.1 Case Administered in BUS 458

“You did what?” screamed Ajay Srinivasan, the Senior Systems Manager for HTL Inc., over his cell phone while walking to his office from the parking lot. It is 8 am and it is already a sweltering 110 degrees in New Delhi, and he has already started sweating profusely. “How could you promise them a product which is still in development? We need at least 8 months to finish it, and then we will have about 4 – 6 months for testing and bug fixing, if everything goes according to plan. In the best-case scenario, we are not going to be ready for about another 14 months, worst case 2 years. John, I suggest you go back and tell the client that it cannot be done. We cannot do this.”

John Wilson is on the other end of the call. He had been named the Vice President for Sales and Marketing South East Asia for HTL Inc. nine months ago and needed this deal to go smoothly. John knew he was a closer. He always had been. In college, John helped guide Northwestern University to its first Big Ten baseball title in 23 years. After Northwestern, John finished near the top of his class in Duke University’s internationally renowned MBA program. Given his success in the years since graduate school, he had come to terms with that fact that he did not actually finish first in his class.

John’s first job after graduate school was with Dell Computers in Austin, Texas. He became an essential part of moving the company into the newly emerging personal computer market. John’s first role in the company was to develop distribution networks with several big box electronic stores. His ability to quickly find new customers paired well with Dell’s ambitious expansion plan. Because Dell employed a lean and agile supply chain management system, there was never a concern that new orders could not be met. John’s first international experience came when he was asked to join a team tasked with scouting potential manufacturing sites in Asia. John loved the fact that everyday seemed to bring a new experience. In 1996, John moved to Bonn, Germany to head the European marketing division for Dell Computers’ chief rival Compaq Computer Corp. As the usage of personal computers soared across Europe in the late 1990’s, John became a rising star. He was later hired away by Acer Inc., a Taiwanese computer hardware company looking to expand into Europe and was headquartered in Paris, France. After only one year at Acer Inc., John realized that he had made a mistake. At Acer, John faced a consumer base already leery of his products due to quality control issues in the production process of the computer motherboards. To make matters worse, the marketing strategy that he inherited from his predecessor had no foundation or direction. Unable to significantly improve the company’s European sales, John was asked to resign after three years with the company. For the first time that he could remember, John was on the outside looking in. Then he received a phone call from Tim Norflake, CEO of HTL, Inc., a multi-billion-dollar software firm based in New York. Tim Norflake, the CEO of HTL Inc., is a serial entrepreneur. He was born in New York and did his Bachelor in Marketing and his MBA in Entrepreneurship at the Stern School of Business at New York University. He started HTL Inc. ten years ago and has very quickly built it into a multi-billion-dollar business. HTL Inc. has all of their software development done offshore in a development center in New Delhi.

Tim wanted John to head up sales and marketing for the Southeast Asian division of his software company. Tim’s offer included a relatively low base salary compared to his previous jobs, but the

financial incentives for bringing the firm new business were very generous. Initially John was hesitant about the offer. His area of expertise was Europe, and his last significant involvement in Asia seemed like a lifetime ago when he helped broker the Penang manufacturing plant deal in Malaysia for Dell Computers. Also, he had never dealt with software or software programmers before. His previous companies built personal computers and computer components, not the software that went on them. After some reflection and the realization that a better offer wasn't coming, John decided, "Sales is Sales." If he could sell computer hardware, then he could sell computer software.

Nine months into his new role at HTL, Inc., John began to have his doubts. The boyish charm that worked so well in the U.S. and Europe did not have the same effect on his Asian counterparts. He had expected that the large sales incentive package would more than supplement his salary. However, he had yet to make a significant deal, and he was beginning to face the prospect of selling his home or risk foreclosure. Pressure was also coming from Tim. John could sense the disappointment and frustration in Tim's voice every time they spoke.

That changed when John landed the TechPadu deal. It had taken John a month to get someone from TechPadu to return his calls and another month for them to read his proposal. Negotiations with TechPadu's executive team were prolonged and tenuous. TechPadu's executives were negotiating from a position of strength, and they knew it. It was the type of deal that could transform HTL, Inc. into a global power. If TechPadu decided to adopt HTL, Inc.'s software, it could pave the way for its software to become the industry standard in all of southeast Asia. HTL, Inc. needed the deal, and John had to promise the moon to get it. Personally for John, not only would the commission from the deal strengthen his personal finances, but it also would restore Tim's faith in him.

Still on the call with Ajay about the deal, John sighs, "Ajay, we have been trying to break into the market in Malaysia for the last year, and we have had no success. This is a fifty-million-dollar project. We need this to break into the market. Once this project is done, we will have multiple projects from this company and others. This is critical."

"The operative word is successful completion of the project, not just getting the project. You have promised TechPadu a product that is still under development." said Ajay. "Where are we going to conjure up the product John?" "Well, I did tell them we are working out some of the kinks, and we should have it ready in 6 - 8 months." replied John.

The building's internal temperature is 55 degrees, which is optimal for the computers and servers. After coming in from 110 degrees outside, the sudden drop in temperature gives Ajay a blinding headache. "Six to eight months? It is not going to happen." replies Ajay. "Cancel the project or re-negotiate. Give me 14 months, and I will have a great product for you, I cannot do anything in 6 to 8 months." "I had a feeling you would say that Ajay. I have scheduled a teleconference for both of us with Tim Norflake in New York at 7 p.m. EST, which would be 9:30 a.m. your time. He will decide what needs to be done."

Last year, Tim Norflake decided that HTL Inc. should move from a project-based business model to creating and implementing software products. He decided that HTL Inc. was going to develop an Enterprise Resource Planning software product called HTL 3C. This product is a huge gamble for HTL Inc. as they are trying to move up the value chain from a project fee-based service to a product-based service. The key person during this transition is Ajay Srinivasan who was just hired specifically to head the team developing HTL 3C. Ajay has had a great deal of experience in product development in other

companies, and he was eager to join HTL Inc. to create a completely new product from scratch. Ajay was born in India and did his Bachelor in Engineering in Computer Science at the best engineering school in India and his Masters in Computer Science at Massachusetts Institute of Technology, Boston. He has had extensive experience working with Microsoft and Cisco Systems on computer networks and was handpicked by Tim Norflake to head the development team of HTL Inc. and its new enterprise software HTL 3C.

Tim Norflake believes that people respond to incentives, and his company has the following incentive structure. They have two reviews in a year. At the half yearly review, if an employee has not met targets, he or she is warned about it, and at the end of the year, if they still have not met the targets, they are fired. On the other hand, if they have met or exceeded their targets, their bonus could be as much as their annual pay. A lot of top performers double their annual pay under this system. Employees are given monthly targets and are expected to meet them. Exceeding a target in the previous month cannot compensate for missing a target in the current month. This has created a high-pressure environment, which has people working late hours, and it is normal to see people working during weekends and holidays.

Ajay walks into his office with a splitting headache cursing under his breath. He starts his computer and opens a virtual conference window with his team. All of them are there. "Guys, I have some good and bad news," he says. "First the good news, we have a fifty-million-dollar contract from TechPadu for the HTL 3C software suite." He hears cheers from his team. "Now for the bad news, we have to deliver and implement it in six to eight months." There is complete silence. Ajay continues "Can it be done?" There is a long pause. Tina Reddy his senior programmer replies, "We can try to do it, but eight months would just be enough for the alpha phase. We won't even have it ready for beta testing, and all the bugs will still be there. Will that be all right?" Ajay replies, "No, of course that is not all right. We can't implement a product with a whole bunch of bugs. How about if we all work on Saturdays and Sundays?" Tina responds, "Sir, most of us are already working twelve hours a day, and some of us work on the weekends. I am not sure how much more time we have." Ajay responds, "But what if all of us work on Saturdays and Sundays, and put in extra time?" Krish Patel, another programmer, responds "It will be difficult, but I think we should be able to do it. There will be some bugs, but we can constantly update their package as we fix it." Ajay says, "So then maybe if we negotiate for ten months to a year we can do it?" Krish says, "Yes I think we can," and everyone else except Tina says yes. Ajay speaks to Tina, "Listen, I am going to fight to have the contract re-negotiated but I need to know the bottom line. Do you agree with Krish's assessment?" Tina replies, "It is going to be very hard, but if everything goes right, we should be able to have a working product by one year. There will be bugs, and we will spend another two to three months working 100 hours a week to fix all of it. If the client expects us to have a bug free product in a year, then it is not possible, but if they are willing to work with some bugs, we should be able to do it." Ajay says, "All right, so we have consensus in the team, we will be able to deliver this product in a year?" This time everyone agrees. "I am going to have a teleconference with Tim Norflake and John Wilson in half an hour, and I would like Tina and Krish to be available in case I have to patch you in to answer some questions on the product."

Ajay's headache has receded, and he nervously waits for his meeting with Tim and John. It was a video conference over Skype. Tim, looking very affable and cheerful, comes onto the screen. "This is a great coup for us Ajay. We have broken into the Malaysian market. That was a great job John." Ajay frowns and replies, "It is a great opportunity, but I think there are some unrealistic expectations. We cannot

possibly get this done in eight months. When you hired me, I gave you an estimate of two to three years. We are jumping the gun here. We have to go back to TechPadu and ask for more time. I think if we rush it through, we should be able to give them a good product in 18 months.” John jumps in, “Tim the only reason they chose us over SAP, IBM, or other bigger firms is that we promised a fast turnaround time.” Ajay snaps irritably, “SAP and IBM have existing products which are already working. How can you go about promising a faster turnaround time than them when we don’t even have a product?”

Tim interrupts, “Now now Ajay we are all under pressure. John is just trying to get us into the market, and you guys have already had one year of work. You told me that you would get this done in two years’ time. One year is over, so we should have a product ready in another year. This is a \$50-million-dollar contract. If it goes through, we crack open the market in Southeast Asia. TechPadu is big in Malaysia, Singapore, Indonesia, and Australia. They have firms they consult with, and if they like HTL 3G, they will use it in all those firms. So this is not just a one-time fifty-million-dollar project. It could be a continuing long-term partnership between us and them. It will be in the billions of dollars in the long run. Now, I can definitely talk to the CEO of TechPadu and ask them to extend it for twelve months. But if I go to him, I am putting my personal credibility on the line, and I want guarantees that we can get it done in twelve months. Tell you what, if we get this thing done successfully, I will double your annual bonus. All of you will get a bonus equal to twice your annual pay. Now, I know you can do this. I just need you guys to be positive and commit to it.” Ajay comes back, “Tim give us fourteen months, and we should have it ready.” John shakes his head, but Tim says, “Done, I am going to fly to Kuala Lumpur to meet with the CEO of TechPadu, I will offer to absorb the costs by \$10 million and give them a personal guarantee that it will be done in fourteen months. Now I want both Ajay and John there when I meet the CEO. They are going to ask us about the product Ajay. I want you tell them it is ready, but we need the time to study their processes and customize the product for their company.” Ajay looks alarmed. “Tim that’s not what we agreed on. Customizing our product for their company will take time. I don’t have the man power to create the product and then customize it for them.” Tim responds “How many people do you need? You have 20 programmers. We can double it, and you can get it done in 7 months.” Ajay responds, “That is not how it works, we have to train the programmers to our product, and that will take anywhere from 3 – 6 months. Then, we cannot do all the activities in parallel. Some of them have to be done before others can start. If we have to customize the product, it will take us another six months or so in the best-case scenario.” John jumps in, “Didn’t you tell me that you were using the best industry practices for our product, so if TechPadu’s business practices are different, we will tell them to change their practices to fit our product as our business practices are based on best practices worldwide.” Ajay sighs and responds, “Worldwide standards may not be applicable to Malaysia, and furthermore, there are legal issues to take into account. Any implementation of the product in a different country would require some customization, which could take anywhere from six months to a year.” Tim replies, “Come on Ajay, I hired you because I thought you were a go-getter. But you keep coming up with problems and not solutions. You asked for more time, and I am giving you more time. Fourteen months and we will deliver the product to TechPadu. You can manage their requirements and keep it to the minimum. I want you in Kuala Lumpur. You are going to give them a demo of the product, but don’t tell them it is a prototype. Let them think that it is a working product and that we need fourteen months to customize it for them.” Ajay buckles under pressure and agrees. The video conference ends. Ajay calls his team into the conference room.

“So I have good news and bad news,” says Ajay. Tina narrows her eyebrows and says “I would like to hear the bad news first.” Ajay smiles and responds, “Well let me give you the good news first, we got fourteen months to finish the project, and Tim has promised to double our bonuses if we complete this project successfully.” Everyone but Tina smiles. Tina says, “Well what is the bad news then?” Ajay sighs, “We can’t tell the client we don’t have a product already. I need to show them a demo of the product, and we have to say that the fourteen months is for product customization.” Tina says quite angrily “That is impossible. We don’t have a working version of our product that does not crash, and we need the fourteen months to finish all the features. If we do it right the first time, we will have it done in fourteen months. How are we going to include their customization?” Krish says, “So long as you show them the demo and don’t let them handle it, we can avoid the crashes. They won’t know that most of the product is not working. We will have to keep the changes and customizations to the minimum when we gather requirements, and we will have to work 14-hour days, 7 days a week to make this happen.” Ajay says, “Pretty much, I will try and keep the customizations to the minimum, so it is not too burdensome. For the next year or so, please forget about any holidays or vacations. If you are not sleeping, you are going to be working. If we get this done, it will be a big break for us and probably a partnership with TechPadu, which could come to billions of dollars for the company.”

“I don’t see why we should break our backs, so Tim can reap the billions. We get our bonuses in rupees, which sounds a lot, but it is basically just twenty thousand dollars.” mutters Tina. Ajay looks at her and says, “Tell you what, you get this thing done, and I will move you and anyone in this team to projects in places you like. Tina you wanted to go to London, since your husband is there on a long-term project for TESCO. I am pretty sure I can arrange for your transfer to London after this project is completed, may be even in the same project as your husband. So are we all agreed? We need to get this done in fourteen months.” The entire team agrees.

Ajay flies to Kuala Lumpur to meet John and Tim. They make a successful presentation to the CEO of TechPadu, with Ajay successfully navigating the demo so that there are no crashes. The CEO of TechPadu seems quite happy and signs a \$50 million contract, with promises of a partnership after successful implementation of the product. Tim flies back to New York, and Ajay meets John for a drink at the Petronas Towers. “So are we going to get this thing done?” John asks. “You screwed us over John.” Ajay says. “This is going to be touch and go.” John replies, “I don’t have a choice Ajay. You know how the incentives work here, and if I don’t meet my targets, I am fired. With this I have met my target, now I have to look for the next sale.” Ajay replies, “Don’t you see that if we mess this project up, it does not matter if you had the sale. Successful completion of the project should be your focus, not just a sale.” John shook his head. “That is your problem. I am being judged on my performance, which has to do with making the sale. Once I am done, I am out of the picture. This is your baby. Now it’s your turn. If you feel so strongly about it, why did you not tell Tim it can’t be done? You should have stood your ground.” Ajay says, “He is my boss. We don’t tell our bosses no in India. That would be rude. I tried telling him how difficult it was going to be, that it was dangerous, and that I needed more time. If he still insists we do it, then all we can do is try.” John shook his head. “Ajay, you have lived in the U.S. You should know better. He wasn’t listening to any of that. Every time you said I will try, he was hearing we can do this. Now you have made a commitment, and he is going to hold you and your team to it. There is no trying with Tim; you either do it or you don’t.” Ajay sighs and says, “Well I’ve got to get back to New Delhi, it’s going to be hell for the next fourteen months.”

Ajay and his team work around the clock for the next fourteen months. A typical work week is 100 hours and some weeks it is 120 – 130 hours. No one takes a break. Ajay tries his best to keep the customization requirements from TechPadu to a minimum, but there are some. The HTL 3G team is quite proud of their work ethic and their ability to deliver, but the task put before them is very difficult. Eight months later, Tim Norflake makes a trip New Delhi to visit the HTL Inc. development center. He meets with Ajay, and then, unable to sleep because of the time difference between New York and New Delhi, he walks into the development center at 1 a.m. in the morning. He sees Ajay, Tina, Krish, and the entire team there working. He walks up to them and says, “You guys couldn’t sleep either? I am jet lagged, what’s your excuse?” Tina says, “We haven’t been home for a couple of days now; we are really working hard to get this done.” The rest of the team chimes in to show Tim how hard they have been working. Tim lets them talk for ten minutes or so and then smiles and says, “Well guys, in business, hard work is appreciated, but it is results that are rewarded. So get this project done well and successfully, and all of you will go far in the company.” The team continues to work hard, and at the end of fourteen months, they have most of the work done. The product is completed and tested. There are no bugs in the main product, but there are about 200 or so bugs in all the customizations that TechPadu wanted. Ajay, under pressure from Tim, goes ahead with the implementation at Kuala Lumpur. He sends Tina to handle the implementation, as she is the most experienced programmer. The team back in New Delhi continues to work round the clock to fix the bugs, but as the bugs are being fixed, new ones surface. Tina does an excellent job in keeping the TechPadu employees happy with her explanations on why there seem to be some crashes and shows them workarounds. She also prioritizes the bugs back to the team in New Delhi, so that they can be fixed overnight. The patches are uploaded overnight, and TechPadu is still unaware that the team in New Delhi is still fixing bugs. Two more months pass, and the stress of doing this job tells on Tina. She has not seen her husband, who is London, for sixteen months now. She has not had a day off, and she talks to Ajay about a transfer to a different project. Ajay asks her to wait for a few more months, saying that they are nearly there, but Tina has had enough. She already has had an offer from another company with higher pay, and the only reason she was staying on here was because of the promised posting to London. The new company is already processing her visa for a project in London. She quits.

Ajay cannot spare anyone from the current development team, and John pulls someone working in Malaysia for HTL Inc. on another project to liaison with TechPadu. Satish has been in Kuala Lumpur for three years and has had fifteen years of experience in the software industry. He has been working with HTL Inc. since its incorporation. He, however, is not aware of the background of the situation of this project. John Wilson is focused on getting new projects and is not interested in a project that are already underway, and Ajay is under pressure to get this project done. Satish met with the TechPadu employees, and when asked why there are still these minor problems after implementation, he told them that HTL Inc. had finished the product but was still bug fixing on the customization requested by TechPadu. There were about 80 more bugs to go. When asked why it was taking HTL Inc. sixteen months to get the modifications ready, he replied after looking at the internal documents that it took them fourteen months to finish the product, and the last two months was spent on creating and finishing the customizations. He assures them that all of it will be done in a month or so. The news reaches the CEO of TechPadu, who after talking to Satish, talks to his lawyer and threatens a law suit against HTL Inc. Tim Norflake, alarmed by this development, sends Harish Chandra over to Kuala Lumpur to talk to the CEO of TechPadu. Harish has an undergraduate degree in Computer Science and an MBA from the top schools in India and has had a very successful in turning around troubled projects.

He flies over to meet with the CEO of TechPadu, John Wilson, Ajay Srinivasan, and the development team in New Delhi to analyze the situation and make his recommendations.

## A.2 Case Evaluation Questions

SLO 1.0: Read the case and analyze it, identify one decision maker in this case, what are the issues and the dilemma for that decision maker. Identify the implications of the situation.

SLO 2.1 is not evaluated using this case study. It is evaluated using student presentations from the BUS 458 class.

SLO 2.2 is evaluated from the overall written composition of all answers to case study questions.

SLO 3.0: Given the information provided, explain any problems that might have arisen from the different cultural backgrounds of the principle characters and their impact on the ultimate success of the project. How might these issues have been better addressed?

SLO 4.0: Identify the ethical issues in the case. Who is impacted by these issues? Explain how they are impacted. Given your analysis of the ethical situation(s), and provide recommendations to address these ethical dilemma(s).

SLO 5.0: Recommend solution(s) to the problem(s) identified in question 1 and provide implications of the solution(s).



### A.3 Case Evaluation Rubrics

#### SLO 1.0

<b>Criteria</b>	<b>Identification of the problem</b>	<b>Analysis of the situation</b>	<b>Development of solution</b>
<b>Does not meet expectations Score: 1</b>	Fails to provide sufficient information to indicate an understanding of the current problem	Does not included all relevant components of the situation and shows little understanding of the complexity of the problem	Solution to the problem is a minor change to the current situation or not likely to be perceived as being implemented as a solution to the problem
<b>Score: 2</b>			
<b>Meets Expectations Score: 3</b>	Provides sufficient information that indicates an understanding of the problem	Identifies all relevant components of the given situation and demonstrates an understanding of the complexity of the problem	Response has the potential for being implemented as a solution to the problem and reflects a solution that is not currently being used
<b>Score: 4</b>			
<b>Exceeds Expectations Score: 5</b>	Identifies multiple elements of the problem and elaborates on the problem in ways that show insights beyond the stated situation	Identifies components of the situation that are beyond the given information and identifies unanswered questions that are of consequence to the solution	Response transforms the assumptions of the situation and is easily visualized as being implemented as a solution to the problem

**SLO. 2.1**

<b>Student</b>	<b>Organization</b>	<b>Use of vocabulary</b>	<b>Eye contact</b>	<b>Elocution</b>	<b>Mannerisms</b>	<b>Presentation of Information</b>
<b>Does not meet expectations Score: 1</b>	Lacks logical sequence, may jump around and/or lose focus	Uses slang or inappropriate words	Has minimum/excessive/ no eye contact with the audience to the point that the audience is distracted	Mumbles; frequently uses words or sounds, such as “uhs,” “like”, “you know”; words are mispronounced	Frequently demonstrates distracting mannerisms, such as bad posture, shifting of feet, jingling of coins etc.	Reads information or appears to be uncomfortable with the information
<b>Score: 2</b>						
<b>Meets Expectations Score: 3</b>	Presents information in a logical sequence which audience can understand and easily follow	Uses appropriate vocabulary /grammar	Maintains and manages eye contact with audience the majority of the time	Voice is easily understood, delivery is mostly clear and natural without many inappropriate words such as: “uhs,” “like”, “you know”	Displays no or minimal distracting mannerisms	Refers to notes or presentation material minimally
<b>Score: 4</b>						
<b>Exceeds Expectations Score: 5</b>	Presents information that indicates understanding of the need to gain attention, keep attention and enhance the audience’s understanding Focus and linking of sections/information is easily followed by the audience	Vocabulary indicates knowledge and understanding of the business issues	Maintains and manages eye contact with total audience throughout the presentation	Voice is understandable to all audience, degree of inflection is appropriate	Uses body language effectively and naturally to maintain audience’s interest	Speaks with no referring to notes

**SLO 2.2**

<b>Criteria</b>	<b>Use of vocabulary</b>	<b>Organization</b>	<b>Writing Mechanics</b>	<b>Depth of Discussion</b>
<b>Does not meet expectations Score: 1</b>	Uses slang or inappropriate vocabulary	Writing lacks logical sequence, lack of linkages between concepts which causes the reader to become confused	Frequent grammar errors and/or misspellings	Few of the issues, recommendations and/or explanations are supported
<b>Score: 2</b>				
<b>Meets Expectations Score: 3</b>	Uses vocabulary relevant to the subject and information is readily understood by the reader	Presents information in a logical sequence which reader can understand and easily follow	Less than 2 grammar error and/or misspellings	Most of the issues, recommendations and/or explanations are relevant and supported
<b>Score: 4</b>				
<b>Exceeds Expectations Score: 5</b>	Vocabulary indicates understanding of the managerial issue	Definite flow of information with focus and linkage of sections/information	Free of grammatical errors and misspellings	All issues, recommendations and/or explanations are well integrated, relevant, and supported

**SLO 3.0**

<b>Criteria</b>	<b>Application</b>	<b>Intercultural Competence (Analysis)</b>	<b>Evaluation</b>	<b>Synthesis</b>
<b>Does not meet expectations Score: 1</b>	Unable to relate standard business concepts/frameworks/literature/models within an international context	Unable to identify any aspect of cultural diversity in an international setting	Unable to assess the impact that unique cultural perceptions and experiences have in international business environments	Unable to develop a plan to overcome cultural obstacles
<b>Score: 2</b>				
<b>Meets Expectations Score: 3</b>	Demonstrates some ability to relate standard business concepts/frameworks/literature/models within an international context	Demonstrates basic cultural appreciation by identifying basic differences and similarities among nations	Provides basic assessment of the impact that unique cultural perceptions and experiences have in international business environments	Able to develop a limited plan to overcome the obstacles created by unique cultural perceptions and experiences with some consideration for a few relevant factors
<b>Score: 4</b>				
<b>Exceeds Expectations Score: 5</b>	Demonstrates ability to clearly and accurately relate standard business concepts/frameworks/literature/models within an international context	Demonstrates a complex understanding of cultural appreciation by identifying multiple cultural differences and similarities (e.g. values, ethics, communication style, beliefs, thought processes, practices, and rituals) among nations	Provides clear, accurate, and detailed assessment of the impact of unique cultural perceptions and experiences in the international business environments	Able to develop a realistic plan to overcome the obstacles created by unique cultural perceptions and experiences that addresses most/all relevant factors

**SLO 4.0**

<b>Criteria</b>	<b>Identification of the situation</b>	<b>Identification of stakeholders</b>	<b>Identification of implications</b>	<b>Recommended response</b>
<b>Does not meet expectations Score: 1</b>	Does not correctly identify the dilemma	Identifies few of the critical stakeholders	Identifies few of the positive and negative consequences of the situation	Does not articulate a reasonably good response to the situation
<b>Score: 2</b>				
<b>Meets Expectations Score: 3</b>	Identifies and explains the main dilemma	Identifies most of the critical stakeholders	Identifies the positive and negative consequences of the issue for all direct stakeholders	Indicates a good response to the situation that demonstrates a consideration of positive and negative implications for the direct stakeholders
<b>Score: 4</b>				
<b>Exceeds Expectations Score: 5</b>	Identifies multiple elements of the issue(s) and specifically identifies the dilemma of the decision maker	Identifies and explains the relationship among direct and indirect stakeholders	Identifies the positive and negative consequences of the issue by explaining the implications for all direct and indirect stakeholders	Recommended response clearly indicates the desire to balance the positive and negative consequences of the situation for all direct and indirect stakeholders

**SLO 5.0**

<b>Criteria</b>	<b>Identification of the problem</b>	<b>Analysis of the situation</b>	<b>Development of solution</b>
<b>Does not meet expectations Score: 1</b>	Fails to provide sufficient information to indicate an understanding of the current problem	Does not included all relevant components of the situation and shows little understanding of the complexity of the problem	Solution to the problem is a minor change to the current situation or not likely to be perceived as being implemented as a solution to the problem
<b>Score: 2</b>			
<b>Meets Expectations Score: 3</b>	Provides sufficient information that indicates an understanding of the problem	Identifies all relevant components of the given situation and demonstrates an understanding of the complexity of the problem	Response has the potential for being implemented as a solution to the problem and reflects a solution that is not currently being used
<b>Score: 4</b>			
<b>Exceeds Expectations Score: 5</b>	Identifies multiple elements of the problem and elaborates on the problem in ways that show insights beyond the stated situation	Identifies components of the situation that are beyond the given information and identifies unanswered questions that are of consequence to the solution	Response transforms the assumptions of the situation and is easily visualized as being implemented as a solution to the problem

## 2. BS in Computer Science

### Institutional Effectiveness Report

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Name of the Program/Department: BS in Computer Science

Year: 2017/2018

Name of the Preparer: M. Padmaja Rao

#### Mission

The Computer Science Department aims to instill in our students a sound knowledge of all key domains of the computing sciences while encouraging critical thinking, teamwork, innovation, and a lifelong love for learning. We have a vision of graduating engineers, who are ethical, creative in problem solving, effective communicators, respectful of their peers, and have a desire to serve their community. Our internship program and placement efforts actively assist students in finding computing jobs.

#### Program Learning Outcomes

1. Computer Science students at FMU will DEVELOP AND DEMONSTRATE critical thinking skills along with creativity to ANALYZE and solve software engineering and computational problems.
2. Computer Science students at FMU will DEVELOP AND DEMONSTRATE the ability to effectively communicate technical knowledge through presentations and writings.
3. Computer Science students at FMU will DEMONSTRATE an understanding of ethical challenges that may arise in the field of software engineering and be guided by high ethical standards.
4. Computer Science students at FMU will DEMONSTRATE that they know the core concepts within each computer science discipline: programming, computer architecture, software engineering, algorithms, operating systems, compiler theory, theory of computation, and database management.

#### Executive Summary

During the 2017-2018 academic year, the Computer Science program assessed five Student Learning Outcomes (SLOs). The SLOs covered areas such as ethics, written and oral communication skills, critical thinking ability, and creative problem solving.

The CS program employed department-developed rubrics and holistic evaluations in assessing the five SLOs. We measured two of the five SLOs by presenting eleven juniors in CS 340, Software Design and Development, with an ethics module that consisted of a series of readings, case studies, and discussion questions that engaged the student in ethical reflection. All the eleven students were evaluated by two

faculty members using ethics and written communication rubrics. The other three SLOs were measured in CS 480 (Capstone I)/CS 482 (Capstone II) through the capstone projects of graduating seniors who presented their projects at the annual Computer Science Symposium. All ten graduating seniors were evaluated by two faculty members using critical thinking, creative problem solving, and oral communication rubrics. We aimed to have 80% of student meet or exceed expectations for each SLO; therefore, we achieved our target for each of the five SLOs as 82%-100% of students met or exceeded expectations in their demonstration of ethical reasoning, written and oral communication, critical thinking ability, and creative problem-solving skills.

Based on these findings, the Computer Science program will continue to implement some strategies to increase student involvement and interdisciplinary thinking and anticipate seeing improved markers in the Class of 2019.

### Student Learning Outcomes

SLO 1.0 – ETHICS: Eighty percent (80%) of students in CS 340 (2015-2016 baseline:100%) will meet or exceed the expectations when identifying elements and dilemma, relationships among direct and indirect stakeholders, positive and negative issue consequences and DEMONSTRATE the ability to recommend a response that balances the positive and negative consequences for the stakeholders in ethics case study modules.

SLO 2.0 – WRITTEN COMMUNICATION: Eighty percent (80%) of students in CS 340 (2015-2016 baseline = 93.75%) will meet or exceed the expectations when DEMONSTRATING the proper use of vocabulary, organized presentation of information, thoughtful presentation of well-reasoned arguments, and written reports which are free of grammatical and spelling errors in their response to ethics case study modules.

SLO 3.0 – ORAL COMMUNICATION: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed the expectations when demonstrating the proper use of vocabulary, organized presentation of information, appropriate amount of eye contact with audience, effective use of body language, minimal use of written notes, and understandable projection of voice in their presentation of their final capstone project.

SLO 4.0 – CRITICAL THINKING: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed expectations when identifying and understanding the information systems problem at their heart of their project, gathering and managing functional and non-functional requirements, implementing risk management, implementing project timeline and team management, and implementing a viable solution that meets functional and non-functional requirements for their self-assigned projects.

SLO 5.0 – CREATIVITY: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed expectations in their approach to solving business problems by demonstrating creative ability, elaborate on the problem in ways to show insights beyond the stated situation, identifying components of the situation that are beyond the given information, identifying unanswered questions that are of consequence to the solution, and developing a solution that transforms the



assumptions of the situation and can be feasibly implemented in the context of their self-assigned projects.

## Assessment Methods

SLO 1.0 - ETHICS Eighty percent (80%) of students in CS 340 (2015-2016 baseline:100%) will meet or exceed the expectations when identifying elements and dilemma, relationships among direct and indirect stakeholders, positive and negative issue consequences and DEMONSTRATE the ability to recommend a response that balances the positive and negative consequences for the stakeholders in ethics case study modules. This will be evaluated by two faculty members using a departmentally-developed rubric assessing student responses to a standardized ethics module.

SLO 2.0 – WRITTEN COMMUNICATION: Eighty percent (80%) of students in CS 340 (2015-2016 baseline = 93.75%) will meet or exceed the expectations when DEMONSTRATING the proper use of vocabulary, organized presentation of information, thoughtful presentation of well-reasoned arguments, and written reports which are free of grammatical and spelling errors in their response to ethics case study modules. This will be evaluated by two faculty members using a departmentally-developed rubric assessing student responses to a standardized ethics module.

SLO 3.0 – ORAL COMMUNICATION: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed the expectations when demonstrating the proper use of vocabulary, organized presentation of information, appropriate amount of eye contact with audience, effective use of body language, minimal use of written notes, and understandable projection of voice in their presentation of their capstone project. This will be evaluated by two faculty members using a departmentally-developed rubric during the students' final capstone presentation at the annual symposium.

SLO 4.0 – CRITICAL THINKING: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed expectations when identifying and understanding the information systems problem at their heart of their project, gathering and managing functional and non-functional requirements, implementing risk management, implementing project timeline and team management, and implementing a viable solution that meets functional and non-functional requirements for their self-assigned projects. This will be evaluated by two faculty members using a departmentally-developed rubric and holistic evaluations based on regular meetings and written and oral communications assessing the process and product for each student's capstone projects.

SLO 5.0 – CREATIVITY: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed expectations in their approach to solving business problems by demonstrating creative ability, elaborate on the problem in ways to show insights beyond the stated situation, identifying components of the situation that are beyond the given information, identifying unanswered questions that are of consequence to the solution, and developing a solution that transforms the assumptions of the situation and can be feasibly implemented in the context of their self-assigned projects. This will be evaluated by two faculty members using a departmentally-developed rubric and holistic evaluations based on regular meetings and written and oral communications assessing the process and product for each student's capstone projects.

## Assessment Results

SLO 1.0 – ETHICS: Eighty percent (80%) of students in CS 340 (2015-2016 baseline:100%) will meet or exceed the expectations when identifying elements and dilemma, relationships among direct and indirect stakeholders, positive and negative issue consequences and DEMONSTRATE the ability to recommend a response that balances the positive and negative consequences for the stakeholders in ethics case study modules. This will be evaluated by two faculty members using a departmentally-developed rubric assessing student responses to a standardized ethics module. Since 91% of students for the 2017-18 academic year met or exceeded expectations for this learning outcome, our target of 80% was reached.

SLO 2.0 – WRITTEN COMMUNICATION: Eighty percent (80%) of students in CS 340 (2015-2016 baseline = 93.75%) will meet or exceed the expectations when DEMONSTRATING the proper use of vocabulary, organized presentation of information, thoughtful presentation of well-reasoned arguments, and written reports which are free of grammatical and spelling errors in their response to ethics case study modules. This will be evaluated by two faculty members using a departmentally-developed rubric assessing student responses to a standardized ethics module. Since 82% of students for the 2017-18 academic year met or exceeded expectations for this learning outcome, our target of 80% was reached.

SLO 3.0 – ORAL COMMUNICATION: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed the expectations when demonstrating the proper use of vocabulary, organized presentation of information, appropriate amount of eye contact with audience, effective use of body language, minimal use of written notes, and understandable projection of voice in their presentation of their final capstone project. This will be evaluated by two faculty members using a departmentally-developed rubric during the students' final capstone presentation at the annual symposium. Since 90% of students for the 2017-18 academic year met or exceeded expectations for this learning outcome, our target of 80% was reached.

SLO 4.0 – CRITICAL THINKING: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed expectations when identifying and understanding the information systems problem at their heart of their project, gathering and managing functional and non-functional requirements, implementing risk management, implementing project timeline and team management, and implementing a viable solution that meets functional and non-functional requirements for their self-assigned projects. This will be evaluated by two faculty members using a departmentally-developed rubric and holistic evaluations based on regular meetings and written and oral communications assessing the process and product for each student's capstone projects. Since 90% of students for the 2017-18 academic year met or exceeded expectations for this learning outcome, our target of 80% was reached.

SLO 5.0 - CREATIVITY: Eighty percent (80%) of students in CS 480/CS 482 (2015-2016 baseline: 100%) will meet or exceed expectations in their approach to solving business problems by demonstrating creative ability, elaborate on the problem in ways to show insights beyond the stated situation, identifying components of the situation that are beyond the given information, identifying unanswered questions that are of consequence to the solution, and developing a solution that transforms the assumptions of the situation and can be feasibly implemented in the context of their self-assigned projects. This will be evaluated by two faculty members using a departmentally-developed rubric and holistic evaluations based on regular meetings and written and oral communications assessing the process and product for each student's capstone projects. Since 100% of students for the 2017-18 academic year met or exceeded expectations for this learning outcome, our target of 80% was reached.

The assessment results are from Spring 2018

	Benchmark	CS 340	CS 480/CS 482
Ethics	80%	91%	
Written Communication	80%	82%	
Oral Communication	80%		90%
Critical Thinking	80%		90%
Creative Problem Solving	80%		100%

**Table 4: Assessment results from Spring 2018**

SLO 1.0: Ethical reasoning Computer Science students will be aware of ethical issues that they might encounter in the context of practicing software engineering.

- 91% of juniors in CS 340 met or exceeded expectations in ethics.
- **We conclude that the benchmark has been achieved** since over 80% of the student met or exceeded expectations in the Spring of 2018.

SLO 2.0: Computer Science students will be able to demonstrate superior written communication skills

- Written communication skills have been assessed at the junior level. 82% of the students met or exceeded expectations in the Spring 2018.
- **We conclude that the benchmark has been achieved.** Over 80% of the student met or exceeded expectations in Spring 2018.

SLO 3.0: Computer Science students will be able to demonstrate superior oral communications skills

- Graduating seniors were tested in CS 480/CS 482 for oral communication skills. 90% of the seniors met or exceeded expectations in oral communication in their capstone projects in Spring 2018.
- **We conclude that the benchmark has been achieved.** Over 80% of the student met or exceeded expectations in Spring 2018.

SLO 4.0: Computer Science graduates will analyze information system problems critically and logically.

- 90% of graduating seniors tested met or exceeded expectations using critical thinking in their capstone projects in Spring 2018.

- **We conclude that the benchmark has been achieved.** Over 80% of the student met or exceeded expectations in Spring 2018.

SLO 5.0: Computer Science graduates will demonstrate creativity in their approach to solving information systems problems.

- 100% of the graduating seniors met or exceeded expectations giving creative solutions in their capstone projects in Spring 2018.
- **We conclude that the benchmark has been achieved.** Over 80% of the student met or exceeded expectations in Spring 2018.

### Action Items

The Computer Science faculty would like to aim to have all our students exceed expectations especially in the areas OF oral and written communications and ethics.

#### 1. Oral Communication

In their junior year, Computer Science students do a presentation in CS 340. Although the course instructor (Rao) does review the presentation with the respective student, the CS faculty concluded that students would benefit more from a review of video-taped presentations and have begun implementing this method with the Class of 2018. As we expected this experience and analysis did have a positive impact on their senior capstone presentations at the Computer Science Symposium in Spring 2018. We will continue to implement this action. We also plan on incorporating an extra practice session with reflection component before the seniors' presentations at the CS Symposium in Spring 2019.

#### 2. Written Communications

English 318, Technical Writing, is a requirement for Computer Science majors. The CS faculty would like to continue to work closely with the Technical Writing instructor so that the course includes an emphasis of content organization and depth of discussion. We would also like to make it mandatory that students will have to have a minimum of one visit to the writing center before submitting their writings.

#### 3. Ethics

In their junior year, the CS 340 instructor (Rao) introduced ethics discussions using the ACM/IEEE Software Engineering Code of Ethics. This was followed by giving the students a software engineering module which consists of a series of readings, case studies and discussion questions that engage the student in ethical reflection. Students were given six weeks to complete the assignment. The CS faculty believed that the students should be given one or more examples on how to approach the discussions in the module before beginning the assignment which might result in broader and deeper discussions. This proved to be true with 2017-2018 juniors. Rao will continue to implement this action with the 2018-2019 junior class.

#### 4. Critical Thinking

In their junior year, in CS 313 (Systems Design and Development) and CS 340 (Software Design and Development), the juniors design and implement an information system. The CS faculty would like there

to be a greater emphasis in these courses on the requirement document as an evolving document which is to be updated and evaluated all throughout the design and implementation of their systems. The students' final projects should be even more strictly evaluated for adhering to this document or meeting requirements. This process should be followed again in CS 480/CS 482, with the capstone projects. We believe this will result in the improvement of the students conceptual and analytical skill

### 3. Economics (BS/BA)

## **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>Economics (BS/BA)</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Caroliniana S. Padgett</b>

#### **Program Mission Statement**

- The Mission of the Department of Economics is to reflect the dual emphases on understanding the economic way of thinking and developing the ability to apply economic reasoning to real world economic issues. In addition to emphasizing the learning goals in the School of Business mission statement, students majoring in economics will become capable and knowledgeable members of society and their profession.

#### **Program Learning Outcomes (PLOs)**

Economics majors at FMU will:

- Learn to think critically about real world economic issues and problems.
- Develop knowledge of microeconomic theory and how it is related to market outcomes.
- Develop knowledge of macroeconomic theory and how government policy can affect economies.
- Demonstrate competence in both written and oral communication of economic theories and solutions.

#### **Executive Summary of Report (one-page maximum)**

During the 2017-2018 academic year, the Department of Economics assessed five Student Learning Outcomes (SLOs). The SLOs covered areas such as core microeconomic and macroeconomic theory, critical thinking, written and oral skills and overall satisfaction with the economics program.

The 2017-2018 school year showed significant improvement in many areas for students in the BS/BA program in Economics. While not all targets were achieved, many scores improved, and in some cases, dramatically. Students in the senior capstone performed exceptionally well in the area of critical thinking about economic ideas. Students in the same course met or exceeded expectations in both written and oral communication, a significant improvement from last academic year. The senior capstone shifted focus this year to reemphasizing and evaluating core economic concepts. This difference appears to have made an effect on the overall performance of students. Students in the senior capstone course also sat for the ETS field exam in Economics. Scores improved this year, although we did achieve the goal set for this academic year. Finally, students continued to indicate their overall satisfaction with the Economics program, with an overall positive review.

In Microeconomics, there was a large gain in the number of students that met or exceeded expectations for written essays. With the shift in how the course was delivered, students had a different experience this year. The course was online and while students still had opportunities for discussion and writing, the feedback and interaction was different. This is a learning outcome that will be continued to be monitored as we alternate online and face-to-face offerings. In Macroeconomics, there was a small gain in student performance as well.

Next academic year, there will be a greater emphasis on writing in all economics courses, but especially in the senior capstone course. Given the progress in oral and written communication this semester, this complementary element is intended to improve critical thinking scores. There will also be a shift again in the senior capstone to include more data analysis that will result in a strong senior research paper. To connect outside the classroom, guest speakers, conference presentations and experiential learning are all under consideration to improve outcomes.

### **Student Learning Outcomes (SLOs)**

Economics majors at FMU will:

SLO 1: Analyze problems related to economics problems, such as: monetary and fiscal policy, environmental policy, international economics and data analysis.

SLO 2: Demonstrate their knowledge of microeconomic theory.

SLO 3: Demonstrate their knowledge of macroeconomic theory.

SLO 4: Communicate in written and oral form about economic theory and policy.

SLO 5: Provide a positive endorsement of their overall experience in the program.

### **Assessment Methods**

Economics majors at FMU will:

SLO 1: Analyzed problems related to monetary and fiscal policy, environmental policy, international economics and data analysis by assessing student essays graded with the departmental critical thinking rubric. The target was for 75% of students to meet or exceed expectations across all categories (**benchmark =93%**).

SLO 2: Demonstrated their knowledge of microeconomic theory by sitting for the ETS Major Field Test in microeconomic theory. The target was to increase the percent of students meeting or exceeding the internal expectation (five year average of FMU students at the 50<sup>th</sup> Percentile) to 75% (**benchmark =72%**). Students also wrote essays about topics in microeconomics in Intermediate Microeconomics, ECON 310, have been evaluated by a departmental microeconomics rubric. The target was that 75% of students met or exceeded expectations (**benchmark = 64%**).

SLO 3: Demonstrated their knowledge of macroeconomic theory by sitting for the ETS Major Field Test in macroeconomic theory. The target was to increase the percent of students meeting or exceeding the internal expectation (five year average of FMU students at the 50<sup>th</sup> Percentile) to 75% (**benchmark** = 57%). Students also wrote essays about topics in macroeconomics in Intermediate Macroeconomics, ECON 320, that have been evaluated by a departmental macroeconomics rubric. The target was that 75% of students will meet or exceed expectations (**benchmark** = 65%).

SLO 4: Communicated in written and oral form about economic theory and policy as assessed by the departmental rubrics for written and oral communication. The target was for 75% of students to meet or exceed expectations. The **benchmark** is 100%.

SLO 5: Provided a positive endorsement of their overall experience in the program as measured by a survey completed by graduating economics seniors. The target was for 80% of students to provide an overall positive endorsement rating (percent agree + strongly agree) on the survey (**benchmark** = 94%).

## Assessment Results

SLO 1: To investigate critical thinking, student essay papers were written for class. All categories of monetary and fiscal policy, environmental policy, international economics and data analysis were included in the essays. On the essays, 82% of students met or exceeded expectations. In the criteria of “problem identification,” “information acquisition,” and “information organization” students exceeded expectations the most. Students were weakest in “problem identification” and “information acquisition.” See Table 1 below for the full results. See the Appendix for the rubric for Critical Thinking.

Table 1: Critical Thinking Evaluation

Criteria	Percent of Students		
	Exceeds	Meets	Below
Problem Identification	36	36	28
Information Acquisition	36	36	28
Information Organization	36	46	18
Proper Evaluation	27	46	27
Overall Summary Score	46	36	18

Overall, 82% of students met or exceeded expectations. Since our target was 75%, this goal was achieved.

SLO 2:

2.1 On the microeconomics section of the ETS Field Exam in Economics, 27% of students met or exceeded expectations nationally. This is measured by students achieving the 50<sup>th</sup> percentile or greater nationally. Comparing to past FMU results, 46% of students met or exceeded expectations at FMU. This is measured by students achieving the 50<sup>th</sup> percentile or greater at FMU. Since our goal was 75%, this target was not achieved.



2.2 On the essays written in ECON 310, 83% of students met or exceeded expectations. Students participated in online discussions of real world topics and were then asked to complete written analyses of the discussions and their own readings. The results indicated that overall, 83% of students met or exceeded expectations for the essays written. Individually however, students struggled in evaluating microeconomics.

Table 2: Microeconomics

Criteria	Percent of Students		
	Exceeds	Meets	Below
Identify Relevant Microeconomic Concepts, Theories and Problems	4	83	13
Apply Concepts and Theory to Microeconomic Problems	4	65	31
Communication of Microeconomic Concepts, Theories and Policies	4	61	35
Evaluation and Microeconomic Recommendations	4	44	52
Overall Summary Score	13	70	17

SLO 3:

3.1 On the macroeconomics section of the ETS Field Exam in Economics, 27% of students met or exceeded expectations nationally. This is measured by students achieving the 50<sup>th</sup> percentile or greater nationally. Comparing to past FMU results, 55% of students met or exceeded expectations at FMU. This is measured by students achieving the 50<sup>th</sup> percentile or greater at FMU. Since our goal was 75%, this target was not achieved.

3.2 On the essays written in ECON 320, 68% of students met or exceeded expectations. Students were strongest in their ability to “apply concepts and theory to macroeconomic problems” and “communication of macroeconomic concepts, theories and policies.” Students were weakest in the “evaluation and macroeconomic recommendations.” See Table 3 below for the full results. See the Appendix for the rubric for Macroeconomics. Since our goal was 75%, this target was not achieved.

Table 3: Macroeconomics

Criteria	Percent of Students		
	Exceeds	Meets	Below
Identify Relevant Macroeconomic Concepts, Theories and Problems	18	50	32

Apply Concepts and Theory to Macroeconomic Problems	27	46	27
Communication of Macroeconomic Concepts, Theories and Policies	32	41	27
Evaluation and Macroeconomic Recommendations	14	54	32
Overall Summary Score	36	32	32

SLO 4: All students completed an analysis of a topic of their choice, related to economic thoughts or ideas.

For written communication, 100% of students met or exceeded expectations. There were the most students that exceeded expectations in “use of vocabulary” and “depth of discussion” and the most students below expectations in both “organization” and “writing mechanics.” See Table 4 below for full results. See the Appendix for the rubric for Written Communication.

For oral communication, 100% of students met expectations. The “eye contact” criteria has the most exceed expectations. The “organization” criteria has the most below expectations students. See Table 5 below for full results. See the Appendix for the rubric for Oral Communication.

Since our goal was 75% for both, the targets were achieved.

Table 4: Written Communication

Criteria	Percent of Students		
	Exceeds	Meets	Below
Use of Vocabulary	36	64	0
Organization	27	73	0
Writing Mechanics	27	73	0
Depth of Discussion	36	55	9
Overall Summary Score	55	45	0

Table 5: Oral Communication

Criteria	Percent of Students		
	Exceeds	Meets	Below
Organization	27	73	0
Use of Vocabulary	36	46	18
Eye Contact	45	55	0
Elocution	36	55	9
Mannerisms	36	55	9
Presentation of Information	36	64	0
Overall Summary Score	55	45	0

SLO 5: The results of the senior survey are described in Table 6 below. Across all questions asked, the data suggested an overall positive endorsement rating of 97.46%. See the Appendix for the full survey. Since our goal was 80%, this target was achieved.

Table 6: Results of Senior Survey of Economics Majors

Question	Percent Agree or Strongly Agree
I believe that the Economics major was the correct choice for me.	100%
I am glad I majored in Economics.	100%
I have not had issues with scheduling classes needed for graduation.	89%
The content of the Economics courses have matched their descriptions listed in the catalog.	89%
I have been advised effectively by the Economics faculty.	89%
The courses offered by the Economics Program will be helpful to my career.	100%
The Economics Program provided me with an excellent education.	100%
The Economics Program stimulated my interest in inquiry and research.	100%
Overall, my Economics courses have been informative and well presented.	100%
The Economics major helped me to think critically about real world economic issues and problems.	100%
I developed knowledge of microeconomic theory and how it is related to market outcomes.	100%
I developed knowledge of macroeconomic theory and how government policy can affect economies.	100%
I improved my competence in both written and oral communication of economic theories and solutions.	100%

## Action Items

SLO 1: Analyze problems related to monetary and fiscal policy, environmental policy, international economics and data analysis by assessing student essays graded with the departmental critical thinking rubric. The target was for 75% of students to meet or exceed expectations across all categories (**benchmark =93%**).

Results indicated 82% of students achieved the target in critical thinking. These essays are written in the capstone economic course, where students were expected to be able to summarize their academic experience. During the 2017-2018 academic year, the senior capstone was redesigned to include more current event discussions, as well as reinforcement of economic ideas. This seemed to have made a significant difference in student performance. Based on these findings, for 2018-2019, the capstone course will continue to include more of these current event discussions in all of these areas: monetary and fiscal policy, environmental policy, international economics and data analysis. The course is also going to have more opportunities for students to practice writing about economics, which is intended to also improve critical thinking skills.

SLO 2: Demonstrate their knowledge of microeconomic theory by sitting for the ETS Major Field Test in microeconomic theory. The target was to increase the percent of students meeting or exceeding the internal expectation (five year average of FMU students at the 50<sup>th</sup> Percentile) to 75% (**benchmark =72%**). Students also wrote essays about topics in microeconomics in Intermediate Microeconomics, ECON 310, that were evaluated by a departmental microeconomics rubric. This was a new assessment tool for 2016-2017. The target was that 75% of students will meet or exceed expectations.

Results indicate that students still struggled to exceed expectations nationally, but made a significant improvement in the ETS exam this academic year. In microeconomics, 27% of students met or exceeded expectations nationally. Additionally, 46% of students met or exceeded expectations relative to past performance at FMU. For the written essays, 83% of students met or exceeded expectations. This seems to be a result of the emphasis applying the core theory of microeconomics. For 2018-2019, in ECON 310, students will continue to be given more opportunities to apply microeconomic concepts rather than learning only theory. This seems to be a proven way to improve outcomes. This will continue to be done by discussing and analyzing current events that are related to each microeconomic topic covered, as well as some new approaches outside the classroom.

SLO 3: Demonstrate their knowledge of macroeconomic theory by sitting for the ETS Major Field Test in macroeconomic theory. The target was to increase the percent of students meeting or exceeding the internal expectation (five year average of FMU students at the 50<sup>th</sup> Percentile) to 75% (**benchmark = 57%**). Students also wrote essays about topics in macroeconomics in Intermediate Macroeconomics, ECON 320, that were evaluated by a departmental macroeconomics rubric. This was a new assessment tool for 2016-2017. The target was that 75% of students would meet or exceed expectations.

Results indicated that much like microeconomics, students struggled relative to national standards on the macroeconomics section of the ETS exam as well. Only 27% of students met or exceeded expectations nationally, while 55% met or exceed relative to past performance at FMU. For the essays related to macroeconomics, 68% of students met or exceed expectations. For 2018-2019, in ECON 320, students will be given more

opportunity to see theory and real world connectivity. Both with in class discussions and opportunities outside the classroom, students will be able to connect the pieces together more proficiently.

SLO 4: Communicate in written and oral form about economic theory and policy as assessed by the departmental rubrics for written and oral communication. The target was for 75% of students to meet or exceed expectations. The benchmark was 100%.

Results indicated that students did achieve the standards set forth in the oral and written comprehension goal. The senior seminar, ECON 450, evaluates these criteria. In both cases, 100% of students met or exceeded expectations. In order to maintain these high scores, students will continue to do multiple presentations with instructor and student feedback to allow for growth over the course of the semester. Writing will continue to be a significant focus in the senior seminar with more short papers, allowing students to practice more frequently to refine writing skills.

SLO 5: Provide a positive endorsement of their overall experience in the program as measured by a survey completed by graduating economics seniors. The target was for 80% of students to provide an overall positive endorsement rating (percent agree + strongly agree) on the survey. Since this was a new assessment, there was no benchmark data.

The results for the senior survey indicated an overall positive endorsement rating of 97.46%. Since our goal was 80%, this target was achieved. We plan to continue to use the senior survey as an indirect measure of student learning. Based on some individual commentary regarding the availability of courses, the faculty are examining the option to include more data analysis (econometrics) in the capstone senior seminar course. This should give students the opportunity to have a polished final product that can be advantageous as they apply for jobs or graduate school.

**Appendix**  
**Rubric Critical Thinking**

<b>Criteria</b>	<b>Problem Identification</b>	<b>Information Acquisition</b>	<b>Information Organization</b>	<b>Proper Evaluation</b>
<b>Does Not Meet Expectations</b> <b>Score: 1</b>	Incorrectly identifies the problem	Does not identify appropriate information or includes irrelevant information	Fails to correctly arrange information to indicate understanding of the problem	Fails to correctly provide an acceptable answer to the business problem
<b>Score: 2</b>				
<b>Meets Expectations</b> <b>Score: 3</b>	Identifies the problem	Identifies the stated information that is relevant for understanding the problem	Orders information that indicates understanding of information to utilize in decision making	Provides an acceptable response to the business problem
<b>Score: 4</b>				
<b>Exceeds Expectation</b> <b>Score: 5</b>	Identifies the problem as well as the implications	Identifies information that is relevant but not specifically provided	Organizes information that clearly indicates understanding of the information's priority to the decision making process	Response to the business problem indicates in-depth understanding of the situation

Range: 4 – 20

Evaluation of score:

Below expectations: 10 or less

Meets expectations: 11 to 14

Exceeds expectations: 15 or higher

Rubric: Microeconomics

<b>Criteria</b>	<b>Identify Relevant Microeconomic Concepts, Theory &amp; Problems</b>	<b>Apply Concepts &amp; Theory to Microeconomic Problems</b>	<b>Communication of Microeconomic Concepts, Theories &amp; Policies</b>	<b>Evaluation and Microeconomic Recommendations</b>
<b>Does Not Meet Expectations Score: 1</b>	Fails to identify relevant microeconomic concepts, theory or questions	Incorrectly applies Microeconomic theory or misses significant economic issues	Lacks clarity, organization or depth of understanding the Microeconomic concepts, theory or its application	Fails to provide relevant microeconomic insight or policy recommendation
<b>Score: 2</b>				
<b>Meets Expectations Score: 3</b>	Identifies some relevant microeconomic concepts, theory & questions	Limited application of microeconomic theory & methodology	Does not provide support for some microeconomic claims or misses communicating relevant economic details	Provides basic microeconomic insight to the microeconomic problem
<b>Score: 4</b>				
<b>Exceeds Expectation Score: 5</b>	Identifies relevant microeconomic concepts, theory & questions as well as their importance	Applies microeconomic concepts, theory and methodology to issues that are relevant but not specifically provided	Effectively communicates the microeconomic theory and its application to support the economic analysis	Response to the microeconomic question indicates in-depth understanding of relevant microeconomic issues and tradeoffs

Range: 4 – 20

Evaluation of score:

Below expectations: 10 or less

Meets expectations: 11 to 14

Exceeds expectations: 15 or higher

Rubric: Macroeconomics

<b>Criteria</b>	<b>Identify Relevant Macroeconomic Concepts, Theory &amp; Problems</b>	<b>Apply Concepts &amp; Theory to Macroeconomic Problems</b>	<b>Communication of Macroeconomic Concepts, Theories &amp; Policies</b>	<b>Evaluation and Macroeconomic Recommendations</b>
<b>Does Not Meet Expectations Score: 1</b>	Fails to identify relevant macroeconomic concepts, theory or questions	Incorrectly applies Macroeconomic theory or misses significant economic issues	Lacks clarity, organization or depth of understanding the Macroeconomic concepts, theory or its application	Fails to provide relevant macroeconomic insight or policy recommendation
<b>Score: 2</b>				
<b>Meets Expectations Score: 3</b>	Identifies some relevant macroeconomic concepts, theory & questions	Limited application of macroeconomic theory & methodology	Does not provide support for some macroeconomic claims or misses communicating relevant economic details	Provides basic macroeconomic insight to the macroeconomic problem
<b>Score: 4</b>				
<b>Exceeds Expectation Score: 5</b>	Identifies relevant macroeconomic concepts, theory & questions as well as their importance	Applies macroeconomic concepts, theory and methodology to issues that are relevant but not specifically provided	Effectively communicates the macroeconomic theory and its application to support the economic analysis	Response to the macroeconomic question indicates in-depth understanding of relevant macroeconomic issues and tradeoffs

Range: 4 – 20

Evaluation of score:

Below expectations: 10 or less

Meets expectations: 11 to 14

Exceeds expectations: 15 or higher



## Rubrics for Written Communication

<b>Criteria</b>	<b>Use of vocabulary</b>	<b>Organization</b>	<b>Writing Mechanics</b>	<b>Depth of Discussion</b>
<b>Does not meet expectations Score: 1</b>	Uses slang or inappropriate vocabulary	Writing lacks logical sequence, lack of linkages between concepts which causes the reader to become confused	Frequent grammar errors and/or misspellings	Few of the issues, recommendations and/or explanations are supported
<b>Score : 2</b>				
<b>Meets Expectations Score: 3</b>	Uses vocabulary relevant to the subject and information is readily understood by the reader	Presents information in a logical sequence which reader can understand and easily follow	Less than 2 grammar error and/or misspellings	Most of the issues, recommendations and/or explanations are relevant and supported
<b>Score : 4</b>				
<b>Exceeds Expectations Score: 5</b>	Vocabulary indicates understanding of the managerial issue	Definite flow of information with focus and linkage of sections/information	Free of grammatical errors and misspellings	All issues, recommendations and/or explanations are well integrated, relevant, and supported

Score Range: 4 - 20

Evaluation of score:

Below expectations: 10 or less

Meets expectations: 11 to 14

Exceeds expectations: 15 or higher

Rubrics for Oral Communication

Student	Organization	Use of vocabulary	Eye contact	Elocution	Mannerisms	Presentation of Information
<b>Does not meet expectations Score: 1</b>	Lacks logical sequence, may jump around and/or lose focus	Uses slang or inappropriate words	Has minimum/excessive/ no eye contact with the audience to the point that the audience is distracted	Mumbles; frequently uses words or sounds, such as “uhs,” “like”, “you know”; words are mispronounced	Frequently demonstrates distracting mannerisms, such as bad posture, shifting of feet, jingling of coins etc.	Reads information or appears to be uncomfortable with the information
<b>Score : 2</b>						
<b>Meets Expectations Score: 3</b>	Presents information in a logical sequence which audience can understand and easily follow	Uses appropriate vocabulary /grammar	Maintains and manages eye contact with audience the majority of the time	Voice is easily understood, delivery is mostly clear and natural without many inappropriate words such as: “uhs,” “like”, “you know”	Displays no or minimal distracting mannerisms	Refers to notes or presentation material minimally
<b>Score : 4</b>						
<b>Exceeds Expectations Score: 5</b>	Presents information that indicates understanding of the need to gain attention, keep attention and enhance the audience’s understanding Focus and linking of sections/information is easily followed by the audience	Vocabulary indicates knowledge and understanding of the business issues	Maintains and manages eye contact with total audience throughout the presentation	Voice is understandable to all audience, degree of inflection is appropriate	Uses body language effectively and naturally to maintain audience’s interest	Speaks with no referring to notes

**Range: 6 – 30**

**Evaluation of score:**

**Below expectations: 15 or below**

**Meets expectations: 16 – 21**

**Exceeds expectations: 22 or higher**

# Senior Questionnaire

Expected Graduation Date: \_\_\_ / \_\_\_ (month/year)

Please mark the appropriate response or answer the question/statement for each item below. There is space on the last page for additional comments.

## I. Overall Evaluation

1. I decided to major in Economics during this period:

Before College       Freshman Year       Sophomore Year  
 Junior Year       Senior Year

2. I majored in Economics for the following reasons:

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3. I am glad I majored in Economics.

Strongly Agree       Agree       Neutral  
 Disagree       Strongly Disagree

4. I would like to see these changes in Economics:

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## II. Administration

1. I have never had issues scheduling classes needed for graduation.

Strongly Agree       Agree       Neutral  
 Disagree       Strongly Disagree

2. The content the Economics courses have been appropriate to their listed descriptions.

Strongly Agree       Agree       Neutral  
 Disagree       Strongly Disagree

3. I have been advised effectively by the Economics faculty.

Strongly Agree       Agree       Neutral  
 Disagree       Strongly Disagree

4. Please comment on any issue regarding the Administration of the Economics major.

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**III. Preparation for Career**

1. The courses offered by the Economics faculty will be helpful to my career.

\_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Agree      \_\_\_\_\_ Neutral  
\_\_\_\_\_ Disagree                      \_\_\_\_\_ Strongly Disagree

2. After graduation, I plan to:

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3. I anticipate using the following skills learned in my Economics courses:

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**IV. Instruction**

1. Overall, my Economics courses have been useful and enjoyable.

\_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Agree      \_\_\_\_\_ Neutral  
\_\_\_\_\_ Disagree                      \_\_\_\_\_ Strongly Disagree

2. I found these courses to be the most useful/enjoyable/challenging:

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3. I found these courses to be the least useful/enjoyable/challenging:

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4. I wish Economics offered a course on:

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## Learning

1. The Economics major helped me to think critically about real world economic issues and problems.

\_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Agree      \_\_\_\_\_ Neutral  
\_\_\_\_\_ Disagree                      \_\_\_\_\_ Strongly Disagree

2. I developed knowledge of microeconomic theory and how it is related to market outcomes.

\_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Agree      \_\_\_\_\_ Neutral  
\_\_\_\_\_ Disagree                      \_\_\_\_\_ Strongly Disagree

3. I developed knowledge of macroeconomic theory and how government policy can affect economies.

\_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Agree      \_\_\_\_\_ Neutral  
\_\_\_\_\_ Disagree                      \_\_\_\_\_ Strongly Disagree

4. I improved my competence in both written and oral communication of economic theories and solutions.

\_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Agree      \_\_\_\_\_ Neutral  
\_\_\_\_\_ Disagree                      \_\_\_\_\_ Strongly Disagree

## V. Additional Comments

(Please provide any additional comments on anything related to department/school procedures, individual courses/instructors, suggestions).

#### 4. Masters of Business Administration

Name of the Program/Department: Masters of Business Administration

Year: 2017/2018

Name of the Preparer: Kay Lawrimore Belanger

##### Program Mission

The Master of Business Administration (MBA) program at Francis Marion University (FMU) seeks students of all ages and ethnic backgrounds with undergraduate degrees in any major. Accredited by AACSB-International, the School of Business at FMU has a graduate faculty dedicated to providing outstanding teaching, research, and service. Primarily online, the FMU MBA program offers a general MBA degree, a concentration in Healthcare Executive Management, and a certificate in Strategic Planning. Our small class environment promotes experiential learning and relationship-building among students and faculty. We teach students to think logically, communicate effectively, appreciate innovative thought, incorporate high ethical standards, and understand the global influences upon business so that they can develop the executive decision making skills required of successful leaders

##### Program Learning Outcomes

The MBA program

1. An MBA Student at FMU develop the ability to identify, analyze and solve problems and address issues facing business executives
2. An MBA Student at FMU will develop and enhance the ability to effectively communicate to appropriate audiences.
3. An MBA Student at FMU will develop and enhance the ability to think innovatively during an executive decision making process
4. An MBA Student at FMU will develop and enhance an awareness of ethical issues and display the ability to incorporate ethical perspectives within the executive decision making process.
5. An MBA Student at FMU will develop and enhance an awareness of global influences upon executive business decisions

## Executive Summary of IE Report

For 2017-2018 the Master of Business Administration (MBA) program had five program learning outcomes (PLO) which are; create the ability to identify, analyze and solve executive issues, enhance student's ability to effectively communicate to appropriate audiences in written and oral formats, teach students to think innovatively during an executive decision making process, create awareness of ethical issues and incorporate ethical perspectives within the executive decision making, and create awareness of global influences upon executive business decisions. These five PLO's translated into six student learning outcomes (SLO) where MBA graduates would demonstrate the ability to: (a) identify and understand the managerial question/issue/problem, (b) select the appropriate methodology for understanding and analyzing alternative solutions and (c) provide a viable solution, demonstrate the ability to effectively communicate executive managerial issues in written form and oral format to the appropriate audience, demonstrate innovative thought in identifying issues, analyzing situations and developing of viable solutions, be able to identify ethical issues, understand the ethical implications of decisions upon stakeholders and utilize ethical standards within managerial decision making and be able to recognize the global influences upon business decisions and the implications of decisions upon the global environment.

During 2017-2018 the MBA faculty responded to all action items from the 2016-2017 report. Specifically, the faculty implemented the recommended instructional strategies for improving student learning.

**The AOL Process Evaluation and Modification.** For 2017-2018, the faculty approved process involved using students' responses to a case required in MBA 730 Leadership and Management. The process assessed all twenty-two students enrolled in the course.

The involvement of faculty continued. MBA faculty members evaluated the responses using a departmentally developed normed rubric. Faculty rated the students on multiple items for each SLO on a 5-point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The average score from the evaluators was used. It was expected that 80% of the students would meet or exceed expectations for three SLOs and 85% would meet or exceed expectations for three SLOs.

An email was sent to all graduating MBAs requesting his/her participation in a confidential and anonymous survey concerning the program. Seven 2017-2018 graduating MBAs (50%) participated in the survey concerning assessing their attitudes.

**The recommended 2017-2018 instructional strategies for improving student learning.** All action items recommended were implemented during the 2017-2018 academic year. For 2017-2018 the targets were achieved for student learning outcomes SLO 1.0, SLO 2.0, and SLO 3.0

**Actions for 2018-2019.** The MBA faculty discussed the results and the process. From the discussion, action items for 2018 – 2019 were specified. These actions include specific instructional strategies for improving student learning.

## **Student Learning Outcomes**

### 2017-2018 Student Learning Outcomes

SLO 1.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution.

SLO 2.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in written form to an appropriate audience.

SLO 3.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in oral form to an appropriate audience.

SLO 4.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating innovative thought in identifying issues, analyzing situations, and developing of viable solutions.

SLO 5.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by identifying ethical issues, understanding the ethical implications of decisions upon stakeholders, and applying ethical standards within managerial decision making.

SLO 6.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 80%) by recognizing the global influences upon business decisions and the implications of decisions upon the global environment.

## **Assessment Method**

SLO 1.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and, providing a viable solution as measured by a departmentally developed and normed rubric.

SLO 2.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 50%) by demonstrating the ability to effectively communicate executive managerial issues in written form to the appropriate audience as measured by a departmentally developed and normed rubric.

SLO 3.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in oral form to an appropriate audience.

SLO 4.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 66%) by demonstrating innovative thought in identifying issues, analyzing situations and developing of viable solutions as measured by a departmentally developed and normed rubric.



SLO 5.0: Eighty-five percent (80%) of MBA students will meet or exceed expectations when analyzing a business case by (baseline 25%) identifying ethical issues, understanding the ethical implications of decisions upon stakeholders and utilizing ethical standards within managerial decision making as measured by a departmentally developed and normed rubric.

SLO 6.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 80%) by recognizing the global influences upon business decisions and the implications of decisions upon the global environment as measured by a departmentally developed and normed rubric.

### **Assessment Results**

SLO 1.0: Eighty percent (80%) of graduating MBA students met or exceeded the expectations when analyzing a business case (benchmark 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and, providing a viable solution using a departmentally developed normed rubric. Sixteen of the twenty met expectations or exceeded the expectations. The target of 80% was achieved for SLO 1.0.

SLO 2.0: One hundred (100%) of MBA students met or exceeded the expectations when submitting a written report when analyzing a business case (benchmark 50%) by presenting the information in an organized manner, properly using executive managerial vocabulary, demonstrating the proper use of grammar and spelling acumen and demonstrating the ability to effectively communicate executive managerial issues in written form to the appropriate audience using a departmentally developed normed rubric. The target of 85% was achieved for SLO 2.0.

SLO 3.0: Ninety percent (90%) of MBA students met or exceeded the expectations when presenting information in a oral presentation (benchmark 50%) to the appropriate audience using a departmentally developed normed rubric. The target of 85% for oral communication was achieved for SLO 3.0.

SLO 4.0: Thirty-seven percent (37%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating innovative thought in identifying issues, analyzing situations and developing of viable solutions using a departmentally developed normed rubric. None exceeded expectations. The target of 80% was not achieved for SLO 4.0.

SLO 5.0: Fifty (50%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating the identification of ethical issues, understanding the ethical implications of decisions upon stakeholders and utilizing ethical standards within managerial decision making using a departmentally developed normed rubric. Two students met or exceeded the expectations. The target of 85% was not achieved for SLO 5.0.

SLO 6.0: Thirty-nine percent (39%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating the recognition of the global influences upon business decisions and the implications of decisions upon the global environment within managerial decision making using a departmentally developed normed rubric. The target of 80% was not achieved for SLO 6.0.

## Action Item

SLO 1.0: Eighty percent (80%) of graduating MBA students met or exceeded the expectations when analyzing a business case (benchmark 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and, providing a viable solution using a departmentally developed normed rubric. Sixteen of the twenty met expectations or exceeded the expectations. The target of 80% was achieved

*The MBA faculty discussed the results of the assessment for SLO 1.0. The faculty considered the 2017-2018 action items of continuing discussions about using information to formulate solutions and requiring students to have more experience analyzing and developing solutions did improve the performance germane to student learning outcome 1.0. The MBA faculty decided to continue the focus upon information analysis and development of a solution in MBA 710 and MBA 745 for 2018-2019. The faculty also considered the students' response to the survey. The students on a scale of 1 program did not improve to 5 the program significantly improved rated "problem solving skills" with 4.7. The faculty considers that the focus upon this learning outcome is effective.*

SLO 2.0: One hundred (100%) of MBA students met or exceeded the expectations when submitting a written report when analyzing a business case (benchmark 50%) by presenting the information in an organized manner, properly using executive managerial vocabulary, demonstrating the proper use of grammar and spelling acumen and demonstrating the ability to effectively communicate executive managerial issues in written form to the appropriate audience using a departmentally developed normed rubric. The target of 85% was achieved for SLO2.0.

*The MBA faculty discussed the results of the assessment for SLO 2.0. The faculty considered the 2017-2018 action items of emphasizing writing skills in MBA 730 Leadership and Management and MBA 705 Economic Analysis did improve the performance germane to student learning outcome 2.0. The MBA faculty decided to continue the focus upon written communication in these two courses for the next academic year. The faculty also considered the students' response to the survey. The students on a scale of 1 program did not improve to 5 the program significantly improved rated "written communication skills" with 4.7. The faculty considers the focus upon this learning objective is effective.*

SLO 3.0 Ninety percent (90%) of MBA students met or exceeded the expectations when presenting information in a oral presentation (benchmark 50%) to the appropriate audience using a departmentally developed normed rubric. The target of 85% for written communication and 85% for oral communication was achieved for SLO 3.0.

*The MBA faculty discussed the results of the assessment for SLO 3.0. The faculty considers the oral communication focus in MBA 725 and MBA 745 to continue for the next academic year. The faculty also considered the students' response to the survey. The students on a scale of 1 program did not improve to 5 the program significantly improved rated "oral communication skills" with 4.3. The faculty considers the focus upon this learning objective is effective.*

SLO 4.0: Thirty-seven percent (37%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating innovative thought in identifying issues, analyzing situations and developing of viable solutions using a departmentally developed normed rubric. None exceeded expectations. The target of 80% was not achieved for SLO 4.0.

*The MBA faculty discussed the results of the assessment for SLO 4.0. The faculty also considered the students' response to the survey. The students on a scale of 1 program did not improve to 5 the program significantly improved rated "creativity in developing responses to business problems" with 4.4. The faculty considered this as indicating that the focus upon this goal has been effective. The faculty considered the 2017-2018 action items of offering a one-hour course, MBA 720 Contemporary Issues in Business: Innovation and Creative Decision Making should continue even though the thirty-seven percent is lower than the previous seventy percent. The assessment of SLO 4.0 with the normed scale indicated that the students again did not meet expectations concerning originality and elaboration. The faculty decided to continue offering the one-hour MBA 720 course with more assignments for improving originality and elaboration. The faculty will continue to monitor this learning objective.*

SLO 4.0: Fifty (50%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating the identification of ethical issues, understanding the ethical implications of decisions upon stakeholders and utilizing ethical standards within managerial decision making using a departmentally developed normed rubric. Two students met or exceeded the expectations. The target of 85% was not achieved for SLO 4.0.

The MBA faculty discussed the results of the assessment for SLO 4.0. The faculty considered the 2017-2018 action item of offering a two-hour course, MBA 720 Contemporary Issues in Business: Leadership and Ethics should continue even though the fifty percent is lower than the previous year. Additionally, each faculty member assessed their course to determine the focus upon ethical issues. The MBA faculty determined that continuation of additional emphasis upon ethical issues should occur in MBA 700, Accounting Analysis and MBA 725, Applied Marketing, and MBA 745 by increasing the number of assignments that require ethical analysis. The faculty also considered the students' response to the survey. The students on a scale of 1 program did not improve to 5 the program significantly improved rated "incorporation of an ethical perspective within decision making" with 4.7. The faculty will continue to monitor this learning objective.

SLO 5.0: Thirty-nine percent (39%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating the recognition of the global influences upon business decisions and the implications of decisions upon the global environment within managerial decision making using a departmentally developed normed rubric. The target of 80% was not achieved for SLO 5.0.

The MBA faculty discussed the results of the assessment for SLO 5.0. The faculty considered the 2017-2018 action items of offering a two-hour course, MBA 720 Contemporary Issues in Business: Global Economics should continue although the target was not achieved this year. The faculty continues to be concerned about this learning outcome. A review of the measurement process indicated that students continue to struggle with the identification of the international context of the situation. The faculty also considered the students' response to the survey. The students on a scale of 1 program did not improve to 5 the program significantly improved rated "integration of international perspectives into business solutions" with 3.4. This is the lowest score for any learning outcome.

*The faculty discussed different means of improving this concern. For 2018-2019 MBA 730 Leadership and Management and MBA 745 Strategic Planning will continue to be used to emphasize global awareness. Both courses will enhance their focus upon global issues with the continuation of course time devoted to international issues and the number of student assignments in order for the students to master knowledge of global issues.*

## **Program Learning Outcomes.**

### The MBA Program

1. An FMU MBA student will be able to identify, analyze and solve problems and address issues facing business executives.
2. An FMU MBA student will have the ability to effectively communicate in written format to appropriate audiences.
3. An FMU MBA student will have the ability to effectively communicate in oral format to appropriate audiences.
4. An FMU MBA student will have the ability to think innovatively during an executive decision making process
5. An FMU MBA student will have an awareness of ethical issues and display the ability to incorporate ethical perspectives within the executive decision making process.
6. An FMU MBA student have an awareness of global influences upon executive business decisions

### 2018-2019 Student Learning Outcomes

SLO 1.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution.

SLO 2.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in written form to an appropriate audience.

SLO 3.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in oral form to an appropriate audience.

SLO 4.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating innovative thought in identifying issues, analyzing situations, and developing of viable solutions.

SLO 5.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by identifying ethical issues, understanding the ethical implications of decisions upon stakeholders, and applying ethical standards within managerial decision making.

SLO 6.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 80%) by recognizing the global influences upon business decisions and the implications of decisions upon the global environment.

## **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>School of Education</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Erik Lowry</b>

### **Program Mission Statement**

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, and the processes of reflection, assessment, collaboration, and critical thinking.

### **Program Learning Outcomes (PLOs)**

The School of Education prepares a) competent and b) caring teachers.

### **Executive Summary of Report (one-page maximum)**

Overall, the School of Education is pleased with the progress from changes that have been implemented. While means on content area exams are above the required passing score, tests scores can be volatile with each year, so this will be something that we constantly monitor. The School of Education did recently purchase a tutoring software for the Praxis CORE exams which is free for our students to use. We have also been offering Praxis workshops for students free of charge. We look forward to collecting data on this in the future.

Implementation of the SLO Project, the SC 4.0 Teaching Standards Rubric and the Dispositions Rubric continue to produce favorable results. Feedback confirms that these projects align with the expectations out in the field.

Each spring, programs will review this data to determine necessary steps for improvement.

## Student Learning Outcomes (SLOs)

1. SLO 1.0: The School of Education candidates will exemplify proficiency in content knowledge by passing their respective area's exam. (Praxis II). (PLO a)
2. SLO 2.0: The School of Education continued the implementation of the SLO project to determine completer's ability to plan, instruct and assess students based their individual needs. To demonstrate competency, completers of the SLO project will score a minimum of proficient (2.0) on the SLO rubric. (PLO a)
3. SLO 3.0: The School of Education purchased and implemented Chromebooks as an important step in assuring that students remain proficient with the use of technology in the classroom. (PLO a)
4. SLO 4.0: School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on a 4.0 scale. (PLO b)

## Assessment Methods

1. SLO 1.0: The School of Education candidates will exemplify proficiency in content knowledge by passing their respective area's exam. (Praxis II). (PLO a)

ASSESSMENT METHOD: Praxis II is a nationally normed exam in which our students are required to pass. For that reason, it is our goal that our students score above that passing score.

2. SLO 2.0: The School of Education continued the implementation of the SLO project to determine completer's ability to plan, instruct and assess students based their individual needs. To demonstrate competency, completers of the SLO project will score a minimum of proficient (2.0) on the SLO rubric. (PLO a)

ASSESSMENT METHOD: The SLO project is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric to score proficient.

3. SLO 3.0: The School of Education purchased and implemented Chromebooks as an important step in assuring that students become proficient with the use of technology in the classroom. (PLO a)

ASSESSMENT METHOD: Assessment results will come from scores on the Classroom Observation Record during student teaching. The "Activities and Materials indicator on the Classroom Observation Rubric will be used to measure use of technology in the classroom. The rubric is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on this indicator to score proficient.

4. SLO 4.0: School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on 4.0 scale. (PLO b)

ASSESSMENT METHOD: Completers will be assessed by our dispositions rubric during student teaching. The dispositions rubric is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric to score proficient.

### Assessment Results

SLO 1.0: The School of Education candidates will exemplify proficiency in content knowledge by passing their respective area's exam. (Praxis II). (PLO a)

ASSESSMENT METHOD: Praxis II is a nationally normed exam in which our students are required to pass. For that reason, it is our goal that our students score above that passing score.

ASSESSMENT RESULTS: (Scores from 9/1/2017-8/31/2018 as of 5/2/18)

Program	Exam	Passing Score	Mean Score of FMU Candidates
Early Childhood	5621 PLT	157	162.88
	5024 Education of Young Children	160	166.10
Elementary	5622 PLT	160	172.33
	5002 Reading/ELA Subtest	157	158.50
	5003 Math Subtest	157	162.56
	5004 Social Studies Subtest	155	150.25
	5005 Science Subtest	159	157.85
Middle Level	5623 PLT	160	178.00
	5089 Middle Level Social Studies	155	157.29
	5047 Middle Level ELA	164	150.20

	5440 Middle Level Science	150	n/a (less than 5 took the test)
	5169 Middle Level Math	165	n/a (no tests taken)
Secondary	5624 PLT	157	170.85
	5135/0135 Art Content and Analysis	161	n/a (less than 5 took the test)
	5039 ELA Content and Analysis	168	161.67
	5161 Math Content Knowledge	160	n/a (less than 5 took the test)
Learning Disabilities	5622 PLT	160	172.33
	5624 PLT	157	170.85
	5354 Special Ed: Core Knowledge and Applications	151	174.04
	5383 Special Ed: Teaching Students with Learning Disabilities	151	169.38

SLO 2.0: The School of Education continued the implementation of the SLO project to determine completer’s ability to plan, instruct and assess students based their individual needs. To demonstrate competency, completers of the SLO project will score a minimum of proficient (2.0) on the SLO rubric. (PLO a)

ASSESSMENT METHOD: The SLO project is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric to score proficient.

ASSESSMENT RESULTS:

<b>SLO Rubric Indicator</b> (Range = 0-4) (2.0 or higher is proficient)	Fall 2017 Mean Score (Range 0-4) N=23	Spring 2018 Mean Score (Range 0-4) N=23
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1A: The teacher candidate identifies appropriate student information	2.96	2.955
1B: The teacher candidate describes the available academic supports for students.	2.76	2.682
1C: The teacher candidate provides a sound, research based explanation of the relevance of the student information to guiding instruction.	2.60	2.682
2A: The teacher creates a Student Learning Objective that describes what students will be able to do at the end of the SLO Interval.	2.88	2.864
2B: The teacher candidate explains how the Student Learning Objective (SLO) is aligned with grade-level content standards and/or course goals that are most important for students to achieve.	2.64	2.591
2C: The teacher candidate provides a description of the instructional plan for the unit that includes a list of materials and technology based resources that will be used during the unit.	2.60	2.591
2D: The teacher candidate explains how he or she will balance the required grade level standards with the student's needs, abilities and developmental levels.	2.40	2.5
3A: The teacher provides a description of the major course units and goals to be taught during the semester.	2.56	2.591
3B: The teacher candidate provides an official pacing guide to show the instructional units taught during the semester.	2.28	2.409
4A: The teacher candidate provides a research- based description of the "best" practices that will be used during the unit of study to maximize instructional time.	2.52	2.545
4B: The teacher candidate provides a classroom management plan that describes the expectations for students during instructional and non-instructional times.	2.32	2.364
5A (Part 1 of 2) The teacher candidate describes the students' level of knowledge prior to the unit.	2.64	2.591
5A (Part 2 of 2) The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.	2.52	2.591

6A: The teacher candidate describes and attaches the pre and post-assessment that will be used to measure student mastery prior to and after the unit of study.	2.48	2.227
6B: The teacher candidate provides the appropriate grading scale and rubric/key used to score the pre and post assessment(s).	2.32	2.227
6C: The teacher candidate accurately defines validity and reliability and accurately describes how the pre/post assessment is both valid and reliable.	2.40	2.273
7A: The teacher candidate describes the sources of assessment data he or she will collect during the unit to monitor student progress.	2.68	2.864
7B: The teacher candidate describes how grades will be recorded during the unit and semester.	2.52	2.591
7C: The teacher candidate presents a sound explanation of the methods for communicating the assessment information to students and their parents.	2.52	2.591
8B: The teacher candidate provides accurate assessment and growth target information in the table provided.	2.60	2.409
8C: The teacher candidate provides an explanation on how the growth targets were developed appropriately.	2.32	2.545
8D: The teacher candidate describes appropriate instructional modifications that need to be made based on the performance data.	2.44	2.455
8E: (1 of 2) The teacher candidate describes the overall performance of his or her students using the appropriate assessment and growth target data.	2.48	2.455
8E: (2 of 2) The teacher candidate reflects on his or her level of expectations during the unit.	2.56	2.5

SLO 3.0: The School of Education purchased and implemented Chromebooks as an important step in assuring that students become proficient with the use of technology in the classroom. (PLO a)

ASSESSMENT RESULTS:

<b>COR Rubric Indicator that Measures Technology Use in the Classroom</b>	Fall 2017 Mean Grades N=132 observations for 23 students	Spring 2018 Mean Grades N=132 observations for 23 students
<b>Activities and Materials (Range = 0-4) (2.0 or higher is proficient)</b>	3.409	3.606

SLO 4.0: School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on 4.0 scale. (PLO b).

ASSESSMENT RESULTS:

Measurement	Mean Dispositions Rating (Range = 0-4) (2.0 or higher is proficient)	
	Fall 17	Spring 18
Ethical Standards	2.82	2.92
Professional Attributes	2.87	2.82
Respect for Families, Cultures, Communities	2.74	2.92
Respect for Learning Process	2.73	2.86

**Action Items**

1. Based on the Praxis II data, we will keep an eye on the Middle Level ELA program. A mean below the cut score could just be a statistical anomaly. However, this will be monitored to determine if programmatic change is needed.
2. Assessment results for the SLO project continue to be good. We will continue to monitor this and make adjustment when necessary.
3. The Activities and Materials section of the Classroom Observation Rubric requires candidates to “incorporate multimedia and technology which enhances student learning and thinking. The proficient score on this indication is a score of 2.0. The mean scores for over 100 observations for each group of student teachers shows that they are exceeding this goal. We are pleased with this and will continue to monitor make adjustments when necessary.

4. Our candidates continue to model appropriate dispositions during student teaching in the areas of Ethical Standards, Professional Attributes, Respect for Families, Cultures, Communities and Respect for Learning Process. We monitor students as they progress through the program to ensure they are ready prior to going out into our local schools. We will continue this practice as is proving effective.

## School of Health Sciences

### 1. RN to BSN

# **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>RN to BSN</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Rhonda Brogdon</b>

### **Program Mission Statement**

The mission of the Department of Nursing is “FMU Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning” (<https://www.fmarion.edu/healthsciences/nursing/>).

### **Program Learning Outcomes (PLOs)**

- Liberal Education
- Leadership
- Quality Improvement
- Information Management
- Healthcare Policy
- Evidence-based Practice
- Delivery of Quality Care
- Interprofessional Collaboration
- Professionalism
- Manager of Care

### **Executive Summary of Report (one-page maximum)**

The Nursing Department in the School of Health Sciences has a baccalaureate program with two degree options, the pre-licensure BSN and RN-BSN options. The mission of the nursing program is consistent with that of the School of Health Sciences and Francis Marion University.

There are program learning outcomes listed but in the language of nursing accreditation, these program learning outcomes are referred to as student learning outcomes, which the students must achieve by the end of the program of study.

An expected level of achievement (ELA) was set for each of the nine student learning outcomes. The ELA of “90% of students will achieve an 80% grading score” was determined by the nursing faculty.

Various methods were used to assess the nine student learning outcomes. Different methods included PowerPoint Presentations, quality improvement projects, physical assessment, mobile health applications, case studies, and analysis of ethical dilemmas.

The Expected Level of Achievements (ELAs) were met for the nine student learning outcomes. The targets were met with some general action items.

All targets were met for 2017-2018. The plan is for greater than 90% of students to make the grading **minimum of 80% or better on at least 12 out of the 15 required assignments.**

### **Student Learning Outcomes (SLOs)**

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

## Assessment Methods

1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
  - a. Students will identify, demonstrate, develop and /or explain: *Ethical paper (NRN 332), Assessment video & Written history/physical (NRN 333), Windshield survey (NRN 445), Around the World PowerPoint (NRN 448), Quality improvement paper & Stakeholder letter (NRN 449)*
  - b. ELA=90% of students will achieve an 80% grading score**
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
  - a. Students will demonstrate, develop, and/or collaborate: *Assessment video & Written history/physical (NRN 333), Windshield survey (NRN 445), Around the World PowerPoint (NRN 448), Stakeholder letter & Quality improvement paper (NRN 449), Mobile healthcare app & Personal electronic health record (IPHC 450)*
  - b. ELA=90% of students will achieve an 80% grading score**
3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
  - a. Students will develop, analyze/synthesize and/or demonstrate: *Case study PowerPoint & Teaching pamphlet (NURS 302), Evidence-base presentation, geriatric article critique & IRB (NRN 334), Quality improvement paper & Stakeholder letter (NRN 449), Mobile healthcare app & Personal electronic health record (IPHC 450), Assessment video & Written history/physical (NRN 333)*
  - b. ELA=90% of students will achieve an 80% grading score**
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
  - a. Students will develop and research: *Mobile healthcare app & Personal electronic health record (IPHC 450)*
  - b. ELA=90% of students will achieve an 80% grading score**
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
  - a. Students will locate, investigate, and analyze data to demonstrate understanding of healthcare systems: *Around the World PowerPoint (NRN 448), Stakeholder letter (NRN 449), Mobile healthcare app & Personal electronic health record (IPHC 450)*
  - b. ELA=90% of students will achieve an 80% grading score**
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.

a. Students will collaborate, investigate develop and/or justify: *Windshield survey (NRN 445), Quality improvement paper & Stakeholder letter (NRN 449), Mobile health app & Personal electronic record (IPHC 450)*

**b. ELA=90% of students will achieve an 80% grading score**

7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

a. Students will develop, analyze, perform and synthesize: *Case study PowerPoint & Teaching pamphlet (NURS 302), Assessment video & Written history/physical (NRN 333), Quality improvement paper & Stakeholder letter (NRN 449), Windshield survey (NRN 445), Around the World PowerPoint (NRN 448)*

**b. ELA=90% of students will achieve an 80% grading score**

8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.

a. Students will research, analyze, demonstrate: *Ethical paper & Nurse theorist PowerPoint (NRN 332), Assessment video & Written history/physical (NRN 333), IRB, Geriatric article critique & Evidence-base presentation (NRN 334), Quality improvement paper & Stakeholder letter (NRN 449)*

**b. ELA=90% of students will achieve an 80% grading score**

9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

a. Students will collaborate, perform, research, justify: *Assessment video & Written history/physical (NRN 333), Ethical paper & Nurse theorist PowerPoint (NRN 332), IRB, Geriatric article critique & Evidence-based presentation (NRN 334); Quality improvement paper & Stakeholder letter (NRN 449)*

**b. ELA=90% of students will achieve an 80% grading score**

## Assessment Results

- Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
  - >90% of students demonstrated understanding. The target of 80% was achieved by students in NRN 332, 333, 445, 449. One student did not meet the target of 80% in NRN 448.**
- Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
  - >90% of students identified, explained, and justified understanding. The target of 80% was achieved in NRN 333, 445, 448, 449 and IPHC 450.**
- Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research



process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.

- **>90% of students demonstrated proficiency. The target of 80% was achieved in NURS 302, NRN 333, 334, 449 and IPHC 450.**
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
    - **>90% of students demonstrated understanding. The target of 80% was achieved in IPHC 450.**
  5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
    - **>90% of students understood healthcare systems after locating, investigating, and analyzing data. The target of 80% was not achieved by one student for NRN 448. The target of 80% was achieved for NRN 449 and IPHC 450.**
  6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
    - **>90% of students demonstrated understanding. The target of 80% was achieved in NRN 445, 449 and IPHC 450.**
  7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
    - **>90% of students demonstrated understanding. The target of 80% was achieved for NURS 302, 333, 445, 449. One student did not meet the target of 80% in NRN 448.**
  8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
    - **>90% of students demonstrated understanding. The target of 80% was achieved for NRN 332, 333, 334, 449.**
  9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).
    - **>90% of students demonstrated understanding. The target of 80% was achieved for NRN 332, 333, 334, 449.**

#### Action Items

- The format of classes will remain a weekly format so that students are aware of what assignments are due, so that assignments will not be missed or submitted late. This action item will pertain to all courses in the RN to BSN Plan of Study as it relates to the nine student learning outcomes.

- Communicate to students every week via the announcement link in the Blackboard Learning System of assignments that will be due. This action item will pertain to all courses in the RN to BSN Plan of Study as it relates to the nine student learning outcomes.
  
- Encourage students to carefully plan their weekly routine at home and to follow an established assignment/study schedule. This action item will pertain to all courses in the RN to BSN Plan of Study as it relates to the nine student learning outcomes.

## 2. Pre-licensure BSN

# **Institutional Effectiveness Report Template**

Name of Program:	Pre-licensure BSN
Year:	2017-2018
Name of Preparer:	Ruth Wittmann-Price and Karen Gittings

### **Program Mission Statement**

The FMU Nursing Program prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning. (<https://www.fmarion.edu/healthsciences/nursing/>)

### **Program Learning Outcomes (PLOs)**

- Liberal education
- Leadership
- Quality Improvement
- Information management
- Healthcare policy
- Evidence-based practice
- Delivery of quality care
- Interprofessional collaboration
- Professionalism
- Manager of care

### **Executive Summary of Report (one-page maximum)**

The pre-licensure BSN program option holds true to the PLO major concepts and the PLOs are reflective of the DON mission statement and are congruent with the end-of-program student learning outcomes (SLOs). The end of program SLOs are based on the American Academy of Colleges of Nursing (2008) BSN Essentials. Each end-of program SLO is evaluated annually (and trended with data from the previous years) to produce aggregated data to inform faculty decision-making. The data trended for the 2017-2018, along with the previous two (2) academic years, has denoted several needed program improvement processes that relate directly back to the established SLOs benchmarks.

Results indicate that there are needed changes or modifications in the senior level courses. *NURS 409 Population-Focused Nursing and Healthcare Policy* will have a rubric change to include health disparities, increase a level of achievement (LOA) to 95% for two (2) assessment strategies based on past student performance. *NURS 410 Leadership and Management in Nursing* will increase the types of evaluation methods, identify test items to meet specific SLOs, and remove the information technology outcome because it is not addressed in that course. *NURS 11 Adult Health III and Nursing Knowledge: Synthesis Practicum* will increase the LOA for the clinical presentation assignment to 95% of students receiving a grade of 80% or better based on evidence from past cohort performance. Lastly, *NURS 415 Nursing Care of Women, Children, and Families* will monitor the clinical evaluations with an expected LOA of a three (3) or better on a

1-5 Likert scale. All pre-licensure BSN courses will continue to be monitored for achievement of the end-of-program outcomes and SLOs.

### **Student Learning Outcomes (SLOs)**

The baccalaureate generalist program in nursing prepares the graduate to:

10. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
11. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
12. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
13. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
14. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
15. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
16. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
17. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
18. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

**Assessment Methods**

<b>PLAN</b>	<b>BSN Program Outcomes</b>	1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
	<b>Expected LOA</b>	Nurs 410 - 95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project assignment.
		Nurs 411 - 95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation assignment.
	<b>Frequency of Assessment</b>	Annually in December
	<b>Assessment Methods</b>	Grading rubric for project.
Grading rubric for presentation.		
<b>PLAN</b>	<b>BSN Program Outcomes</b>	2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality health care.
	<b>Expected LOA</b>	Nurs 411 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Clinical Evaluation tool.
	<b>Frequency of Assessment</b>	Annually in December
	<b>Assessment Methods</b>	Review of student clinical evaluations.
<b>PLAN</b>	<b>BSN Program Outcomes</b>	3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.
	<b>Expected LOA</b>	Nurs 409 - 95% (or higher) of students will achieve a minimum grade of 80 on the Community Assessment assignment.
		Nurs 411 - 95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation assignment.
	<b>Frequency of Assessment</b>	Annually in December
	<b>Assessment Methods</b>	Grading rubric for assessment.
Grading rubric for presentation.		

<b>PLAN</b>	<b>BSN Program Outcomes</b>	4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
	<b>Expected LOA</b>	Nurs 410 - 90% (or higher) of students will correctly answer related test items.
		Nurs 411 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Clinical Evaluation tool.
	<b>Frequency of Assessment</b>	Annually in December
	<b>Assessment Methods</b>	Test analysis.
Review of student clinical evaluations.		
<b>PLAN</b>	<b>BSN Program Outcomes</b>	5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
	<b>Expected LOA</b>	Nurs 409 - 90% (or higher) of students will correctly answer related test items.
		Nurs 409 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Clinical Evaluation tool.
	<b>Frequency of Assessment</b>	Annually in December
	<b>Assessment Methods</b>	Test analysis.
Review of student clinical evaluations.		
<b>PLAN</b>	<b>BSN Program Outcomes</b>	6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
	<b>Expected LOA</b>	Nurs 411 - 95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation assignment.
		Nurs 411 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Clinical Evaluation tool.
	<b>Frequency of Assessment</b>	Annually in December
	<b>Assessment Methods</b>	Grading rubric for presentation.
Review of student clinical evaluations.		

<b>PLAN</b>	<b>BSN Program Outcomes</b>	7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
	<b>Expected LOA</b>	Nurs 409 - 90% (or higher) of students will correctly answer related test items.
		Nurs 411 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Clinical Evaluation tool.
	<b>Frequency of Assessment</b>	Annually in December
	<b>Assessment Methods</b>	Test analysis.
Review of student clinical evaluations.		
<b>PLAN</b>	<b>BSN Program Outcomes</b>	8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all patients across the lifespan.
	<b>Expected LOA</b>	Nurs 410 - 90% (or higher) of students will correctly answer related test items.
		Nurs 411 - 90% (or higher) of students will correctly answer related test items.
		Nurs 411 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Clinical Evaluation tool.
	<b>Frequency of Assessment</b>	Annually in December
<b>Assessment Methods</b>	Test analysis.	
	Test analysis.	
	Review of student clinical evaluations.	
<b>PLAN</b>	<b>BSN Program Outcomes</b>	9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all patients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.

<b>Expected LOA</b>	Nurs 411 - 90% (or higher) of students will correctly answer related test items.
	Nurs 411 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Clinical Evaluation tool.
<b>Frequency of Assessment</b>	Annually in December
<b>Assessment Methods</b>	Test analysis.
	Review of student clinical evaluations.

### Assessment Results

	<b>BSN Program Outcomes</b>	1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum grade of 80 on the Leadership Project assignment.
		100% of students received a minimum grade of 80 on the Clinical Patient Presentation assignment.
	<b>BSN Program Outcomes</b>	2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality health care.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum rating of 3 on the Clinical Evaluation tool (SLO 2 – A, D).
	<b>BSN Program Outcomes</b>	3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum grade of 80 on the Community Assessment assignment.
		100% of students received a minimum grade of 80 on the Clinical Patient Presentation assignment.
	<b>BSN Program Outcomes</b>	4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
		Unable to assess; inadequate number of test questions.



	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum rating of 3 on the Clinical Evaluation tool (SLO 4 – A, B).
	<b>BSN Program Outcomes</b>	5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	Unable to assess; inadequate number of test questions.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum rating of 3 on the Clinical Evaluation tool (SLO 5 – B, C, D).
	<b>BSN Program Outcomes</b>	6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum grade of 80 on the Clinical Patient Presentation assignment.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum rating of 3 on the Clinical Evaluation tool (SLO 6 – A, B, C, D, F).
	<b>BSN Program Outcomes</b>	7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	Unable to assess; inadequate number of test questions.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum rating of 3 on the Clinical Evaluation tool (SLO 7 – A, C).
	<b>BSN Program Outcomes</b>	8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all patients across the lifespan.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	Unable to assess; inadequate number of test questions.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	Unable to assess; inadequate number of test questions.
	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	100% of students received a minimum rating of 3 on the Clinical Evaluation tool (SLO 8 – A, B, C, F).

	<b>BSN Program Outcomes</b>	9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all patients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.
Z	<b>Results of Data Collection &amp; Analysis, including Actual LOAs</b>	Unable to assess; inadequate number of test questions.
		100% of students received a minimum rating of 3 on the Clinical Evaluation tool (SLO 9 – A, B C, D).

### Action Items

Specific DON changes that will be made as a result of these results include the following for the 2018-2019 academic year:

	<b>BSN Program Outcomes</b>	1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Increase objective evaluation methods within the Leadership Project assignment (Nurs 410).
	<b>BSN Program Outcomes</b>	2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality health care.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Add 2 <sup>nd</sup> expected LOA for Nurs 410 – 90% (or higher) of students will correctly answer related test items.
	<b>BSN Program Outcomes</b>	3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Nurs 409 grading rubric will be changed to include health disparity information in the Community Assessment assignment.

	<b>BSN Program Outcomes</b>	4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Remove expected LOA for Nurs 410 – not a true measure of student learning outcome.
	<b>BSN Program Outcomes</b>	5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Change the 1 <sup>st</sup> expected LOA for Nurs 409 to - 95% (or higher) of students will achieve a minimum grade of 80 on the Healthcare Policy discussion board... to better evaluate this student learning outcome.
	<b>BSN Program Outcomes</b>	6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Continue to monitor.
	<b>BSN Program Outcomes</b>	7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Change the expected LOA for Nurs 409 to - 95% (or higher) of students will achieve a minimum grade of 80 on the Community Assessment assignment... to better evaluate this student learning outcome.

	<b>BSN Program Outcomes</b>	8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all patients across the lifespan.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Remove the 1 <sup>st</sup> expected LOA for Nurs 411 – limited number of test questions – does not adequately measure the student learning outcome.
		Add an expected LOA for Nurs 415 - 95% (or higher) of students will achieve a minimum rating of 3 or > on the Pediatric Clinical Evaluation tool (SLO 8 – A, B, C, D, E, F). This will specifically address the pediatric population.
	<b>BSN Program Outcomes</b>	9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all patients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.
	<b>Actions for Program Development, Maintenance, or Revision</b>	Change the 1 <sup>st</sup> expected LOA for Nurs 411 to - 95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient presentation... to better evaluate this student learning outcome.

## Appendix

N/A

### Sources cited and other resources for assessment terminology and assistance:

[https://www.westmont.edu/offices/institutional\\_portfolio/program\\_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes\\_000.pdf](https://www.westmont.edu/offices/institutional_portfolio/program_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes_000.pdf)

<http://academics.lmu.edu/spee/officeofassessment/assessmentresources/glossaryofassessmentterms/>

<http://assessment.ucdavis.edu/how/glossary.html>

Contact cmcmanus@fmarion.edu or call 661-1559

### 3. Physician Assistant Studies

## **Institutional Effectiveness Report**

<b>Name of Program:</b>	<b>Physician Assistant Studies</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>April H. Martin</b>

#### **Program Mission Statement**

- The Francis Marion University Physician Assistant Program seeks to educate excellent primary care physician assistants to become compassionate, ethical, and clinically skillful graduates who are ready to provide health care services with personal and professional integrity.
- The FMU Mission Statement establishes a priority of excellence in teaching and learning while serving the Pee Dee region and the state of South Carolina. The FMU PA Program mission statement aligns with these goals by educating excellent primary care PA's to serve by providing health care services to the residents of the Pee Dee and South Carolina.

#### **Program Learning Outcomes (PLOs)**

- Matriculate a diverse student body who reflect the richness of South Carolina's population
- Promote an educational atmosphere that empowers students to become self-directed, life-long learners
- Provide Physician Assistant students with superior knowledge and skills for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan
- Foster the development of compassionate, ethical, culturally aware healthcare providers
- Prepare students to practice as part of an efficient and effective health care team
- Emphasize the needs of underserved populations and prepare and encourage graduates to serve those populations, particularly in the Pee Dee
- Fully comply with the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

#### **Executive Summary of Report**

- The Student Learning Outcomes were revised by the faculty of the PA program to ensure full competency as determined by the governing bodies of the Physician Assistant profession. The current Student Learning Outcomes now address all competencies expected of a Physician Assistant graduate to include medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice.
- Currently, there is only one cohort of data compiled and as future cohorts matriculate the benchmarks may be adjusted with targets created. Changes have been incorporated to ensure achievement of benchmarks. The PA program has a robust assessment plan for process improvement and will continue to analyze data across the program to determine if there are factors that relate to unachieved benchmarks.

## Student Learning Outcomes (SLOs)

- 1) Demonstrate the knowledge to diagnose, treat, and educate patients from diverse populations presenting with diseases across all organ systems and across the life span.

SUPPORTS the following PLOs:

- Promote an educational atmosphere that empowers students to become self-directed, life-long learners
  - Provide Physician Assistant students with superior knowledge and skills for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan
  - Foster the development of compassionate, ethical, culturally aware healthcare providers
  - Prepare students to practice as part of an efficient and effective health care team
  - Emphasize the needs of underserved populations and prepare and encourage graduates to serve those populations, particularly in the Pee Dee
  - Fully comply with the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- 2) Demonstrate the skills necessary to effectively collaborate interprofessionally with all members of the healthcare team as well as communicate with patients and their families to provide optimal care.

SUPPORTS the following PLOs:

- Promote an educational atmosphere that empowers students to become self-directed, life-long learners
  - Provide Physician Assistant students with superior knowledge and skills for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan
  - Foster the development of compassionate, ethical, culturally aware healthcare providers
  - Prepare students to practice as part of an efficient and effective health care team
  - Emphasize the needs of underserved populations and prepare and encourage graduates to serve those populations, particularly in the Pee Dee
  - Fully comply with the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- 3) Demonstrate competence in performing diagnostic and therapeutic procedures, gathering information, and formulating appropriate treatment plans for patients of all acuity levels.

SUPPORTS the following PLOs:

- Promote an educational atmosphere that empowers students to become self-directed, life-long learners
- Provide Physician Assistant students with superior knowledge and skills for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan
- Foster the development of compassionate, ethical, culturally aware healthcare providers
- Prepare students to practice as part of an efficient and effective health care team
- Emphasize the needs of underserved populations and prepare and encourage graduates to serve those populations, particularly in the Pee Dee

- Fully comply with the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- 4) Develop and consistently demonstrate professionalism in all aspects of the role of a Physician Assistant.

SUPPORTS the following PLOs:

- Promote an educational atmosphere that empowers students to become self-directed, life-long learners
  - Provide Physician Assistant students with superior knowledge and skills for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan
  - Foster the development of compassionate, ethical, culturally aware healthcare providers
  - Prepare students to practice as part of an efficient and effective health care team
  - Emphasize the needs of underserved populations and prepare and encourage graduates to serve those populations, particularly in the Pee Dee
  - Fully comply with the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- 5) Demonstrate the ability to improve upon their practice as a Physician Assistant by critical self-assessment and evaluation of their knowledge, skills, and practice and critical analysis of evidence-based medicine and medical literature as resources.

SUPPORTS the following PLOs:

- Promote an educational atmosphere that empowers students to become self-directed, life-long learners
  - Provide Physician Assistant students with superior knowledge and skills for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan
  - Foster the development of compassionate, ethical, culturally aware healthcare providers
  - Prepare students to practice as part of an efficient and effective health care team
  - Emphasize the needs of underserved populations and prepare and encourage graduates to serve those populations, particularly in the Pee Dee
  - Fully comply with the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- 6) Demonstrate critical thinking skills for sound medical decision-making in all aspects of healthcare delivery to include influences of society, economics, and the organization in which the Physician Assistant practices.

SUPPORTS the following PLOs:

- Matriculate a diverse student body who reflect the richness of South Carolina's population
- Promote an educational atmosphere that empowers students to become self-directed, life-long learners
- Provide Physician Assistant students with superior knowledge and skills for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan
- Foster the development of compassionate, ethical, culturally aware healthcare providers

- Prepare students to practice as part of an efficient and effective health care team
- Emphasize the needs of underserved populations and prepare and encourage graduates to serve those populations, particularly in the Pee Dee
- Fully comply with the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

## Assessment Methods

- 1) Demonstrate the knowledge to diagnose, treat, and educate patients from diverse populations presenting with diseases across all organ systems, acuity levels and across the life span.

### METHOD of EVALUATION:

- Written Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS
- 2) Demonstrate the skills necessary to effectively collaborate interprofessionally with all members of the healthcare team as well as communicate with patients and their families to provide optimal care.
    - Objective Structured Clinical Examinations (OSCE) (DIRECT)
      - Benchmark/Target  $\geq 77\%$
    - Preceptor Evaluation of the Student (INDIRECT)
      - Benchmark/Target  $\geq 3$
    - Practical Examinations (DIRECT)
      - Benchmark/Target  $\geq 77\%$
    - Case Presentations (INDIRECT)
      - Benchmark/Target = PASS
  - 3) Demonstrate competence in performing diagnostic and therapeutic procedures, gathering information, and formulating appropriate treatment plans for patients of all acuity levels across the lifespan.
    - Written Examinations (DIRECT)
      - Benchmark/Target  $\geq 77\%$
    - Objective Structured Clinical Examinations (OSCE) (DIRECT)
      - Benchmark/Target  $\geq 77\%$
    - Preceptor Evaluation of the Student (INDIRECT)
      - Benchmark/Target  $\geq 3$



- Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS
- 4) Develop and consistently demonstrate professionalism in all aspects of the role of a Physician Assistant.
- Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
- 5) Demonstrate the ability to improve upon their practice as a Physician Assistant by critical self-assessment and evaluation of their knowledge, skills, and practice and critical analysis of evidence-based medicine and medical literature as resources.
- Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS
  - Literature Review (DIRECT)
    - Benchmark/Target  $\geq 77\%$
- 6) Demonstrate critical thinking skills for sound medical decision-making in all aspects of healthcare delivery to include influences of society, economics, and the organization in which the Physician Assistant practices.
- Written Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS

## Assessment Results

- 1) Demonstrate the knowledge to diagnose, treat, and educate patients from diverse populations presenting with diseases across all organ systems and across the life span.
  - Written Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS

➤ The benchmarks for Preceptor Evaluation of the Student, Practical Examinations, and Case Presentations all were met. The benchmark for written examinations was not met due to a total of 28 failures with scores below 77%. The benchmark for OSCEs was not met due to a total of 4 failures with scores below 77%.
- 2) Demonstrate the skills necessary to effectively collaborate interprofessionally with all members of the healthcare team as well as communicate with patients and their families to provide optimal care.
  - Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS

➤ The benchmarks for Preceptor Evaluation of the Student, Practical Examinations, and Case Presentations all were met. The benchmark for OSCEs was not met due to a total of 4 failures with scores below 77%.
- 3) Demonstrate competence in performing diagnostic and therapeutic procedures, gathering information, and formulating appropriate treatment plans for patients of all acuity levels.
  - Written Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)

- Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS
- The benchmarks for Preceptor Evaluation of the Student, Practical Examinations, and Case Presentations all were met. The benchmark for written examinations was not met due to a total of 28 failures with scores below 77%. The benchmark for OSCEs was not met due to a total of 4 failures with scores below 77%.
- 4) Develop and consistently demonstrate professionalism in all aspects of the role of a Physician Assistant.
- Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
- The benchmarks for Preceptor Evaluation of the Student and Practical Examinations were met. The benchmark for OSCEs was not met due to a total of 4 failures with scores below 77%.
- 5) Demonstrate the ability to improve upon their practice as a Physician Assistant by critical self-assessment and evaluation of their knowledge, skills, and practice and critical analysis of evidence-based medicine and medical literature as resources.
- Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS
  - Literature Review (DIRECT)
    - Benchmark/Target  $\geq 77\%$
- The benchmarks for Preceptor Evaluation of the Student and Case Presentations were met. The benchmark for OSCEs was not met due to a total of 4 failures with scores below 77%.
- 6) Demonstrate critical thinking skills for sound medical decision-making in all aspects of healthcare delivery to include influences of society, economics, and the organization in which the Physician Assistant practices.
- Written Examinations (DIRECT)

- Benchmark/Target  $\geq 77\%$
  - Objective Structured Clinical Examinations (OSCE) (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Preceptor Evaluation of the Student (INDIRECT)
    - Benchmark/Target  $\geq 3$
  - Practical Examinations (DIRECT)
    - Benchmark/Target  $\geq 77\%$
  - Case Presentations (INDIRECT)
    - Benchmark/Target = PASS
- The benchmarks for Preceptor Evaluation of the Student, Practical Examinations, and Case Presentations were met. The benchmark for written examinations was not met due to a total of 28 failures with scores below 77%. The benchmark for OSCEs was not met due to a total of 4 failures with scores below 77%.

### Action Items

- As a result of the written examination and OSCE failures, benchmarking with similar graduate programs resulted in a change of the PA program grading scale to a 10-point scale. The grading scale change lowered the benchmark to  $\geq 70\%$  for passing. This will continue to show competency in the student learning outcomes by using a system comparable to other PA programs in the nation that continually produce 100% PANCE pass rates.
- In order to ensure OSCE grades demonstrate competency, the faculty will incorporate the performance and grading of these activities earlier in the curriculum.
- Data collected from written examination item analysis will be used to determine if there are general areas of deficiency as it relates to all examination failures to ensure more adequate coverage of these areas in the curriculum.
- To ensure competence of the current cohort, if there are consistent areas of deficiency noted, material will be reviewed as a group during on-campus week of clerkship year.

### Appendix

- A. Exam Failures for Benchmark Calculations
- B. Current Grading Scale
- C. [PA Competencies](#)
- D. [FMU Mission Statement Catalog pg 7](#)

## Appendix A

### Exam Failures for Benchmark Calculations

Course	Section	Failures<70:	Failures>70<77	Total Failures	Total # Tests
PA 510		0	0	0	2
PA 521	GI	3	3		
	HEENT	0	2		
	Endocrine	2	6		
	Hematology	1	2		
				22	7
PA 523		0	0	0	3
PA 631		0	2	2	8
PA 633		0	0	0	3
PA 635		1	2	3	4
PA 641		1	7	8	7
PA 643		1	4	5	3
PA 645		1	0	1	3
		<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
		10	28		40

Total Exams given over the didactic year = 40

Total Failures on old grading scale = 28

Total Failures on new grading scale = 10

Total Exams X Total students = 1280

28 failures / 1280 = 2% Exam failure rate

Total # of courses = 17 didactic X 32 students = 544

Total # of course failures over didactic = 1

1/544 = 0.2% Course Failure Rate

**Appendix B**

**Current Grading Scale**

<b>Alphabetic</b>	<b>Raw Score</b>
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
F	69 or below

#### 4. Healthcare Administration

## **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>Healthcare Administration</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer</b>	<b>Sarah Kershner</b>

### **Program Mission Statement**

The Mission of the Healthcare Administration Department is to prepare graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, lifelong learning, and graduate education. The Healthcare Administration (HCA) major (Bachelor of Science) is offered in collaboration with Nursing, the Department of Political Science, Department of Psychology, Department of Sociology, and the School of Business.

The School of Health Sciences at FMU strives to provide interprofessional learning opportunities for students from diverse backgrounds and assist them to become competent, caring healthcare professionals who use evidence-based practice to improve health outcomes for patients, families, and populations. The School of Health Sciences faculty facilitate student learning that emphasizes leadership, clinical decision-making, and ethical practice. Students develop understanding of healthcare policies and how policies affect the health of populations as well as the US and global healthcare systems. Students graduate as professional healthcare providers who can care safely and efficiently for diverse patients, families, and populations.

The nursing and physician assistant programs are fully accredited. Faculty in the School of Health Sciences are active in teaching, scholarship/ research, and service and the majority are doctorally prepared. Many faculty hold certifications in specialties recognized by national professional healthcare organizations. The School of Health Sciences programs require a variety of targeted clinical experiences in many different healthcare environments. Skill and clinical decision-making achievement is fostered through deliberate practice provided in the state-of-the-art skills and simulation laboratories. Graduates from the School of Health Sciences are expected to be life-long learners. The School of Health Sciences promotes diversity, tolerance, and respect among faculty, students, and healthcare partners in the Pee Dee, the state of South Carolina, and beyond.

The key values adopted by the School of Health Sciences include:

- Caring
- Interprofessional collaboration
- Leadership ability
- Healthcare technology
- Evidence-based practice
- Healthcare ethics
- Clinical decision-making
- Healthcare policy and organization

## **Program Learning Outcomes (PLOs)**

**The Bachelors of Science in Healthcare Administration prepares the graduate to:**

1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

## **Executive Summary of Report (one-page maximum)**

The BS in Healthcare Administration program has two options: one for associate degreed allied health professionals (clinical track), and a second option for traditional undergraduate students (general track). The plan of study includes an interdisciplinary focus and ten (10) online courses. The School of Business contributes two courses, the department of psychology one course, the department of sociology one course, and the department of political science one course. There are 196 students currently enrolled in the program with a total of 77 graduates (27 graduated in December 2016; 27 graduated in May 2017; 23 graduated in December 2017). An additional 39 students are scheduled to graduate in May 2018. Since the inception of the program, a total of 275 students have graduated or are currently enrolled. The program benchmarks nine SLOs. Graduates are being tracked for job placement and program satisfaction. It was determined that since our targets were achieved, no additional action was needed for the nine SLOs from 2016-2017. We decided to maintain our high expectations for learning outcomes.

## **Student Learning Outcomes (SLOs)**

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.



2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and team building strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of patient care.
9. Utilize the role of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all clients across the lifespan with diverse multicultural needs, including: but not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.

## Assessment Methods

### Student Learning Outcomes (SLOs)

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
  - a. Students will be able to perform a literature review for a leadership change plan.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*

4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
  - a. Students will be able to incorporate innovative strategies in a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
  - a. Students will be able to identify relevant healthcare policies impacting the healthcare system.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and team building strategies.
  - a. Students will collaborate with one another to development a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
  - a. Students will be able to write and organize a leadership change plan for an organization with a focus on health promotion, disease and injury prevention.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of patient care.
  - a. Students will be able to incorporate ethical core values of professionalism in a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*

9. Utilize the role of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all clients across the lifespan with diverse multicultural needs, including: but not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.
  - a. Students will be able to develop a leadership change plan for an organization that ensures safe and effective care to a diverse population.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*

#### Assessment Results

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
  - a. Students will be able to perform a literature review for a leadership change plan.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
  - a. Students will be able to incorporate innovative strategies in a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated

benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.

5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
  - a. Students will be able to identify relevant healthcare policies impacting the healthcare system.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
  
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and team building strategies.
  - a. Students will collaborate with one another to develop a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
  
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
  - a. Students will be able to write and organize a leadership change plan for an organization with a focus on health promotion, disease and injury prevention.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
  
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of patient care.
  - a. Students will be able to incorporate ethical core values of professionalism in a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated

benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.

9. Utilize the role of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all clients across the lifespan with diverse multicultural needs, including: but not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.
  - a. Students will be able to develop a leadership change plan for an organization that ensures safe and effective care to a diverse population.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.

#### **Action Items**

The Healthcare Administration program will continue to work interprofessionally with the related departments on campus including Psychology, Political Science, Business and Sociology. The Healthcare Administration program has also renewed the Health Occupation Students of American (HOSA) chapter on campus with 61 students actively enrolled in the chapter. This chapter will help foster networking opportunities with relevant Healthcare Administration staff in the Pee Dee area and allow students to gain guidance on resume preparation, job search assistance and other tips for using their degree to further their professional goals.

Further, the Healthcare Administration program has drafted a contract to collaborate with HopeHealth Federally Qualified Health Center in Fall 2018 to offer Healthcare Administration students enrolled in the Capstone Course (IPHC 457) an opportunity to gain experience through competitive internships in several departments in HopeHealth over the course of the semester. This opportunity will provide supplemental hands-on experience that will support and expand the knowledge, information and skills learned in the IPHC 457 Capstone Course.

## 5. Master of Science in Speech-Language Pathology

### **Institutional Effectiveness Report**

<b>Name of Program:</b>	<b>Masters of Science in Speech-Language Pathology</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>W. Freda Wilson, Ph.D., CCC-SLP, FASHA</b>

#### **Program Mission Statement**

The mission of the proposed Masters Degree in Speech-Language Pathology, is to produce qualified speech-language pathologists to serve the needs of persons with communication and swallowing challenges in the state of South Carolina, the Pee Dee Region and the United States of America. To achieve this mission, the MSLP Program will:

1. Provide comprehensive and rigorous academic coursework, combined with ASHA prescribed clinical education experiences in a variety of settings, e.g. medical, rehabilitation facilities, schools, universities and other health care environments, that prepare graduates to provide the highest quality services for persons with speech-language and communication disorders.
2. Aim to provide students with and without bachelor's degrees in Speech-Language Pathology, with an innovative, medically focused educational experience, grounded in the fundamental processes and mechanisms involved in human communication and its disorders.
3. Facilitate a unique application of communication sciences, research and service delivery, along with a comprehensive rural and community based clinical education.

#### **Program Learning Outcomes (PLOs)**

The learning outcomes of the proposed program are as follows:

1. Enhancement of standard speech-language pathology curriculum with greater emphasis on relevant, medical and community-based clinical education.
2. Emphasis on the establishment of a medical foundation in the diagnosis and treatment of speech, language, cognitive-communication, feeding and swallowing disorders as well as myofunctional problems across the life span.
3. Participation in multiple and comprehensive medically based practicums, in addition to educational and rehabilitative practicums.
4. Facilitating students' clinical skills development through the evaluation and treatment of infant, pediatric, adult and geriatric persons.
5. Theoretical and clinical education that reflects a medical service delivery model, which promotes greater service delivery to rural, remote, underserved and communities struggling to ameliorate health care disparities.

## **Executive Summary of Report**

The proposed FMU-MSLP Program has actively pursued and successfully achieved the required tenets that the ASHA-CAA requires for the establishment of the entry level graduate degree program in Speech-Language Pathology.

The FMU-MSLP Program document, submitted March 6, 2017 was approved August 24, 2017 without any recommendations for revisions. In fact, the March 6, 2017 CAA application was accelerated and well received.

Presently, our FMU-MSLP Team awaits the results of our April 2-3, 2018 Site Visit with the expectation to start our first cohort Fall 2018. The overall results of our Exit Report for the April 2-3, 2018 Site Visit, were positive. However, it was recommended that we adhere the ASHA-CAA guidelines for faculty and clinical educators, which means we needed to increase our faculty lines to 6.0 (4.0 Permanent and 2.0 Contract Hires) for the 2018-2019 academic year.

This recommendation was acknowledged by our executive administration and the funding for those lines have been budgeted, thus bringing our MSL Program Projections more in line with the required SLP academic and Clinical Education paradigms i.e. student to faculty clinical education paradigm of 1:1; 1:2; 1:3 and 1:4 (first number- faculty clinical educator, and second number = students).

Overall, our FMU MSLP Program has made significant progress over the past calendar year. Presently, we have 1.0 FTE (MSLP Program Director) and 1.0 FTE MSLP Program Administrative Assistant on board, .50 Clinical Services Coordinator and .25 Contract Hire Faculty, along with the equivalent of an average of 1.0 student assistance. This team has created and developed all curriculum resources (syllabi, modules etc.), all infrastructure, handbooks, clinical materials, set up the clinic and performed all other duties as required.

Currently, the MSLP Team is preparing for the opening of the proposed MSLP Program in August 2018.

## **Student Learning Outcomes (SLOs)**

Students who graduate from the proposed program will demonstrate:

1. knowledge of human communication disorders (speech, language and hearing) across the lifespan.
2. an understanding of different linguistic and cultural communication norms and disorders.
3. the ability to assimilate academic material into evidence-based clinical practice
4. the ability to think critically and evaluate research relevant to the field of speech-language pathology.
5. knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures.
6. behavior in accordance with ethical standards of the profession in academic research and clinical environs.
7. the ability to work with other professionals to benefit the care of individuals with communication disorders.
8. knowledge of regulations and record keeping in a variety of clinical settings
9. Medical knowledge and clinical skills essential to Speech-Language Pathology service delivery in acute health care settings.
10. the ability to deliver Speech-Language Pathology services to patients with medically-based communication problems as private practitioners.

## Assessment Methods

At the end of the first full academic calendar year of the proposed FMU-MSLP Program, the Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) will be evaluated by the MSLP Director and faculty, in conjunction with the Dean of the School of Health Sciences and the Associate Provost of Graduate Programs.

The MSLP Program Strategic Plan submitted to, and approved by, the ASHA-CAA will be used as the benchmark for determination of the program's first cohort outcomes. Specifically, PLO and SLO outcomes will be evaluated by the ASHA-CAA guidelines for new start program development.

Self-evaluation, ASHA inspired and/or adapted Survey, Protocols, and Compliance appraisals will be utilized to assess and evaluate the MSLP Programs first calendar year, across and within the domains, of administrative structure and governance (CAA Standard 1.0), faculty (CAA Standard 2.0), Academic and Clinical Curriculum (CAA Standard 3.0), Students (CAA Standard 4.0), Assessment (CAA Standard 5.0) and Program Resources (CAA Standard 6.0).

The FMU-MSLP Preparation Program (Pre-Requisite Courses) and students' performance in the courses will be compared to state and regional bridge program data. In addition, student, faculty, clinical educators, and community stakeholders will be surveyed to determine the FMU SLP Program's strengths and opportunities for improvement.

## Assessment Results

### MSLP Administrative and Faculty Self-Evaluation

#### Based on empirical evidence per item

- **Planned (P)** – Clear evidence of planning related to this standard is present
- **Implemented (I)** – Clear evidence that the plan has been implemented
- **Maintaining (M)** – there is evidence that the program is in compliance with the standard and the FMU-MSLP Team is able to evaluate this element of the program for continued improvement.

Standard	Progress towards Compliance			Done	Needs Improvement (describe)
	P	I	M		
<b>1.0 Administrative Structure and Governance</b>					
1.1 Regional Accreditation	P		M	✓	
1.2 Degree Granting Authority	P		M	✓	
1.3 Mission, Goals, and Objectives	P	I	M	✓	
1.4 Evaluation of Mission and Goals	P	I	M	✓	



1.5 Program Strategic Plan	P	I	M	✓	
1.6 Program Authority and Responsibility	P	I	M	✓	
1.7 Program Director	P	I	M	✓	
1.8 Equitable Treatment	P	I	M	✓	
1.9 Public Information	P	I	M	✓	
<b>2.0 Faculty</b>					
2.1 Faculty Sufficiency – Overall Program	P	I	M*	✓	
2.2 Faculty Sufficiency – Institutional Expectations	P	I	M*	✓	
2.3 Faculty Qualifications	P	I	M*	✓	
2.4 Faculty Continuing Competence	P	I	M*	✓	
<b>3.0 Curriculum (Academic and Clinical)</b>					
3.1 Overall Curriculum Sufficiency	P	I	M*	✓	
3.2 Curriculum Currency	P	I	M	✓	
3.3 Sequence of Learning	P	I	M	✓	
3.4 Diversity Reflected in the Curriculum	P	I	M	✓	
3.5 Scientific and Research Foundations	P	I	M*	✓	
3.6 Clinical Settings/Populations	P	I	M*	✓	
3.7 Clinical Education – Students	P	I	M*	✓	
3.8 Clinical Education – Client Welfare	P	I	M	✓	
3.8 External Placements	P	I	M*	✓	
3.10 Student Conduct	P	I	M	✓	
<b>4.0 Students</b>					
4.1 Admission Criteria	P	I	M*	✓	
4.2 Student Adaptations	P	I	M	✓	
4.3 Student Intervention	P	I	M	✓	
4.4 Student Information	P	I	M	✓	

4.5 Student Complaints	P	I	M*	✓	
4.6 Student Advising	P	I	M	✓	
4.7 Student Progress Documentation	P	I	M*	✓	
4.8 Availability of Student Records	P	I	M	✓	
4.9 Student Support Services	P	I	M*	✓	
4.10 Verification of Student Identity for Distance Education	NA	NA	NA	X	
<b>5.0 Assessment</b>					
5.1 Assessment of Student Learning	P	I	M	✓	
5.2 Program Assessment of Students	P	I	M*	✓	
5.3 Ongoing Program Assessment	P	I	M*	✓	
5.4 Ongoing Program Improvement	P	I	M*	✓	
5.5 Program Completion Rate	P	I	NA	TBA	
5.6 <i>Praxis</i> ® Examination Pass Rate	P	I	NA	TBA	
5.7 Employment Rate	P	I	NA	TBA	
5.8 Program Improvement – Student Outcomes	P	I	M*	✓	
5.9 Evaluation of Faculty	P	I	M*	✓	
5.10 Faculty Improvement	P	I	M*	✓	
5.11 Effective Leadership	P	I	M	✓	
<b>6.0 Program Resources</b>					
6.1 Institutional Financial Support	P	I	M*	✓	
6.2 Support for Faculty Continuing Competence	P	I	M*	✓	
6.3 Physical Facilities	P	I	M	✓	
6.4 Program Equipment and Materials	P	I	M*	✓	
6.5 Technical Infrastructure	P	I	M*	✓	
6.6 Clerical and Technical Staff Support	P	I	M*	✓	

**Note: \* = Opportunities for further enhancement warranted over the next calendar year, or during a designated timeline.**

**Action Statements:**

The following MSLP Program Adjustments will be made between August and December 2018.

1. Reorganization of SLP Preparation Courses to be offered Fall 2018, Spring 2019, Maymester 2019 and Summer I and Summer II 2019 because it makes the coursework map better coordinated per both academic and clinical education
2. Processing request for Thesis Option. Stronger students, considering a Ph.D. or ED.D., prefer to do a “Thesis” versus Capstone project.
3. Refinement of internship and externship processes where possible to allow MSLP graduates the opportunity to enroll in FMU ABA Certification Coursework, Education Learning Disabilities Certification Coursework, and Instructional Accommodations Coursework.

These three action statements will facilitate advance academic and clinical education, as well as, help students with the SLP Praxis Exam.

**Disclaimer:**

An adapted Institutional Effectiveness Report was developed in accordance to the MSLP Program’s current status.

Effective May 2019, we will have completed one year of operations, and then we will be able to complete the Institutional Effectiveness Report without accommodations.

**Appendix:**

- Candidacy Readiness Letter from ASHA-CAA
- CAA Site Visit Agenda
- Recent MSLP Faculty Table

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## APPENDIX II-B: FACULTY AND INSTRUCTIONAL STAFF SUMMARY: Year One – SPEECH-LANGUAGE PATHOLOGY

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Provide all information requested for each member of the program faculty and supervisory staff that are currently employed by the institution, under contract for employment but for which the start date is in the immediate future, and funded faculty lines that are available but currently vacant. First list full-time faculty (in alphabetical order); then list part-time faculty (in alphabetical order). The program must provide:

- ❑ The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff. **NOTE: The total FTE contribution to the graduate program should equal the breakout FTE requested below.**
- ❑ A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
  - classroom teaching
  - academic and clinical program administration
  - clinical supervision
  - research/mentoring
  - other services (i.e., advising, service on committees supporting the graduate program, NSSLHA advising)
- ❑ A breakout of time devoted to the residential program (Re), distance education (DE) and/or satellite (S) component
- ❑ Courses taught by each program faculty and supervisory staff

### Legend:

- |   |  |  |
|---|--|--|
| ❑ PD = Program Director                       | ❑ CEL = Clinical Education / Practicum Load            | ❑ CSDL = Communication Sciences and Disorders Labs           |
| ❑ CSC = Clinical Services Coordinator         | ❑ PRQ = Pre-Requisites                                 | ❑ {} Brackets = Clinical or Laboratory Contact Hours         |
| ❑ CRD = Capstone Research Director            | ❑ SIM= Simulation Education/ Training                  | ❑ CSD = Communication Sciences and Disorders                 |
| ❑ CRP= Capstone Research Projects Coordinator | ❑ PCE = Pre-Clinical Education                         | ❑ RWL = Remaining Work Load allocated to PRQs                |
| ❑ AP = Assistant Professor                    | ❑ WCPRQs= Will Cover SLP Pre-Requisites as needed      | ❑ CIN: Contract in Negotiation. To be completed by May 2018. |
| ❑ ASP = Associate Professor                   | ❑ () Parentheses = Total Number of Course Credit Hours |  |
| ❑ P = Professor                               |  |  |
| ❑ SPCH SCI = Speech Scientist                 |  |  |
| ❑ INST= Instrumentation                       |  |  |



Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research/Mentoring			Other CSDL		
				%			%			%			%			%		
<b>Dr. Nia Johnson</b> <ul style="list-style-type: none"> <li>Clinical Services Coordinator (CSC)</li> </ul>	SLP	1.0	<b>Fall 2018:</b>  <b>SLP 531</b> School Age Language Disorders (3)  <b>SLP 550</b> Clinical Practicum I (1)	.25			.50			.25								
			<b>Spring 2019:</b>  <b>SLP 575</b> Adult Language Disorders (3) <sup>1</sup>  <ul style="list-style-type: none"> <li><b>WCPRQs</b></li> </ul>	.25			.50			.25								

<sup>1</sup> Includes development of Adult Language Clinic with the PD.

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research/Mentoring			Other CSDL		
				%			%			%			%			%		
<b>Funded Faculty Lines</b>																		
<b>FULL-TIME</b>																		
<b>Dr. Skye Lewis CCC-SLP</b> <sup>2</sup>  • Assistant Professor (AP)	SLP	1.0	<b>Fall 2018: SLP 530</b> Survey of Articulation and Phonological Disorders in Children and Across the Lifespan (3) <sup>3</sup>  <b>SLP 550</b> Clinical Practicum I {3}  (3 sections at 1 credit hour per section per semester = 3 credits)  (3 credits) = CEL of 3 hours x 4	0.50						0.25			0.25 (CRP)				PRQ/SIM/PCE	

<sup>2</sup> PhD – Fall 2018 (Advance Practice; Speech Science; Medical); Hired April 13, 2018. Contract attached for verification of hire.

<sup>3</sup> Includes: Development of Articulation and Phonology Clinic(s) Interprofessional Development Expansion of Articulation/ Phonology/ Phonetics Laboratories with SPCH SCI, PD and CSC.

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research/Mentoring			Other CSDL		
				%			%			%			%			%		
			students = 12 hours of CEL  • <b>WCPRQs</b>															
			<b>Spring 2019:</b>  <b>SLP 567</b> Research Methods I (3);  <b>SLP 580</b> Clinical Practicum II {2}  (2 credits) = CEL of 2 hours x 4 students = 8 hours CEL  • <b>WCPRQs</b>	.50					.25			.25					PRQ/ SIM/ PCE	
			<b>Summer 2019:</b>  <del>SLP 591</del> Motor Speech Disorders (3) <sup>4</sup>  • <b>WCPRQs</b>	.50					.25			.25					PRQ/ SIM/ PCE	

<sup>4</sup> Includes development of Motor Speech Disorders Clinical Practicum with CSC, PD and Speech Scientist



Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin			Clinical Supervision			Research/Mentoring			Other CSDL		
				%			%			%			%			%		
PART-TIME																		
<b>Dr. Catherine Sanderson</b> <ul style="list-style-type: none"> <li>Assistant Professor (AP)</li> </ul>	SLP	.50	<b>Fall 2018:</b> <b>SLP 540</b> Communication Disorders in the Birth to Five Population (3) <b>SLP 550</b> Clinical Practicum {2} (CPL= 2 credit hours x 3 contact hours x 4 students = 24 contact hours) <ul style="list-style-type: none"> <li><b>WCPRQs</b></li> </ul>	.25						.25								

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin		Clinical Supervision				Research/Mentoring			Other CSDL	
				%			%		%			%			%		
<b>Dr. Johnny R. Wilson</b>	SPCH SCI	1.0	<b>Fall 2018: SLP 537</b> Speech and Hearing Science (3)  <ul style="list-style-type: none"> <li><b>WCPRQs</b></li> </ul>	.25								.25 (CRP)				.50 <sup>5</sup>	

<sup>5</sup> Communication Sciences and Disorders/ Speech Science Laboratory Development and Management. (i.e. Technical Support, Calibrations, Research and other support as warranted).

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Graduate didactic courses taught in the current academic year (course #, name, semester)	Classroom Teaching			Academic and Clinical Admin		Clinical Supervision				Research/Mentoring			Other CSDL	
				%			%		%			%			%		

\*FYI, the university has committed to funding the equivalent of 1.0 SLP (part-time and/or contract hire), as well as other needed clinical educators (6-8).

\* The following have agreed to teach and/or provide Clinical Education subsequent to contractual arrangements:

- Dr. Amber Heape (TBA): Contract Negotiations to be completed by April 30, 2018
- Dr. Johnny R. Wilson: Contract Negotiations to be completed by April 30, 2018.

<b>Total Full-Time Permanent Faculty FTEs assigned to graduate SLP program as of Fall 2018 -Fall 2019:</b>	4.0 Full-Time
<b>Total Contract/ Part-Time Faculty FTEs assigned to graduate SLP program as of Fall 2018 -Fall 2019:</b>	2.0 Contract Hire (FTE, Part-Time Clinical Educators and/or Instructors)
<b>Total FTEs</b>	6.0
4.0 FTEs (Full-Time) Funded refers to the Fall 2018 academic year through Summer 2019. During the 2018-2019 academic year, searches and funding have been approved for another full-time PhD faculty member (1.0 FTE) and another Full-time Clinical Educator (1.0 FTE) for a total of 6.0 FTEs by the end of Fall 2019. Academic and Clinical Educators must have doctoral level expertise in advance practice and specialty areas, unless exceptional Masters or ABD available.	
Total Faculty FTEs funded for immediate searches and to be brought in as soon as possible between 2019 to 2020 or before as needed = 2.0 FTEs	

Additional funded FTEs were allocated as a result of consultative input of the CAA Team and Executive Administration's increased comprehension/understanding, that Speech-Language Pathology Clinical Education processes must adhere to an Educational Training Ratio of one (1) Clinical Educator to no more than four (4) student clinicians per hour.

Funding, also allocated for additional Part Time Contract Hire Clinical Educators at eight (8) to 10 Clinical Educators at variable percentages of work time per nature and types of Clinical practicum + number of students to participate in clinical practicum section. This will be done in order to accommodate projected increase of class size for 2019 to 2020, from 20 to 25, as well as to accommodate three to five students that might need to matriculate at slower pace due to their jobs, family or personal circumstances.

## 6. MSN Nurse Educator Options

# **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>MSN Nurse Educator</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Dr. Karen Gittings</b>

### **Program Mission Statement**

- The Mission of the Department of Nursing is “The Francis Marion University Nursing Program prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning.”

### **Program Learning Outcomes (PLOs) – Graduate Nursing**

- 1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing.
- 2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice.
- 3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.
- 4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.
- 5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.
- 6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.
- 7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care.
- 8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.

### **Executive Summary of Report (one-page maximum)**

- This report includes the mission of the Department of Nursing, which is in alignment with the School of Health Sciences and Francis Marion University. The graduate nursing program has eight end-of-program student learning outcomes, which for the purposes of this report are identified as the program learning outcomes. There are additionally eight end-of-program student learning outcomes that have been modified to be more specific to students who are in the Nurse Educator track; for the purposes of this report, they are identified as the student learning outcomes.

Assessment methods were identified for each of the eight student learning outcomes. One or two methods of evaluation were identified for each outcome. For written assignments, a consistently high expected level of achievement was used: 90% of students will achieve an 80% or higher on the assignment. A variety of assignments were utilized to evaluate student achievement including papers, presentations, article appraisals, discussion boards, and clinical evaluation. All tools are appropriate to online learning.

All assessment methods were evaluated during the 2017-2018 school year. All identified expected levels of achievement were met. The target was achieved for each end-of-program student learning outcome. The plan for next year is to develop APRN 710 into an end-of-program capstone course where achievement of all end-of-program student learning outcomes can be identified.

### **Student Learning Outcomes (SLOs) – Graduate Nursing – Nurse Educator Track**

- 1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
- 2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
- 3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
- 4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
- 5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
- 6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
- 7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
- 8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

## Assessment Methods

- 1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Teaching Experience (APRN 708) based on the grading rubric.**
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Post Conference Teaching Experience (APRN 709).**
- 2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Teaching Strategy Research Paper (APRN 604) based on the grading rubric.**
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Contemporary Educational Issue Paper (APRN 710) based on the grading rubric.**
- 3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
  - **ELA = 90% of students will achieve a minimum grade of 4/5 on the Academic Practicum Evaluation Tool (APRN 708).**
- 4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Teaching Plan (APRN 604) based on the grading rubric.**
- 5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Research Article Appraisal (APRN 503) based on the grading rubric.**
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Teaching Plan (APRN 604) based on the grading rubric.**
- 6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
  - **ELA = 90% of students will achieve an 80% or higher grading score on the National Health Policy Paper (APRN 504) based on the grading rubric.**
- 7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Discussion Board (APRN 710), which discusses high-stakes testing, progression policies, and the ethical/legal issues associated with these practices, based on the grading rubric.**
- 8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
  - **ELA = 90% of students will achieve an 80% or higher grading score on the Discussion Board (APRN 604), which discusses gender, cultural, and socioeconomic factors, based on the grading rubric.**

- **ELA = 90% of students will achieve an 80% or higher grading score on the Personal Philosophy of Nursing Paper (APRN 605) based on the grading rubric.**

### Assessment Results

- 1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
  - **All students (100%) achieved a grade higher than the target of 80 on the Teaching assignment (APRN 708).**
  - **All students (100%) achieved a grade higher than the target of 80 on the Post Conference Teaching assignment (APRN 709).**
  - **Target achieved.**
- 2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
  - **All students (100%) achieved a grade higher than the target of 80 on the Teaching Strategy Research Paper assignment (APRN 604).**
  - **All students (100%) achieved a grade higher than the target of 80 on the Contemporary Educational Issue assignment (APRN 710).**
  - **Target achieved.**
- 3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
  - **All students (100%) achieved a minimum grade of 4/5 on the Academic Practicum Evaluation tool (APRN 708).**
  - **Target achieved.**
- 4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
  - **All students (100%) achieved a grade higher than the target of 80 on the Teaching Plan assignment (APRN 604).**
  - **Target achieved.**
- 5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
  - **All students (100%) achieved a grade higher than the target of 80 on the Research Article Appraisal assignment (APRN 503).**
  - **All students (100%) achieved a grade higher than the target of 80 on the Teaching Plan assignment (APRN 604).**
  - **Target achieved.**



- 6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
  - **All students (100%) achieved a grade higher than the target of 80 on the National Health Policy assignment (APRN 504).**
  - **Target achieved.**
- 7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
  - **All students (100%) achieved a grade higher than the target of 80 on the Discussion Board assignment (APRN 710).**
  - **Target achieved.**
- 8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
  - **All students (100%) achieved a grade higher than the target of 80 on the Discussion Board assignment (APRN 604).**
  - **All students (100%) achieved a grade higher than the target of 80 on the Personal Philosophy of Nursing assignment (APRN 605).**
  - **Target achieved.**

#### **Action Items**

- Nursing accreditation standards/criteria require that evidence of achievement of end-of-program student learning outcomes be demonstrated in the students' final semester. To meet this requirement, nursing faculty will further develop the APRN 710 course into an end-of-program capstone course. Assignments will be redesigned so that achievement of all end-of-program student learning outcomes can be demonstrated within this course. Methods of assessment for the purposes of this IE report may change based on changes to the above course.

## 7. Nursing MSN/FNP

### **Institutional Effectiveness Report**

#### **Department of Nursing 2017-2018**

<b>Name of Program/Department:</b>	<b>Department of Nursing in the School of Health Sciences MSN Family Nurse Practitioner</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Dr. Deborah Hopla</b>

#### **Program Mission Statement**

The mission of the Department of Nursing is “FMU Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning” (<https://www.fmarion.edu/healthsciences/nursing/>).

#### **Program Learning Outcomes (PLOs) – Master’s**

The master’s program in nursing prepares the graduate to:

- Leadership
- Health Policy
- Professionalism
- Research
- Informatics Acquisition
- Knowledge Acquisition
- Evidence-Based Practice
- Delivery of Quality Care
- Interprofessional Collaboration
- Ethics
- Cultural Diversity Awareness
- Quality Improvement

#### **Executive Summary of Report**

The Nursing Department in the School of Health Sciences has a master’s program with two degree options, the Nurse Educator and Family Nurse Practitioner. The mission of the nursing program is consistent with that of the School of Health Sciences and Francis Marion University.

There are general program learning outcomes for the master's program and additionally outcomes that are slightly altered to be more specific to the Family Nurse Practitioner option. In the language of nursing accreditation, these program learning outcomes are referred to as student learning outcomes, which the students must achieve by the end of the program of study.

### **Student Learning Outcomes with ELAs**

An expected level of achievement (ELA) was set for each of the eight student learning outcomes. The ELA of "90% of students will achieve an 80% grading score" was determined by the nursing faculty.

### **Assessment Methods**

Various methods were used to assess the eight student learning outcomes. Different methods included evidence-based projects, physical assessment, PowerPoint presentations, pamphlets, scholarly papers, case studies, clinical evaluations, research appraisals, analysis of ethical dilemmas, and quality improvement projects.

### **Assessment Results**

The Expected Level of Achievements (ELAs) were met for the eight student learning outcomes. The targets were met and no further action required.

### **Summary**

All targets were met for 2017-2018. The plans are for 80% of the students to make the minimum grade of 80% or better on the majority of the required assignments for 2018-2019.

### **Student Learning Outcomes (SLOs)**

The nursing Program Learning Outcomes are evaluated as the final end-of-program Student Learning Outcomes. Expected Levels of Achievement (ELAs) are the baseline (minimal competency measure) and the benchmark for achievement.

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice family nurse practitioner role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based clinical practice.

6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

### Assessment Methods

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
  - (APRN Internship I & II 705, 706 )
    - Students develop an evidence-based project in a site where they have clinical experience in their final semester.
    - **ELA** – Students will achieve a minimum grade of 80.
  - Students develop teaching pamphlets at a 5<sup>th</sup> grade reading level (APRN 507 )
    - Students lead a clinical post conference and perform a self-evaluation.
    - **ELA** – Students will achieve a minimum grade of 80.
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
  - Research Paper (APRN 503)
    - Students research an evidence-based question that they have and appraise the current evidence. They write a scholarly paper including current research available.
    - **ELA** – Students will achieve a minimum grade of 80.
  - Students research a current healthcare topic (APRN 504, 703, 705, 706)
    - Students research a current healthcare topic and write a case study based on current evidence.
    - **ELA** – Students will achieve a minimum grade of 80.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse practitioner role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
  - Internship I & II (APRN 705 & 706)
    - Students are evaluated by their clinical preceptors on criteria important for the family nurse practitioner. Interdisciplinary teams are expected and incorporated in the evaluation.
    - **ELA** – Students will achieve a minimum grade of 4/5 on relevant criteria.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
  - Analysis of a healthcare Disparity and formulation of research question (APRN 503)

- Students develop a research question that incorporates active teaching-learning strategies. Students engage in formulating a research, evidence-based question and seek to improve healthcare with the evidence available. A Scholarly paper is evaluated for all areas in research.
  - **ELA** – Students will achieve a minimum grade of 80.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based clinical practice.
    - Appraisal of Research Article (APRN 503)
      - Students complete an in depth appraisal of a research article relevant to their discipline.
      - **ELA** – Students will achieve a minimum grade of 80.
    - Teaching Plan (APRN 507)
      - Students develop a teaching pamphlet based on the learning assessment of their learners. This is a current healthcare need of the patients.
      - **ELA** – Students will achieve a minimum grade of 80.
  6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
    - Scholarly paper and presentation on a National Health Policy Topic (APRN 504)
      - Students research a variety of topics related to health policy.
      - **ELA** – Students will achieve a minimum grade of 80.
  7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
    - Clinical Decision-making (APRN 707)
      - Students discuss ethical problems in healthcare and include legal issues. A review of an ethical dilemma in healthcare is discussed and a paper is written.
      - **ELA** – Students will achieve a minimum grade of 80.
  8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
    - Scholarly papers and Case Studies (APRN 504, 703, 705, 706) demonstrate meeting this outcome.
      - Students discuss the attributes of patients including gender, culture, and socioeconomic factors.
      - **ELA** – Students will achieve a minimum grade of 80.

## Assessment Results

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.

- All students achieved a grade higher than the target of 80 on the criteria from APRN 705, 706. **Target achieved.**
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
    - All students achieved a grade higher than the target of 80 on the criteria from APRN 503. **Target achieved.**
  3. Develop interdisciplinary teamwork and collaboration in the advanced practice family nurse practitioner role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
    - All students achieved a grade higher than the target of 80 on the criterion from APRN 705, 706. **Target achieved.**
  4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
    - All students achieved a grade higher than the target of 80 on the criterion from APRN 503. **Target achieved.**
  5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
    - All students achieved a grade higher than the target of 80 on the criteria from APRN 503, 507. **Target achieved.**
  6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
    - All students achieved a grade higher than the target of 80 on the criterion from APRN 504. **Target achieved.**
  7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
    - All students achieved a grade higher than the target of 80 on the criterion from APRN 707. **Target achieved.**
  8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
    - All students achieved a grade higher than the target of 80 on the criteria from APRN 504, 703, 705, 706. **Target achieved.**

### **Action Items**

- The classes meeting in a face-to-face format will remain at the requests of students.
- Due to changes in grants more emphasis will be added in pharmacology regarding opioid and substance abuse.
- Due to changes in the requirements of the National Organization of Nurse Practitioner Faculties (NONPF) the use of telehealth will be added to APRN 603 Advanced Physical Assessment.

- To better prepare graduate family nurse practitioner (FNP) students in the clinical arena health assessment was moved from a five week course to a ten week course.

## 8. Doctor of Nursing Practice

# **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>Doctor of Nursing Practice</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Ruth Wittmann-Price</b>

### **Program Mission Statement**

The Mission of the Department of Nursing is: “The FMU Nursing Program prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning” (<https://www.fmarion.edu/healthsciences/nursing/>)

### **Program Learning Outcomes (PLOs):**

1. Scientific and theoretical knowledge L
2. Leadership skills
3. Evidence-based practices
4. Information systems and technology
5. Advocacy
6. Interprofessional collaboration
7. Systems changes
8. Advanced practice care

### **Executive Summary of Report (one-page maximum)**

The mission statement for the Department of Nursing is consistent and pertains to all levels of students (BSN, MSN and DNP). The themes of the program learning outcomes are consistent with doctoral nursing competencies and skills and are congruent with the end-of-program student learning outcomes that are formulated from the Essential of Doctoral Education published by the American Academy of Colleges of Nursing (AACN). The program assessment methods are directly related to the program learning outcomes and the end-of-program SLOs. The assessments are actually parts of an evidence-based practice project that is completed for quality improvement in patient care. Each course in the program concentrates on a specific part of the project. The benchmark was set through analysis of the other graduate programs at FMU School of Health Sciences and attainment is only based on one semester. The DNP program began in January of 2018. Initially seventeen (17) students were accepted and shortly after the program began three (3) withdrew without penalty and therefore were not counted in the final numbers. Of the fourteen students who remained enroll, one (1) did not complete any assignments and received a failing grade. The action plan is based on the statistical analysis of data from the first semester and faculty feel that the program warrants a more intensive orientation to decrease early withdrawals and non-participation.

### **Student Learning Outcomes (SLOs)**

1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.



2. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
3. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
4. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
5. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
6. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
7. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
8. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

### Assessment Methods

AACN DNP Essential	FMU End-of-Program Student Learning Outcome (SLO)	DNP Project Demonstrated End-of-Program SLO	Bench-mark
<p><b>1. Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:</b></p> <ol style="list-style-type: none"> <li>a. Integrate nursing science with knowledge from ethics , the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice</li> <li>b. Use science-based theories and concepts to:               <ol style="list-style-type: none"> <li>i. Determine the nature and significance of health and health care</li> </ol> </li> </ol>	<p>Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>The DNP project will identify a specific process improvement needed for a population of patients or healthcare system and includes a graded section related to an interprofessional literature review and an applied theoretical background.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Clinical Issue and Significance to Healthcare</b></p> <ul style="list-style-type: none"> <li>- The problem or issue to be</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>delivery phenomena</p> <p>ii. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and</p> <p>iii. Evaluate outcomes</p> <p>c. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.</p>		<p>addressed should be introduced and its significance summarized.</p> <ul style="list-style-type: none"> <li>- Describe the role of culture in the project.</li> </ul> <p><b>Theoretical Framework</b></p> <ul style="list-style-type: none"> <li>- Describe the theoretical framework for the DNP project (ie PDSA).</li> </ul>	
<p><b>2. Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:</b></p> <p>a. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences</p> <p>b. Ensure accountability for quality health care and patient safety for populations with whom they work</p>	<p>Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>The DNP students' projects will demonstrate process improvement for a population or healthcare system to improve services.</p> <ul style="list-style-type: none"> <li>● <b>Purpose</b> (Completed in 802)</li> <li>● This is the overall goal(s) of the project.</li> <li>● How does the project effect healthcare policy locally, nationally, or globally?</li> <li>● How does a Doctorally-prepared nurse lead change?</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<ul style="list-style-type: none"> <li>i. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems</li> <li>ii. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.</li> <li>iii. Develop and/or monitor budgets for practice initiatives</li> <li>iv. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in health care outcomes</li> <li>v. Demonstrate sensitivity to diverse organizational</li> </ul>			
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<p>cultures and populations, including patients and providers</p> <p>c. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research</p>			
<p><b>3. Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</b></p> <p>a. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</p> <p>b. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</p> <p>c. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p> <p>d. Apply relevant findings to develop practice guidelines and improve</p>	<p>Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>The DNP project will be evidence-based. The project will include a list and appraisal of current best evidence and a synthesis of findings and the appropriate application to the population or system being affected.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence Review &amp; Synthesis</b> (Completed in 801)</li> <li>- Evaluate relevant research and current scientific work that relates to the purpose of the project. Use only state of the science data from literature to highlight the scope and magnitude of the problem/issue. Critical appraisal of relevant research means addressing consistencies and inconsistencies in findings, analyzing opposing and supporting viewpoints, evaluating quality of literature cited, identifying gaps, study limitations, and how the project will address this area. Synthesize the findings from research related to the practice problem as identified in the review of the literature. This</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>practice and the practice environment.</p> <p>e. Use information technology and research methods appropriately to:</p> <ul style="list-style-type: none"> <li>i. collect appropriate and accurate data to generate evidence for nursing practice</li> <li>ii. inform and guide the design of data bases that generate meaningful evidence for nursing practice</li> <li>iii. analyze data from practice design evidence-based interventions</li> <li>iv. predict and analyze outcomes</li> <li>v. examine patterns of behavior and outcomes</li> <li>vi. identify gaps in evidence for practice</li> </ul> <p>f. Function as a practice specialist/consultant in collaborative knowledge-generating research.</p> <p>g. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</p>		<p>is a focused brief evidence appraisal (including evidence table if appropriate). This section includes key evidence that requires review of the most current literature found in primary sources. Summarize the link between the relevant literature and the project idea</p> <p>All current literature must be examined – not only the articles that are available via full text</p> <ul style="list-style-type: none"> <li>- <b>Clinical Question</b> The clinical question should be in PICOT format.</li> <li>• <b>Protection of Human Participants</b> (Completed in 804)</li> </ul> <p>-Discuss how human subjects will be protected during the DNP project. How will information be collected, stored and secured.</p> <ul style="list-style-type: none"> <li>- The DNP Project Chair will let the student know what paperwork is needed to submit the application to the Francis Marion University IRB and what type of application will be submitted.</li> <li>- The DNP Project Chair must submit the application to the Francis Marion University IRB.</li> <li>- The student will then submit an IRB application to the IRB at the site where the project will take place (if applicable).</li> </ul>	
<p><b>4. Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care, the DNP program prepares the graduate to:</b></p> <p>a. Design, select, use, and evaluate programs that evaluate and monitor</p>	<p>Utilizes information systems and technology to improve healthcare services to patients, families, and populations with</p>	<p>The DNP student will be evaluated on the utilization of information systems by the following methods; 1) demonstrates adeptness in library searches for the DNP project, 2) accesses electronic data needed to complete the DNP project, and 3) practitioner</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</p> <p>b. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</p> <p>c. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</p> <p>d. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</p> <p>e. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness</p>	<p>an emphasis on rural populations.</p>	<p>students will record appropriate and complete patient data in the electronic patient data base electronically.</p> <p><b>Setting/Sample</b> (Completed in 803)</p> <ol style="list-style-type: none"> <li>1. Setting where the project takes place.</li> <li>2. What is the target population?</li> <li>3. What healthcare providers are involved?</li> <li>4. What technology is needed to enhance the project?</li> </ol>	
<p><b>5. Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</b></p> <p>a. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</p>	<p>Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with</p>	<p>The DNP project goal is to establish a positive healthcare change for a population or system.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Purpose</b></p> <p>-This is the overall goal(s)</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<ul style="list-style-type: none"> <li>b. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</li> <li>c. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</li> <li>d. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</li> <li>e. Advocate for the nursing profession within the policy and healthcare communities.</li> <li>f. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</li> <li>g. Advocate for social justice, equity, and ethical policies within all healthcare arenas.</li> </ul>	<p>an emphasis on rural populations.</p>	<p>of the project.</p> <p>-How does the project effect healthcare policy locally, nationally, or globally?</p> <p>-How does a doctoral-prepared nurse lead change?</p>	
<p><b>6. Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>a. Employ effective communication and collaborative skills in the development and</li> </ul>	<p>Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and</p>	<p>The DNP student will demonstrate interprofessional communication and collaboration in skills during their practicum hours by making the appropriate referrals for patients and securing services that meet patient needs. Secondly, the DNP</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</p> <p>b. Lead interprofessional teams in the analysis of complex practice and organizational issues.</p> <p>c. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</p>	<p>populations with an emphasis on rural populations.</p>	<p>project will demonstrate interprofessional communication and collaboration during the development stages as the student demonstrates leadership in process improvement.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <ul style="list-style-type: none"> <li>● <b>Study Design/Methods</b> (Completed in 805)</li> </ul> <p>- Steps of the project</p>	
<p><b>7. Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health, the DNP program prepares the graduate to:</b></p> <p>a. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</p> <p>b. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/ disease prevention efforts, improve health status/access patterns, and/or address gaps in care</p>	<p>Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>The DNP project will have a healthcare prevention component integrated into the project to address the chronic healthcare needs of the population being effected.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <ul style="list-style-type: none"> <li>● <b>Data collection and project implementation</b> (Completed in 807)</li> <li>● <b>Evaluation/Data Analysis</b> (Completed in 807/808) <ul style="list-style-type: none"> <li>- Describe the analytical approach to evaluate the outcomes of the project</li> <li>- If statistics are being used, explain the procedures including what will</li> </ul> </li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>



<p>of individuals, aggregates, or populations.</p> <p>c. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p>		<p>be done and why the specific analysis was selected.</p>	
<p><b>8. Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</b></p> <p>a. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p> <p>b. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</p> <p>c. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</p> <p>d. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <p>e. Guide, mentor, and support other nurses to</p>	<p>Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN <i>Essentials of Doctoral Education for Advanced Nursing Practice</i>, 2006).</p>	<p>The DNP project completion will demonstrate the students' ability to understand a comprehensive system assessment, complete a planning process, and implement and evaluate the data for program improvements.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Results/Outcomes</b></p> <ul style="list-style-type: none"> <li>● <b>What are the results / Evaluation/Data Analysis</b> (Completed in 807/808) <ul style="list-style-type: none"> <li>- Describe the analytical approach to evaluate the outcomes of the project</li> <li>- If statistics are being used, explain the procedures including what will be done and why the specific analysis was selected.</li> </ul> </li> <li>● <b>Results/Outcomes</b> (Completed in 808)</li> </ul> <p><b>What are the results / outcomes of your project</b></p> <p><b>Strengths and Limitations</b></p> <p>gths of the project?</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>achieve excellence in nursing practice.</p> <p>f. Educate and guide individuals and groups through complex health and situational transitions.</p> <p>g. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (AACN, <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i>, October 2006).</p>		<p>ations?</p> <p><b>Implications</b></p> <p>ications of the results?</p> <p><b>Suggestions for future projects/research</b></p> <p>Develop skills in manuscript development, grant writing, presentations, and public speaking. (APRN 806)</p>	
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**Assessment Results**

AACN DNP Essential	Bench-mark	Assessment Results
<p><b>1. Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:</b></p> <p>a. Integrate nursing science with knowledge from ethics , the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice</p> <p>b. Use science-based theories and concepts to:</p> <p>i. Determine the nature and significance of health and health care delivery phenomena</p> <p>ii. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and</p> <p>iii. Evaluate outcomes</p> <p>c. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 1 which corresponds to the end-of-program SLO #1 was completed by 13/14 (92%) students in DNP 800 and DNP 801 at a grade of 77% or above. The benchmark was met.</p>
<p><b>2. Essential II: Organizational and Systems Leadership for Quality Improvement and</b></p>	<p>90% of students will</p>	<p>Essential 2 which corresponds to the</p>

<p><b>Systems Thinking prepares the DNP graduate to:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences</li> <li><b>b.</b> Ensure accountability for quality health care and patient safety for populations with whom they work <ul style="list-style-type: none"> <li><b>i.</b> Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems</li> <li><b>ii.</b> Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.</li> <li><b>iii.</b> Develop and/or monitor budgets for practice initiatives</li> <li><b>iv.</b> Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in health care outcomes</li> <li><b>v.</b> Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers</li> </ul> </li> <li><b>c.</b> Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research</li> </ul>	<p>demonstrate at a grade of 77% or above.</p>	<p>end-of-program SLO #2 was partially completed by 13/14 (92%) students in DNP 801 and DNP 802 at a grade of 77% or above. The benchmark was met.</p>
<p><b>3. Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</b></p> <ul style="list-style-type: none"> <li><b>h.</b> Use analytic methods to critically appraise existing literature and other evidence to</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 3 which corresponds to the end-of-program SLO #2 was partially completed by 13/14 (92%) students in DNP</p>

<p>determine and implement the best evidence for practice.</p> <ul style="list-style-type: none"> <li>i. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</li> <li>j. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</li> <li>k. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</li> <li>l. Use information technology and research methods appropriately to: <ul style="list-style-type: none"> <li>vii. collect appropriate and accurate data to generate evidence for nursing practice</li> <li>viii. inform and guide the design of data bases that generate meaningful evidence for nursing practice</li> <li>ix. analyze data from practice design evidence-based interventions</li> <li>x. predict and analyze outcomes</li> <li>xi. examine patterns of behavior and outcomes</li> <li>xii. identify gaps in evidence for practice</li> </ul> </li> <li>m. Function as a practice specialist/consultant in collaborative knowledge-generating research.</li> <li>n. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</li> </ul>		<p>801 at a grade of 77% or above. The benchmark was met.</p>
<p><b>4. Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>f. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</li> <li>g. Analyze and communicate critical elements necessary to the selection, use and evaluation</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>This SLO will be addressed in a subsequent semester.</p>

<p>of health care information systems and patient care technology.</p> <ul style="list-style-type: none"> <li>h. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</li> <li>i. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</li> <li>j. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness</li> </ul>		
<p><b>5. Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>h. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</li> <li>i. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</li> <li>j. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</li> <li>k. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</li> <li>l. Advocate for the nursing profession within the policy and healthcare communities.</li> <li>m. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</li> <li>n. Advocate for social justice, equity, and ethical policies within all healthcare arenas.</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>This SLO will be addressed in a subsequent semester.</p>
<p><b>6. Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</b></p>	<p>90% of students will demonstrate at</p>	<p>Essential 6 which corresponds to the end-of-program SLO #6 was partially completed by 13/14</p>

<ul style="list-style-type: none"> <li>d. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</li> <li>e. Lead interprofessional teams in the analysis of complex practice and organizational issues.</li> <li>f. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</li> </ul>	<p>a grade of 77% or above.</p>	<p>(92%) students in DNP 802 at a grade of 77% or above. The benchmark was met.</p>
<p><b>7. Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>d. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</li> <li>e. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</li> <li>f. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 7 which corresponds to the end-of-program SLO #7 was partially completed by 13/14 (92%) students in DNP 802 at a grade of 77% or above. The benchmark was met.</p>
<p><b>8. Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>h. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</li> <li>i. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</li> <li>j. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>This SLO will be addressed in a subsequent semester.</p>

<p>k. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <p>l. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</p> <p>m. Educate and guide individuals and groups through complex health and situational transitions.</p> <p>n. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (<i>AACN, The Essentials of Doctoral Education for Advanced Nursing Practice</i>, October 2006).</p>		
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**Action Items**

- Two students withdrew early and one student failed. Provide students with a more in-depth orientation about the rigor of full-time doctoral students so they can make an informed decision prior to admission.

**Appendix**

- N/A

**Sources cited and other resources for assessment terminology and assistance:**

[https://www.westmont.edu/offices/institutional\\_portfolio/program\\_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes\\_000.pdf](https://www.westmont.edu/offices/institutional_portfolio/program_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes_000.pdf)

<http://academics.lmu.edu/spee/officeofassessment/assessmentresources/glossaryofassessmentterms/>

<http://assessment.ucdavis.edu/how/glossary.html>

Contact cmcmanus@fmarion.edu or call 661-1559

## University Life – IE Report 2017-2018

<b>Name of Program/Department:</b>	<b>University Life</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer:</b>	<b>Allison M. Steadman/Jennifer Kunka</b>

### Program Mission Statement

- The mission of University Life is to provide incoming students with strategies to acclimate them to Francis Marion University’s physical, educational, and social community in a personally beneficial and successful manner. Students will learn the necessary academic, university, social, and cultural skills and strategies needed to succeed in the university environment.

### Program Learning Outcomes (PLOs)

1. Academic Skills:
  - a. Students will learn to navigate the advising process to develop academic and career goals as they create a plan for graduation.
2. University Skills:
  - a. Students will develop skills for academic and personal success utilizing the campus resources available to them.
3. Social and Cultural Skills:
  - a. Students will be introduced to strategies to develop their social and emotional intelligence, personal wellbeing, and cultural appreciation.

### Executive Summary of Report

The University Life program has been integrated in FMU’s new Center for Academic Success and Advisement (CASA), which began operation in Fall 2016. In CASA, UL 100 courses now work in strong coordination with first-year advising, academic resources, and the career development office. This new organization gives greater oversight and structure to the UL 100 program.

To improve the UL 100 institutional effectiveness evaluation for 2017-2018, a committee was formed to develop consistent SLOs shared across course sections, along with a pre- and post-survey system for more inclusive data collection and assessment to refine baselines and benchmarks. Areas requiring improvement will be addressed through providing additional resources to faculty for instruction and sharing assessment tools to faculty for data collection. In addition, instructors will participate in a pre-semester UL 100 workshop to learn about the results from the previous year’s data and share instructional techniques with fellow faculty. Areas requiring improvement will also be stressed, where appropriate, in training of Patriot Mentors, undergraduate student leaders embedded in each UL 100 course.



The data of this report is based primarily on a new pre-course survey (completion rate = 31.28%; N= 218/697) and post-course survey (completion rate = 17.50%; N=122/697) distributed to students who took UL 100 in Fall 2017. Participation in this survey was voluntary and anonymous.

The survey indicates successful instruction in the areas of academic advising and planning, use of most campus resources that students were able to identify, and personal and social responsibility. The student survey results also indicate that instruction needs to be strengthened in the areas of time management, study skills, and familiarity with personal counseling and student health resources on campus.

**Student Learning Outcomes (SLOs)**

1. Academic Skill Development:
  - a. Students will identify and apply skills needed for academic success including time management, effective studying and note taking, and goal setting.
  - b. Students will understand the advising process and construct a schedule and plan for graduation within their chosen major.
  - c. Students will examine career paths related to their chosen major.
2. University Skill Development
  - a. Students will identify, locate, and utilize campus resources including CASA, Office of Testing and Counseling, Student Health, Career Development, etc.
  - b. Students will identify, locate, and utilize resources in Rogers Library.
  - c. Students will gain familiarity with financial literacy and the responsibilities associated with financial aid.
3. Social and Cultural Skill Development
  - a. Students will understand the benefits and responsibilities of membership in the FMU Community.
  - b. Students will participate in at least one campus cultural event.
  - c. Students will reflect on health and wellness practices during their university experience and beyond.

**Assessment Methods**

1. Academic Skill Development– Assessment method for each item is a post-course survey.
  - a. Students will identify and apply skills needed for academic success including time management, effective studying and note taking, and goal setting.

<b>Upon completion of UL 100, students will</b>	<b>Baseline</b>	<b>Benchmark</b>	<b>Goal</b>
Understand the importance of time management	87.84%	90%	
Improve notetaking skills	56.76%	90%	
Develop strategies to study effectively	61.65%	90%	
Identify different study habits than those needed in high school	83.57%	80%	
Understand how to prioritize their time to achieve success in college	91.79%	80%	

- b. Students will understand the advising process and construct a schedule and plan for graduation within their chosen major.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Have created a 4-year plan for graduation based on the major requirements for their degree	71.62%	90%	
Have understood the degree requirements for their major	94.67%	90%	
Have met with their advisor and understand the advising process	89.19%	90%	
Locate and read their Degree Audit	90.67%	80%	

- c. Students will examine career paths related to their chosen major.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Selected a career focus	55.41%	90%	
Become familiar with Career Development	52.70%	90%	

2. University Skill Development– Assessment method for each item is a post-course survey.

- a. Students will identify, locate, and utilize campus resources including CASA, Office of Testing and Counseling, Student Health, Career Development, etc.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Understand how to navigate campus and find classrooms	88.00%	80%	
Understand where to go for help with mental and emotional stress	46.66%	90%	
Understand where to go for academic counseling	64.00%	90%	
Have located and/or used the Writing Center or Tutoring Center at least once	69.87%	80%	
Understand where the Financial Aid office is located	NA	90%	

- b. Students will identify, locate, and utilize resources in Rogers Library.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Have used the library for at least one assignment	89.33%	80%	

- c. Students will gain familiarity with financial literacy and the responsibilities associated with financial aid.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Have familiarity with financial literacy and money management	NA	80%	
Understand how student loans are structured and how they can impact future credit	NA	80%	

3. Social and Cultural Skill Development– Assessment method for each item is a post-course survey.

- a. Students will articulate the benefits and responsibilities of membership in the FMU Community.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Understand where to find the FMU Student Handbook	70.67%	90%	
Understand the FMU Honor Code	58.11%	90%	
Understand their responsibilities as a college student	92.00%	90%	
Know the campus organizations that they have the option to join	69.34%	80%	

- b. Students will participate in one campus cultural event.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Participate on one campus event (art show, guest speaker, play, athletic event, or organization event).	86.67%	80%	

- c. Students will reflect on health and wellness practices during their university experience and beyond.

Upon completion of UL 100, students will	Baseline	Benchmark	Goal
Understand where the Student Health Center is located	81.33%	80%	
Understand where the Counseling and Testing Center is located	52.00%	80%	
Understand where the gym facilities are on campus	89.33%	80%	

**Assessment Results**

**1. Academic Skill Development**

- a.** Students will identify and apply skills needed for academic success including time management, effective studying and note taking, and goal setting.

<b>Upon completion of UL 100, students will</b>	<b>Result</b>	<b>Benchmark</b>	<b>Goal</b>
Understand the importance of time management	90.17%	90%	<b>Achieved</b>
Improve notetaking skills	95.08%	90%	<b>Achieved</b>
Develop strategies to study effectively	85.96%	90%	<b>Not Achieved</b>
Identify different study habits than those needed in high school	87.70%	80%	<b>Achieved</b>
Understand how to prioritize their time to achieve success in college	88.52%	80%	<b>Achieved</b>

- b.** Students will understand the advising process and construct a schedule and plan for graduation within their chosen major.

<b>Upon completion of UL 100, students will</b>	<b>Result</b>	<b>Benchmark</b>	<b>Goal</b>
Have created a 4-year plan for graduation based on the major requirements for their degree	88.89%	90%	<b>Not Achieved</b>
Have understood the degree requirements for their major	97.44%	90%	<b>Achieved</b>
Have met with their advisor and understand the advising process	100.00%	90%	<b>Achieved</b>
Locate and read their Degree Audit	96.58%	80%	<b>Achieved</b>

- c.** Students will examine career paths related to their chosen major.

<b>Upon completion of UL 100, students will</b>	<b>Result</b>	<b>Benchmark</b>	<b>Goal</b>
Selected a career focus	89.74%	90%	<b>Not achieved</b>
Become familiar with Career Development	73.77%	90%	<b>Not achieved</b>

**2. University Skill Development**

- a.** Students will identify, locate, and utilize campus resources including Rogers Library, CASA, Office of Testing and Counseling, Student Health, etc.

<b>Upon completion of UL 100, students will</b>	<b>Result</b>	<b>Benchmark</b>	<b>Goal</b>
Understand how to navigate campus and find classrooms	88.21%	80%	<b>Achieved</b>
Understand where to go for help with mental and emotional stress	51.64%	90%	<b>Not Achieved</b>
Understand where to go for academic counseling	100%	90%	<b>Achieved</b>
Have located and/or used the Writing Center or Tutoring Center at least once	97.54%	80%	<b>Achieved</b>
Understand where the Financial Aid office is located	94.02%	90%	<b>Achieved</b>

**b. Students will identify, locate, and utilize resources in Rogers Library.**

<b>Upon completion of UL 100, students will</b>	<b>Result</b>	<b>Benchmark</b>	<b>Goal</b>
Have visited the library for at least one assignment	99.18%	80%	<b>Achieved</b>

**c. Students will gain familiarity with financial literacy and the responsibilities associated with financial aid.**

<b>Upon completion of UL 100, students will</b>	<b>Result</b>	<b>Benchmark</b>	<b>Goal</b>
Have familiarity with financial literacy and money management	80.17%	80%	<b>Achieved</b>
Understand how student loans are structured and how they can impact future credit	89.74%	80%	<b>Achieved</b>

**3. Social and Cultural Skill Development**

**a. Students will articulate the benefits and responsibilities of membership in the FMU Community.**

<b>Upon completion of UL 100, students will</b>	<b>Baseline</b>	<b>Benchmark</b>	<b>Goal</b>
Understand where to find the FMU Student Handbook	88.89%	90%	<b>Not achieved</b>
Understand the FMU Honor Code	85.47%	90%	<b>Not achieved</b>
Understand their responsibilities as a college student	98.29%	90%	<b>Achieved</b>
Know the campus organizations that they have the option to join	88.03%	80%	<b>Achieved</b>

**b. Students will participate in one campus cultural event.**

<b>Upon completion of UL 100, students will</b>	<b>Baseline</b>	<b>Benchmark</b>	<b>Goal</b>
Participate on one campus event (art show, guest speaker, play, athletic event, or organization event).	97.44%	80%	<b>Achieved</b>

**c. Students will reflect on health and wellness practices during their university experience and beyond.**

<b>Upon completion of UL 100, students will</b>	<b>Baseline</b>	<b>Benchmark</b>	<b>Goal</b>
Understand where the Student Health Center is located	74.14%	80%	<b>Not Achieved</b>
Understand where the Counseling and Testing Center is located	55.17%	80%	<b>Not achieved</b>
Understand where the gym facilities are on campus	99.18%	80%	<b>Achieved</b>

**Action Items**

Assessment Result Deficiencies:

**1. Academic Skill Development**

- a.** FYS Faculty development will focus on study habits. Sample assignments will be developed and provided to FYS Faculty.
- b.** FYS Faculty will work more closely with CASA to promote student participation in advising and academic planning to help students create an achievable plan for graduation. FYS Faculty will also learn more about how the new campus Ellucian Colleague system allows students to develop a four-year plan for graduation within their portal.
- c.** Career Development will be implementing a new online career inventory system in Fall 2018. FYS Faculty will be encouraged to have students take the inventory as part of a class assignment, and then refer students to Career Development for further communication about career focus and planning. FYS Faculty will also be encouraged to refer students to Career Development workshops to advance their students' knowledge of career planning strategies.

**2. University Skill Development**

- a.** First-Year Experience events have been developed to inform first-year students of campus support services. These events will prioritize the Office of Counseling and Testing and Student Health.
- b.** In addition to the Student Health Services presentation provided to students, we are developing a presentation from the Office of Counseling and Testing for first-year students.



## INSTITUTIONAL EFFECTIVENESS REPORT

6.10.18

Name of Program/Department:	FMU Honors Program
Year:	2017-2018
Name of Preparer:	Dr. Jon Tuttle

### PROGRAM MISSION STATEMENT

FMU Honors exists to provide the university's highest-performing and most motivated students with a unique curriculum and enhanced educational opportunities that reward inquiry, stimulate learning and promote community outreach initiatives. FMU Honors reflects the university's commitment to innovative instruction, a low student-to-faculty ratio, and out-of-classroom service and experience.

(FMU Honors succeeded the FMU Honors program in August, 2014, the primary difference being a membership model, as opposed to the previous membership model, which reduced membership from 800~ students to 250~.)

### PROGRAM LEARNING OUTCOMES (PLOs)

FMU Honors will:

- PLO 1: Identify, recruit, retain and graduate high-performing, highly motivated students.
- PLO 2: Promote opportunities for stimulating service learning and volunteerism. The target for the outcome is 80% positive endorsement.
- PLO 3: Provide Honors students with opportunities for conference and/or exposition participation. The target for the outcome is 80% positive endorsement.
- PLO 4: Provide Honors students with non-traditional curricular opportunities and small student: instructor ratios in order to better prepare Honors graduates for professional/graduate schools or career opportunities. The target for the outcome is 80% positive endorsement.
- PLO 5: Provide Honors students with opportunities for socializing and community building. The target for the outcome is 80% positive endorsement.



PLO 6: To provide an environment conducive to personal growth, intellectual inquiry and community. The target for the outcome is 80% positive endorsement.

**ASSESSMENT METHODS**

PLO 1 will be tracked by the Honors director. PLOs 2-6 will be assessed with an exit survey administered to all graduating Honors students (and not just those graduating With University Honors). The benchmark for each item is 80% Positive Endorsement.

**ASSESSMENT RESULTS: PLO 1:**

- Admission thresholds to FMU Honors remain constant from before fall 2014: test scores of 1100 SAT (re-centered at 1160) or 24 ACT, or other credentials presented by the applicants.
- The 2014 Honors freshman cohort consisted of 88 students; the 2015 Honors freshman cohort consisted of 79 students; the 2016 Honors freshman cohort consisted of 78 students. The 2017 Honors freshman cohort consisted of 71 students.
- The numbers of Graduates “With University Honors” each semester since Spring, 2015 are as follows:
  - Spring 2015: 8
  - Fall 2015: 2
  - Spring 2016: 10
  - Fall 2016: 4
  - Spring 2017: 16
  - Fall 2017: 3
  - Spring 2018: 13

**ASSESSMENT RESULTS: PLO 2-6**

The exit survey was administered following Fall 2017 and Spring 2018 to graduating Honors students. The benchmark for each item is 80% positive endorsement . The results were as follows (questions and rubric are attached in Appendix I).

SCORE POINT	A strongly agree	B agree	C no opinion	D disagree	E strongly disagree
PLO 2	6	2	0	0	0
PLO 3	7	1	0	0	0
PLO 4	8	0	0	0	0
PLO 5	7	1	0	0	0
PLO 6	6	2	0	0	0
<b>TOTALS</b>	<b>34</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>

Of the 8 responses collected in 2017-18, 6.4 positive endorsements (score points of A or B) were necessary to reach the 80% target. The following are results for each SLO:

PLO 2	100%
PLO 3	100%
PLO 4*	100%
PLO 5	100%
PLO 6	100%

## **ACTION ITEMS**

FMU Honors will:

PLO 3: Provide Honors students with opportunities for conference and/or exposition

Participation. Last year (2017) this goal (80%) was not achieved. This year it was, probably or in part because Honors sent three students to the Southern Regional Honors Council conference in Washington DC in March, 2018.

PLO 6: Provide an environment conducive to personal growth, intellectual inquiry and

Community. Last year, (2017) this goal (80%) was not achieved. This year it was. The reasons remain unclear, since the number and variety of programming was similar to the previous year. This goal will be impacted by the building of the Honors Learning Center by 2020.

## **EXECUTIVE SUMMARY OF REPORT**

Though the survey sample was small, each of the PLO's was achieved at 100%,. Each cohort's enrollment has remained approximately constant, while the number of students graduating With University Honors has increased somewhat, and while enrollment has remained well within the 16:1 student:instructor ratio. Students report, sometimes overwhelmingly, that participating in FMU Honors has prepared them for professional or graduate education, enhanced their awareness of the value of their education beyond own career path, and provided them with significant research opportunities. It has also presented opportunities for socializing and community building and provided a physical and intellectual environment conducive to personal growth, safety and intellectual inquiry.

## STUDENT LEARNING OUTCOMES (SLOs)

### FMU Honors graduates will:

SLO 1: be able to conduct and synthesize sophisticated and applicable research in their disciplines. The target for the outcome is 80% positive endorsement.

SLO 2: be able to clearly articulate ideas and concepts in writing. The target for the outcome is 80% positive endorsement.

SLO 3: be able to clearly articulate ideas and concepts via graphics or visual aids, as applicable. The target for the outcome is 80% positive endorsement.

SLO 4: be able to contribute knowledge to their discipline. The target for the outcome is 80% positive endorsement.

### ASSESSMENT METHODS

A scoring rubric distributed to faculty mentors/readers of Honors theses readers (typically three per thesis) will assess the extent to which writers of Honors theses achieved each of the above. The benchmark for the outcome is 80% Positive Endorsement (score points 4 or 5 on rubric).

### ASSESSMENT RESULTS

The scoring rubric was administered following Fall, 2017 and Spring, 2018 among readers of Honors theses. The results were as follows (questions and rubric are attached in Appendix II):

SCORE POINT	1 poor	2 minimally acceptable	3 satisfactory	4 good	5 excellent
SLO 1	1	2	3	11	15
SLO 2	0	2	1	14	15
SLO 3	0	3	4	10	15
SLO 4	1	4	3	8	16
<b>TOTALS</b>	<b>2</b>	<b>11</b>	<b>11</b>	<b>42</b>	<b>61</b>

Of the 32 responses recorded as of June 1, 2018, 25.6 positive endorsements (score points of 4 or 5) were necessary to reach the 80% target. The following are results for each SLO:

SLO 1	83.2%
SLO 2	92.8%
SLO 3	80%
SLO 4	76.8%

## ACTION ITEMS

FMU Honors graduates will:

SLO 4: be able to contribute knowledge to their discipline as measured by an exit survey at the 76.8% positive endorsement level. Since our goal was 80%, this target was not achieved. The Program plans to make the following changes during the 2018-19 academic year:

- A) Ensure more reliable data by collecting rubrics from more readers, this year being the second year such rubrics were collected.
- B) Incorporate this criterion (“contribute knowledge in their discipline”) in the formal guidelines for theses.
- C) Encourage thesis readers to hold students thesis writers to higher standards pertaining to content in-discipline.

Following IE assessment for 2016-2017, the Honors Program added the following questions to the 2017-2018 Honors Exit Survey. Those SLOs and assessment methods are as follows:

SLO 5: be able to integrate knowledge and perspectives from different disciplines. The target for the outcome is 80% Positive Endorsement.. This is an indirect measure.

SLO 6: be engaged and empowered as critical and creative thinkers. The target for the outcome is 80% Positive Endorsement. This is an indirect measure.

## ASSESSMENT RESULTS

The scoring rubric was administered following Fall, 2017 and Spring, 2018 among readers of Honors theses. The results were as follows (questions and rubric are attached in Appendix II):

SCORE POINT	A strongly agree	B agree	C no opinion	D disagree	E strongly disagree
SLO 7	6	2	0	0	0
SLO 8	7	0	0	0	0

Of the 8 responses collected in 2017-18, 6.4 positive endorsements (score points of A or B) were necessary to reach the 80% target. The following are results for each SLO:

SLO 7	100%
SLO 8	100%

## **EXECUTIVE SUMMARY OF REPORT**

These data evince improvement in all areas over AY 2016-17, a momentum which may be hard to maintain. Still, this evidence suggests strongly that Honors is fulfilling its mission.

## **APPENDICES**

I: Honors Graduate exit survey

II: Rubric for Honors thesis committee

APPENDIX I: PROGRAM LEARNING OUTCOMES

## FMU HONORS EXIT SURVEY

*Congratulations, Honors graduate! Please complete the survey below by circling the answer you think most appropriate, and return this form to Dr. Jon Tuttle at your earliest convenience; it is important to our (required) Institutional Effectiveness reports. You may bring it in person (FH 146), email it as a PDF to [jtuttle@fmarion.edu](mailto:jtuttle@fmarion.edu), or mail it to the address above.*

NAME: \_\_\_\_\_ DATE OF GRADUATION \_\_\_\_\_

**1: SERVICE LEARNING & VOLUNTEERISM:** to what extent do you agree that participating in FMU Honors has enhanced your awareness of the value of your education as it impacts the community and culture beyond your own career path?

*A: strongly agree      B: agree      C: no opinion      D: disagree      E: strongly disagree*

**2: PROFESSIONAL, CONFERENCE or EXPOSITION OPPORTUNITIES:** to what extent do you agree that participating in FMU Honors provided you with research opportunities such as participating/presenting in local, regional or national conferences?

*A: strongly agree      B: agree      C: no opinion      D: disagree      E: strongly disagree*

**3: CURRICULAR OPPORTUNITIES:** to what extent do you agree that FMU Honors has provided you with non-traditional curricular opportunities and smaller student/instructor ratios in order to better prepare you for professional/graduate schools or career opportunities?

*A: strongly agree      B: agree      C: no opinion      D: disagree      E: strongly disagree*

**4 EXTRA-CURRICULAR OPPORTUNITIES:** to what extent do you agree that the number and variety of social and cultural events sponsored by Honors was appropriate to its goals of socializing and community-building?

*A: strongly agree      B: agree      C: no opinion      D: disagree      E: strongly disagree*

**5 ENVIRONMENT:** to what extent do you agree that FMU Honors has provided you with a physical environment conducive to personal growth, safety, intellectual inquiry and community? You may include, in your answer, considerations of student housing/living space, the Honors room and other classrooms.

*A: strongly agree      B: agree      C: no opinion      D: disagree      E: strongly disagree*

## **APPENDIX II: RUBRIC FOR HONORS THESIS COMMITTEE**

# **HONORS INDEPENDENT STUDY THESIS ASSESSMENT RUBRIC**

*Thank you for serving as study director or secondary reader on an Honors Independent Study thesis. Please complete the following rubric, which will be used for Honors program assessment as one measure of program effectiveness after having removed any personal information (your name, the student's name) from the final assessment report. Please return this rubric to Jon Tuttle (FH [146/jtuttle@fmarion.edu](mailto:jtuttle@fmarion.edu)) as soon as convenient. Check the boxes that correspond with your assessment below.*

**STUDENT'S NAME** \_\_\_\_\_

SEMESTER \_\_\_\_\_

YOUR NAME \_\_\_\_\_

Category	Excellent (5)	Very Good (4)	Satisfactory (3)	Minimally Acceptable (2)	Poor (1)
<b>Ability to conduct and synthesize sophisticated and applicable research in discipline</b>	Writer performs thorough, perhaps exhaustive research, incorporates authoritative sources meaningfully and gracefully; bibliographical format is perfect.	Research component is impressive and clearly demonstrates aptitude for conciliating various reliable sources; bibliographical format is almost perfect.	Research component demonstrates diligence and competence; integration of sources is occasionally problematic but not prohibitively so; format is acceptable.	Research component exists, but seems cursory or rushed; ability to conciliate/integrate sources is spotty at best; bibliographical format includes some errors.	Research component is unimpressive, even lazy; sources are integrated clumsily or are underutilized; format is marred by thoughtless errors.
<b>Ability to clearly articulate ideas and concepts in writing</b>	Writing is elegant, incisive, economical, and conveys content in professional manner; writer understands appropriate tone and ethos.	Writing is clear and almost never impedes conveyance of content; most sentences are perfectly comprehensible on the first read.	The writing is adequate to the task of conveying sometimes complex material; the writer seems only rarely to struggle with clarity or concision.	Extracting meaning from the writing sometimes proves problematic; writer sometimes struggles for clarity or commits distracting grammatical errors.	Writing actually impedes content and impacts writer's credibility; grammatical errors or clarity problems recur throughout.
<b>Ability to clearly articulate ideas and concepts via graphics or visual aids, as applicable</b>	Presentation is aided significantly by appropriate reliance on graphics/visual aids; writer is very adept at reinforcing ideas/content with graphics.	Presentation is reasonably aided by well-presented graphics/visual aids, as applicable.	Presentation under-utilizes graphics/visual aids, or they facilitate only minimally the conveyance of content.	Utilization of graphics/visual aids is either so minimal or unhelpful as to be unnecessary or it neither impedes nor contributes to conveyance of content.	Presentation is actually marred by under or over-utilization of visual aids; they contribute nothing of substance and even occasionally detract.
<b>Extent to which thesis contributes to knowledge in discipline</b>	Thesis ably joins conversation in applicable discipline and meaningfully contributes original knowledge or ideas.	Thesis synthesizes relevant ideas in useful manner and contributes somewhat to the conversation in the discipline.	Thesis evinces an awareness of relevant issues in discipline and makes an attempt to address those issues through synthesis or original analysis.	Thesis evinces only some awareness of issues/ developments in discipline and makes only a meager attempt to contribute original ideas or knowledge.	Thesis makes no attempt to contribute original ideas or knowledge to discipline.