

**College of Letters and Sciences  
2018 Outcomes Assessment**

Department	Program	Outcome	Outcome Description	Measure Title	Measure Type/Method	Details/Description	Acceptable Target	Ideal Target	Findings Title	Acceptable Target Achievement	Ideal Target Achievement	Institutional Learning Outcomes : 1	Institutional Learning Outcomes : 2	Institutional Learning Outcomes : 3	Institutional Learning Outcomes : 4	Institutional Learning Outcomes : 5	Institutional Learning Outcomes : 6	Institutional Learning Outcomes : 7	
Department of Arts and Humanities	Associate of Arts in Creative Writing	Outcome 1	Recognize the basic conventions of contemporary fiction, poetry, and screenwriting	No Measure specified								X	X	X		X			
		Outcome 2	Produce polished, completed works in two of the genres studied in the program (fiction, poetry, screenwriting)	No Measure specified									X	X	X		X	X	X
		Outcome 3	Analyze their own work critically and employ revision strategies to improve it	No Measure specified									X	X	X		X	X	X
		Outcome 4	Critique the writing of others and offer constructive suggestions for improving it in a collegial setting	No Measure specified									X	X	X		X	X	X
Department of Arts and Humanities	Bachelor of Arts in English	Outcome 1	Knowledgeably discuss and analyze the major writers, works, movements, and periods of the British and American literary traditions	Exit Survey	Indirect - Survey	anonymous survey in LIT 498	n/a		Findings for Exit Survey	Met	Approaching	X	X	X	X	X	X	X	
			Knowledgeably discuss and analyze the major writers, works, movements, and periods of the British and American literary traditions	Final Exam	Direct - Exam	Final exam for LIT 322	70% of students attain Milestone 3 for both criteria on the rubric created to measure this outcome.	100% of students attain Milestone 3 for both criteria on the rubric created to measure this outcome.	Findings for Final Exam	Not Met			X	X	X	X	X	X	X
			Knowledgeably discuss and analyze the major writers, works, movements, and periods of the British and American literary traditions	Multiple Choice Assessment	Direct - Other	ungraded multiple choice assessment for LIT 498	50% of students score better than 75% 90% of students score better than 50% Avg. score exceeds 70%			Findings for Multiple Choice Assessment	Not Met	Moving Away	X	X	X	X	X	X	X
		Outcome 2	Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories	Exit Survey	Indirect - Survey	anonymous survey in LIT 498	n/a			Findings for Exit Survey			X	X	X	X	X	X	X
			Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories	LIT 365 Papers	Direct - Student Artifact	Final papers in LIT 365, a course required of all students, will be evaluated using a rubric developed to assess this outcome.	70% of students will attain Milestone 3 on the rubric developed to assess these papers for this outcome.	100% of students will attain Capstone level on the rubric developed to assess these papers for this outcome.		Findings for LIT 365 Papers	Not Met			X	X	X	X	X	X
			Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories	Papers from LIT 460 and discussions from LIT 420	Direct - Student Artifact	Since all English students are currently required to take one or the other of these classes, assessing both will allow us to capture most students at some point in their progress through the program. We will use different rubrics for the paper and for the discussion, though both are intended to measure the same outcome.	70% of students attain Milestone 3 on the rubric developed to measure this outcome.	100% of students attain Capstone level on the rubric developed to measure this outcome.		Findings for Papers from LIT 460 and discussions from LIT 420	Not Met			X	X	X	X	X	X
		Outcome 3	Analyze and interpret literary works within their historical and cultural contexts	This outcome will not be assessed in AY18	Direct - Other	Paper grades from survey courses: LIT 311, LIT 312, LIT 321, LIT 322.	90% meet minimum mastery, i.e., C or better.						X	X	X	X	X	X	X
			Analyze and interpret literary works within their historical and cultural contexts	This outcome will not be assessed in AY18	Direct - Other	LIT 498 Thesis	90% of applicable papers rated "acceptable" or better per rubric.						X	X	X	X	X	X	X
			Analyze and interpret literary works within their historical and cultural contexts	This outcome will not be assessed in AY18	Indirect - Survey	anonymous survey in LIT 498	n/a							X	X	X	X	X	X
		Outcome 4	Analyze and interpret works of literature in the context of the conventions and histories of their genres	This outcome will not be assessed in AY18	Direct - Other	Somet comparison paper from LIT 311.	90% score C or better on paper.						X	X	X	X	X	X	X
			Analyze and interpret works of literature in the context of the conventions and histories of their genres	This outcome will not be assessed in AY18	Direct - Other	LIT 498 Thesis	90% of applicable papers rated "acceptable" or better per rubric.						X	X	X	X	X	X	X
			Analyze and interpret works of literature in the context of the conventions and histories of their genres	This outcome will not be assessed in AY18	Indirect - Survey	anonymous survey in LIT 498	n/a							X	X	X	X	X	X
Outcome 5	Analyze and interpret the use and effects of literary and rhetorical features of literary texts	Capstone Paper	Direct - Student Artifact	Criteria 2 of the rubric used to assess these papers will be used to measure this outcome.	70% of students attain Milestone 3 on the rubric.	100% of students attain Capstone level on the rubric.		Findings for Capstone Paper	Met			X	X	X	X	X	X		
	Analyze and interpret the use and effects of literary and rhetorical features of literary texts	Exit Survey	Indirect - Survey	anonymous survey in LIT 498	n/a							X	X	X	X	X	X		
	Analyze and interpret the use and effects of literary and rhetorical features of literary texts	LIT 312 Final Paper	Direct - Student Artifact	Criterion 2 from the rubric used to assess these papers. This paper was chosen as it is often written towards the beginning of the student's program, so it may show this outcome at the early or developing stages.	70% of papers attain milestone 3 on the rubric.	100% attain Capstone level on the rubric.		Findings for LIT 312 Final Paper	Met			X	X	X	X	X	X		
Outcome 6	Understand and identify major critical approaches to the interpretation of works of literature	This outcome will not be assessed in AY18	Direct - Exam	final exam in LIT 360	80% of students score B or better on exam; 90% score C or better.							X	X	X	X	X	X		
	Understand and identify major critical approaches to the interpretation of works of literature	This outcome will not be assessed in AY18	Direct - Other	LIT 498 thesis	90% of applicable papers rated "acceptable" or better per rubric.							X	X	X	X	X	X		
	Understand and identify major critical approaches to the interpretation of works of literature	This outcome will not be assessed in AY18	Indirect - Survey	anonymous survey in LIT 498	n/a							X	X	X	X	X	X		
Outcome 7	Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills	Capstone Paper	Direct - Student Artifact	Final papers produced in the Capstone course (LIT 498) will be assessed using the rubric developed for this purpose.	70% of students will attain Milestone 3 on all four sub-outcomes of the rubric.	100% of students will attain Capstone level on all four sub-outcomes of the rubric.		Findings for Capstone Paper	Not Met			X	X	X	X	X	X		
	Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills	Exit Survey	Indirect - Survey	anonymous survey in LIT 498	n/a							X	X	X	X	X	X		
	Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills	LIT 312 Final Paper	Direct - Student Artifact	Final paper in LIT312 will be assessed using the rubric developed for this artifact. Since most students take this class near the beginning of their program, it should represent this outcome in its initial or developing stages and so can be compared with outcomes in the Capstone course.	70% of students attain Milestone 3 on all four sub-outcomes of the rubric.	100% of students attain Capstone level on all four sub-outcomes of the rubric.		Findings for LIT 312 Final Paper	Not Met			X	X	X	X	X	X		
Department of Arts and Humanities	Bachelor of Arts in English	Outcome 1	Knowledgeably discuss the major writers, works, movements, and periods of the British and American literary traditions	Exit Survey	Indirect - Survey	anonymous survey in LIT 498			Findings for Exit Survey			X	X	X	X	X	X	X	
			Knowledgeably discuss the major writers, works, movements, and periods of the British and American literary traditions	Final Exam in LIT 322	Direct - Exam	Three questions from final exam in LIT 322 will be assessed using rubric developed for this outcome.	70% of students attain Milestone 3 on both criteria on rubric.	100% of students attain Capstone level on both criteria on rubric.	Findings for Final Exam in LIT 322	Not Met	Approaching		X	X	X	X	X	X	
			Knowledgeably discuss the major writers, works, movements, and periods of the British and American literary traditions	Multiple Choice Assessment	Direct - Other	ungraded multiple choice assessment for LIT 498	50% of students score better than 75% 90% of students score better than 50%			Findings for Multiple Choice Assessment	Not Met	Moving Away	X	X	X	X	X	X	
		Outcome 2	Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories	Exit Survey	Indirect - Survey	anonymous survey in LIT 498				Findings for Exit Survey			X	X	X	X	X	X	X
			Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories	Paper in LIT 365	Direct - Student Artifact	Final paper in LIT 365 will be assessed using the rubric developed for this outcome.	70% of students attain Milestone 3 on the rubric.	100% of students attain Capstone level on the rubric.		Findings for Paper in LIT 365	Not Met			X	X	X	X	X	X
			Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories	Papers from LIT 460 and discussions from LIT 420	Direct - Student Artifact	Since all students are required to take one of these courses, most students should be covered by assessing from both. The final paper in LIT 460 and one or more discussions in LIT 420 will be assessed using the rubric developed for this outcome.	70% of students will attain Milestone 3 on the rubric.	100% of students will attain Capstone level on the rubric.		Findings for Papers from LIT 460 and discussions from LIT 420	Not Met			X	X	X	X	X	X
		Outcome 3	Analyze and interpret literary works within their historical and cultural contexts	This outcome will not be assessed in AY18	Direct - Other	n/a	n/a						X	X	X	X	X	X	
		Outcome 5	Analyze and interpret the use and effects of literary and rhetorical features of literary texts	Exit Survey	Indirect - Survey	anonymous survey in LIT 498				Findings for Exit Survey				X	X	X	X	X	X
			Analyze and interpret the use and effects of literary and rhetorical features of literary texts	LIT 312 Final Paper	Direct - Student Artifact	This outcome will be assessed as one element on the rubric used to assess Outcome 7.	70% of students attain Milestone 2 on this element of the rubric.	100% of students attain Milestone 2 on this element of the rubric.		Findings for LIT 312 Final Paper	Met			X	X	X	X	X	X
			Analyze and interpret the use and effects of literary and rhetorical features of literary texts	LIT 498 Capstone Paper	Direct - Student Artifact	This outcome will be assessed as one element of the rubric used to assess the capstone paper for Outcome 7.	70% of students attain Milestone 3 on this element of the rubric.	100% of students attain Capstone level on this element of the rubric.		Findings for LIT 498 Capstone Paper	Met			X	X	X	X	X	X
		Outcome 6	Understand and identify major critical approaches to the interpretation of works of literature	This outcome will not be assessed in AY18	Direct - Other	n/a	n/a							X	X	X	X	X	X

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Department	Course	Outcome	Assessment Method	Assessment Instrument	Assessment Description	Assessment Results	Assessment Findings	Assessment Status	Assessment Approach	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23				
Department of Arts and Humanities	Bachelor of Arts in English with an Inquired Teaching and Learning and a PSSC (CA)	Outcome 7	Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.	Exit Survey	Indirect - Survey	anonymous survey in LIT 498					X	X	X		X	X			
				LIT 312 Final Paper	Direct - Student Artifact	This paper will be assessed using the rubric developed for this outcome. As most students taking this course will be near the beginning of their program, it should demonstrate initial or <i>flawless competence</i> .	70% of students attain Milestone 3 for all elements of the rubric.	100% of students attain Capstone level for all elements of the rubric.	Findings for LIT 312 Final Paper	Not Met		X	X	X		X	X		
				LIT 498 Capstone Paper	Direct - Student Artifact	The paper will be assessed using the rubric designed for this outcome.	70% of students will attain Milestone 3 on all elements of the rubric.	100% of students will attain Capstone level on all elements of the rubric.	Findings for LIT 498 Capstone Paper	Not Met	Approaching	X	X	X		X	X	X	
		Outcome 8	Apply educational technology to meet the needs of all learners.	TED 450 Lesson Plan	Direct - Student Artifact	Students will prepare an English lesson plan for their secondary students that includes the use of technology. Prepare a lesson plan for teaching a minimum of two reading/language arts content standards from California's Academic Standards Commission for a selected middle school or high school grade level. These standards may be accessed at the following CA Department of Education web site <a href="http://www.cde.gov/standards">www.cde.gov/standards</a> . The lesson plan template is located in Related Resources.	85% of students will earn 85% or better on their English lesson plan for secondary students.	90% of students will earn 85% or better on their English lesson plan for their secondary students.											
				TED 450: PowerPoint with Strategies for Teaching and Measuring Progress on Writing Assignments	Direct - Student Artifact	Select a middle or secondary school grade that you would like to teach. Go to the CA Department of Education web site <a href="http://www.cde.ca.gov/besi/">http://www.cde.ca.gov/besi/</a> and review the standards for the grade level you have chosen. Prepare a PowerPoint with 12 slides. The first slide is the title of your presentation and the last slide is for listing the references. The remaining 10 slides describe the strategies you will use to teach and to measure student progress on a writing assignment.	Acceptable Target: 85% of students will earn 85% or better on their English lesson plan for secondary students.	Ideal Target: 90% of students will earn 85% or better on their English lesson plan for their secondary students.											
				TED 310: Lesson Plan	Direct - Student Artifact	Review three lesson plans in three content areas for the age level you plan to teach, and evaluate the adequacy in which learning modalities were incorporated into the plan. If you were planning the lessons and wanted to include learning modalities, what would you adjust to do so? Submit your analysis in an essay of approximately 750 words using APA format.	85% of students will earn 85% or better on their English lesson plan for secondary students.	Ideal Target: 90% of students will earn 85% or better on their English lesson plan for their secondary students.											
		Outcome 9	Explain how to support growth in cognitive, social, physical and emotional domains.	TED 330B: Instructional Planning to Student Characteristics	Direct - Student Artifact	Assessment Task connecting instructional planning to student characteristics for academic learning (TED 330B)	85% of students will earn 85% or better on their English lesson plan for secondary students.	90% of students will earn 85% or better on their English lesson plan for their secondary students.											
				TED 420: Lesson Plan for Culturally Diverse Learners	Direct - Student Artifact	Students will prepare a lesson plan to include modifications of instruction and assessments for a variety of learners, including exceptional needs students, English language learners, and culturally diverse learners.	Acceptable Target: 85% of students will earn 85% or better on a lesson plan for culturally diverse secondary students.	Ideal Target: Ideal Target: 90% of students will earn 85% or better on a lesson plan for culturally diverse secondary students.											
				TED 440: Classroom Management Plan	Direct - Student Artifact	Classroom management plan for creating and maintaining effective environments for student learning. Classroom management plans will be uploaded into student electronic portfolios on TaskStream.	85% of students will earn 85% or better on selected assignment.	90% of students will earn 85% or better on selected assignment.											
		Outcome 10	Create positive learning environment that ensure healthy human growth.	TED 440: Classroom Management Rules	Direct - Student Artifact	Please prepare a PowerPoint (PPT) with a minimum of ten slides that you will use to describe your classroom rules to your classroom. Please make explicit connections to the authors of your texts. The last slide should be your references presented in APA format.	Acceptable Target: 85% of students will earn 85% or better on their English lesson plan for secondary students.	Ideal Target: 90% of students will earn 85% or better on their English lesson plan for their secondary students.											
				TED 450:	Direct - Student Artifact	Classroom Management Plan for Middle School and High School Students	80% of students will earn 85% or better on each assignment.	90% of students will earn 85% or better on each assignment.											
				TED 300: Classroom Observation and Teacher Interview Essay	Direct - Student Artifact	Candidates will observe a classroom and interview the teacher in response to a prompt in TED 300.	Acceptable Target: 80% of the students will earn 85% or better on selected assignment.  Ideal Target: 90% of the students will earn 85% or better on their classroom	90% of students will earn 85% or better on selected assignment.				X					X	X	
Outcome 11	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	TED 465C: Monitoring Classroom Instruction	Direct - Other	Classroom demonstration of how to monitor student learning during instruction and to encourage active/observable participation.	80% of the students will earn 85% or better on monitoring student learning during instruction.	90% of the students will earn 85% or better on monitoring student learning during instruction.				X				X	X				
		TED 465D: Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	Direct - Student Artifact	Design, implement, and assess learning experiences for students based on state-adopted academic curriculum standards and frameworks	80% of the students will earn 80% or better on selected assignment.	90% of the students will earn 85% or better on selected assignment.				X		X				X			
Outcome 12	Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 465D: Adheres to professional standards and ethics.	Direct - Student Artifact	Assesses personal teaching practices, subject matter knowledge, and request feedback to formulate and prioritize goals.	80% of the students will earn 85% or better on selected assignment.	90% of the students will earn 85% or better on selected assignment.								X					
		TED 465D: Adheres to professional standards and ethics.	Direct - Student Artifact	Assesses personal teaching practices, subject matter knowledge, and request feedback to formulate and prioritize goals.	80% of the students will earn 85% or better on selected assignment.	90% of the students will earn 85% or better on selected assignment.									X				
Outcome 13	Demonstrate professional standards and ethics.	TED 310: K-8 Standards-Based Learning Goals and Developmental Needs of Students	Direct - Student Artifact	Describe the learning goals and developmental needs in your chosen content area and grade level. Describe both the learning goals and the developmental needs of the students in your chosen subject area. What combination of instructional strategies and student activities would you include in your lesson? You may either describe one comprehensive strategy/activity (or 2 or 3 separate strategies/activities in combination).	80% of students will earn 85% or better on selected assignment	90% of students will earn 85% or better on selected assignment													
		TED 310: Standards based lesson plan to scaffold instruction	Direct - Student Artifact	A standards-based content specific lesson plan to scaffold instruction to meet the developmental needs of students. Lesson plans will be uploaded into student electronic portfolios on TaskStream.	80% of students will earn 85% or better on selected assignment	90% of students will earn 85% or better on selected assignment													
Outcome 14	Utilize different teaching strategies to accomplish teaching and learning goals.	Exit Survey	Indirect - Survey	anonymous survey in LIT 498	n/a		Findings for Exit Survey			X	X	X	X	X	X	X			
		Final Exam	Direct - Exam	Final exam for LIT 322	70% of students attain Milestone 3 for both criteria on the rubric created to measure this outcome.	100% of students attain Capstone level for both criteria on the rubric created to measure this outcome.	Findings for Final Exam	Not Met	Approaching	X	X	X	X	X	X	X			
		Multiple Choice Assessment	Direct - Other	Integrated multiple choice assessment for LIT 498	50% of students score better than 75%. 90% of students score better than 50%. <i>Ass. score exceeds 70%</i>		Findings for Multiple Choice Assessment	Not Met	Approaching	X	X	X	X	X	X	X			
Outcome 2	Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories.	Exit Survey	Indirect - Survey	anonymous survey in LIT 498	n/a		Findings for Exit Survey			X	X	X	X	X	X	X			
		LIT 365 Papers	Direct - Student Artifact	Final papers in LIT 365, a course required of all students, will be evaluated using a rubric developed to assess this outcome.	70% of students will attain Milestone 3 on the rubric developed to assess these papers for this outcome.	100% of students will attain Capstone level on the rubric developed to assess these papers for this outcome.	Findings for LIT 365 Papers	Not Met		X	X	X	X	X	X	X			



College of Letters and Sciences  
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Humanities	Program)	Outcome 7	Demonstrate scientific and quantitative literacy skills in appraising information and solving problems.	BIO 100A Lab Report	Direct - Student Artifact	In conducting our final assessment session for AY 2017/2018, we finished up with the fifth core competency: Quantitative Literacy, for which we used the AAC&U VALUE Rubric: Quantitative Literacy, without making any substantive edits or additions to the existing language, although there was extensive discussion in the calibration session clarifying the understanding that all raters should have of the term, "quantitative" in terms of its referential extension. By this point in our use of the AAC&U Rubrics, the GE Assessment Team was open to making changes if needed to reflect NU's particular offerings in this area that were up for assessment, but the raters generally agreed that overall, this rubric was quite good and captured everything that thought they should be evaluating in a student artifact for Quantitative Literacy assessment. Following the model of our previous formal assessment sessions, the GE Committee, along with help from faculty outside of the Committee, did two direct measures of Quantitative Literacy: one set of artifacts came from BIO 100A: Survey of Bioscience Lab, and the other came from BST 322: Intro to Biomedical Statistics. Fortunately, the Lead Faculty of both of these courses who had created the assignments being used for assessment had also agree to participate as reviewers in the assessment process. Ana Maria Barral is the Lead for BIO 100A and Michael Myers is the Lead for BST 322. They were guiding members of the Quantitative Literacy Assessment Team and provided helpful explanations of the assignments from which we derived the assessment artifacts. We again put the Blackboard Outcome Evaluation tool to work, this time with the foreknowledge that the numbers of reviewers must be an odd number. We Please see Detail Descriptions for BIO 100A Lab Report direct measure above. The same information applies here.	80% of students achieve a score of 1 (Benchmark 1) or higher in all dimensions.	75% of students achieve a score of 2 (Milestone 2) or higher in all dimensions.	Findings for BIO 100A Lab Report	Not Met	Approaching									
			Demonstrate scientific and quantitative literacy skills in appraising information and solving problems. <td>BST 322 Report</td> <td>Direct - Student Artifact</td> <td></td> <td>85% of students achieve a score of 1 (Benchmark 1) or higher in all dimensions. <td>95% of students achieve a score of 2 (Milestone 2) or higher in all dimensions. <td>Findings for BST 322 Report</td> <td>Met</td> <td>Approaching</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </td></td>	BST 322 Report	Direct - Student Artifact		85% of students achieve a score of 1 (Benchmark 1) or higher in all dimensions. <td>95% of students achieve a score of 2 (Milestone 2) or higher in all dimensions. <td>Findings for BST 322 Report</td> <td>Met</td> <td>Approaching</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </td>	95% of students achieve a score of 2 (Milestone 2) or higher in all dimensions. <td>Findings for BST 322 Report</td> <td>Met</td> <td>Approaching</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Findings for BST 322 Report	Met	Approaching									
Department of Arts and Humanities	Master of Arts in English	Outcome 4	Engage in informed critical discussion, both oral and written, of the works and criticism of a specific literary period or movement.	Assessing of student essay demonstrating learning of the PLO	Direct - Portfolio	All students taking ENG 699: English Capstone Course submit an essay they write during their MA ENG course work that they believe demonstrates their learning of this PLO. ENG 699 faculty assess the essay in terms of how well the student has learned the outcome using the following rubric: An essay which demonstrates their ability to engage in informed critical discussion of theoretical issues pertaining to the study of literature.  The ENG 699 instructor will read the essays and assess the degree to which the outcome has been learned using a point system:  Exceptional=5 Acceptable=4 Marginal=2 Unacceptable=1 Not learned=0  Data will be stored electronically, and the average score will	Our acceptable target is that faculty will agree or strongly agree that 90% of students have learned this objective.	Our ideal target is that faculty will agree or strongly agree that 100% of students have learned this objective.	Findings for Assessing of student essay demonstrating learning of the PLO	Met	Approaching		X	X				X		
			Engage in informed critical discussion, both oral and written, of the works and criticism of a specific literary period or movement.	Student Exit Survey	Indirect - Survey	During FY18 all students in ENG 699 are asked to rate how well they believe they have learned the Program Learning Outcomes. This is done in an Exit Survey they complete at the end of the program, using the following rubric:  Did I engage in informed critical discussion of theoretical issues pertaining to the study of literature.  Strongly Agree Agree Disagree Strongly Disagree	Our acceptable target is that faculty will agree or strongly agree that 90% of students have learned this objective.	Our ideal target is that faculty will agree or strongly agree that 100% of students have learned this objective.	Findings for Student Exit Survey	Not Met	Approaching	X		X				X		
		Outcome 5	Participate in rigorous critiques of the scholarly works of others.	Assessing of student essay demonstrating learning of the PLO	Direct - Portfolio	All students taking ENG 699: English Capstone Course submit an essay they write during their MA ENG course work that they believe demonstrates their learning of this PLO. ENG 699 faculty assess the essay in terms of how well the student has learned the outcome using the following rubric: An essay which demonstrates their ability to engage in informed critical discussion of theoretical issues pertaining to the study of literature.  The ENG 699 instructor will read the essays and assess the degree to which the outcome has been learned using a point system:  Exceptional=5 Acceptable=4 Marginal=2 Unacceptable=1 Not learned=0  Data will be stored electronically, and the average score will	Our acceptable target is that faculty will agree or strongly agree that 90% of students have learned this objective.	Our ideal target is that faculty will agree or strongly agree that 100% of students have learned this objective.	Findings for Assessing of student essay demonstrating learning of the PLO	Met	Approaching			X					X	
			Participate in rigorous critiques of the scholarly works of others.	Student Exit Survey	Indirect - Survey	During FY18 all students in ENG 699 are asked to rate how well they believe they have learned the Program Learning Outcomes. This is done in an Exit Survey they complete at the end of the program, using the following rubric:  Did I engage in informed critical discussion of theoretical issues pertaining to the study of literature.  Strongly Agree Agree Disagree Strongly Disagree	Our acceptable target is that faculty will agree or strongly agree that 90% of students have learned this objective.	Our ideal target is that faculty will agree or strongly agree that 100% of students have learned this objective.	Findings for Student Exit Survey	Met	Approaching			X						X
		Outcome 1	Analyze, synthesize, and evaluate film theory, aesthetics, history, and individual American and international directors.	10-page final paper from M.A. in Film Studies classes	Direct - Student Artifact	Students write a 10-page paper on the topic of their choice related to the class material.	The mean of all artifacts assessed will be 4 out of 5 on a rubric used by three assessors.	The mean of all artifacts assessed will be 4.5 out of 5 on a rubric used by three assessors.	Findings for 10-page final paper from M.A. in Film Studies classes	Met	Approaching	X		X	X		X	X	X	
			Analyze, synthesize, and evaluate film theory, aesthetics, history, and individual American and international directors.	25-30-page M.A. in Film Studies Capstone project	Direct - Student Artifact	Students write a 25-30-page Capstone project on the film-related topic of their choice.	The mean of all Capstone projects assessed will be 4 out of 5 on a rubric used by three assessors.	The mean of all Capstone projects assessed will be 4.5 out of 5 on a rubric used by three assessors.	Findings for 25-30-page M.A. in Film Studies Capstone project	Exceeded	Exceeded	X		X	X	X	X	X	X	
Department of Arts and Humanities	Master of Arts in Film Studies	Outcome 2	Research and write in the areas of film theory, aesthetics, history, and individual American and international directors.	10-page final paper from M.A. in Film Studies classes	Direct - Student Artifact	Students write a 10-page final paper on the topic of their choice related to the class material.	The mean of all artifacts assessed will be 4 out of 5 on a rubric used by three assessors.	The mean of all artifacts assessed will be 4.5 out of 5 on a rubric used by three assessors.	Findings for 10-page final paper from M.A. in Film Studies classes	Met	Approaching	X		X	X	X	X			
			Research and write in the areas of film theory, aesthetics, history, and individual American and international directors.	25-30-page M.A. in Film Studies Capstone project	Direct - Student Artifact	Students write a 25-30-page Capstone project on the film-related topic of their choice.	The mean of all Capstone projects assessed will be 4 out of 5 on a rubric used by three assessors.	The mean of all Capstone projects assessed will be 4.5 out of 5 on a rubric used by three assessors.	Findings for 25-30-page M.A. in Film Studies Capstone project	Exceeded	Exceeded	X		X	X	X	X	X		
		Outcome 1	Produce multi-public, multi-channel communication campaign planning documents.	Com660 - Capstone Project - Strategic Plan	Direct - Portfolio	During the Capstone Course, students develop a strategic plan in which they define a detailed strategy that they will apply later in the class to develop their professional portfolio. The Strategic Plan is a key artifact / signature assignment aimed at assessing PLO1.  A detailed grading rubric was developed specifically to assess the achievement of PLO1 in the Com660 Strategic Plan. Two faculty members will use the grading rubric to assess PLO1 for the 2018 PAR.	Eighty (80) percent of students receive a grade of 84 or greater on this signature assignment for PLO 1.	Eighty-five (85) percent of students receive a grade of 84 or greater on this signature assignment for PLO 1.	Findings for Com660 - Capstone Project - Strategic Plan	Exceeded	Approaching	X		X	X	X	X	X		
			Produce multi-public, multi-channel communication campaign planning documents.	Student self-assessment on achievement of PLO1	Indirect - Survey	Survey use quantitative Likert scale asking students to assess their achievement of PLO1 through the program.  Survey includes qualitative comments on prior knowledge and program learning of PLO 1.	80 percent of students say they learned "a great deal" or "a fair amount" about PLO 1.	85 percent of students say they learned "a great deal" or "a fair amount" about PLO 1.	Findings for Student self-assessment on achievement of PLO1	Exceeded	Exceeded	X		X	X	X	X	X	X	

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Department of Arts and Humanities	Master of Arts in Strategic Communications	Outcome 2	Manage communication campaigns by producing budgets, task lists, and schedules.	Com630 - Communication Program Effectiveness (CPE) Plan	Direct - Student Artifact	The signature assignment used to assess PLO2 is a Communication Program Effectiveness (CPE) Plan that students develop in Com630. A revision of Curriculum Map (currently undergoing approval on Curricolnet) will show that PLO2 is mastered in Com630. The CPE Plan is the most valuable artifact in the program to assess PLO2.  In order to successfully assess the achievement of PLO2 in this signature assignment, a rubric was developed to directly address the key components of the PLO. In order to complete the 2018 PAR, two faculty members will use the rubric.	Eighty (80) percent of students receive a grade of B+ or greater on this signature assignment for PLO 2.	Eighty five (85) percent of students receive a grade of B+ or greater on this signature assignment for PLO 2.	Findings for Com630 - Communication Program Effectiveness (CPE) Plan	Exceeded	Approaching	X	X	X	X	X	X	
			Manage communication campaigns by producing budgets, task lists, and schedules.	Student self-assessment on achievement of PLO2	Indirect - Survey	Survey use quantitative Likert scale asking students to assess their achievement of PLO 2 through the program.  Survey includes qualitative comments on prior knowledge and program learning of PLO 2.	80 percent of students say they learned "a great deal" or "a fair amount" about PLO 2.	85 percent of students say they learned "a great deal" or "a fair amount" about PLO 2.	Findings for Student self-assessment on achievement of PLO2	Not Met	Approaching	X	X	X	X	X	X	
Department of Arts and Humanities	Master of Fine Arts in Creative Writing	Outcome 1	Evaluate various aesthetic theories of fiction, literary nonfiction, poetry, or screenwriting.  Evaluate various aesthetic theories of fiction, literary nonfiction, poetry, or screenwriting.	Exit Survey on PLO #1	Indirect - Survey	Results from 2017 Exit Survey on student perception of how well the program prepared them for the competencies in PLO #1.  The MCW faculty: Colin Dickey, Amina Cain, Frank Montrossi, and Michael Zimmer reviewed ten 6-8 page aesthetic statements required in the thesis options. These aesthetic statements represent an articulation of the main goals of PLO #1 that state that students will be able to "evaluate aesthetic theories" in their chosen genre.	3-3.4 on a five point scale.	4-5 on a five point scale.	Findings for Exit Survey on PLO #1	Exceeded	Exceeded	X	X	X	X	X	X	
				Juried Capstone Assessment	Direct - Student Artifact	3-3.5 on rubric for PLO #1. Students show evidence of working knowledge and application of primary aesthetic theories covered in the coursework in the MCW program and their genre of study. Students can allude to authors of note in the aesthetic conversations in their field and note how the aesthetics of these authors are in conversation with their own work.	3-3.4 on rubric for PLO #1. Students show not only a thorough evaluation of the authors and theories covered in the program but also evidence of further research and interest beyond what was covered in the program demonstrating an active drive to research and evaluate on their own, without instructor prompting.	Findings for Juried Capstone Assessment	Met	Approaching	X	X	X	X	X	X		
Department of Mathematics and Natural Sciences		Outcome 4	Communicate effectively with others using oral, visual, and written methods.	Oral/poster presentation	Direct - Other	Student orally present the results of their research projects in BIO203/A courses.	80% students receive a grade of B or higher.	90% students receive a grade of B or higher.	Findings for Oral/poster presentation	Exceeded	Approaching		X	X		X	X	
Department of Mathematics and Natural Sciences		Outcome 5	Discuss career options in the field of healthcare.	AS Human Biology Alumni Survey	Indirect - Survey	A survey including generic questions about alumni perceptions of their program and how well it fulfilled its objectives and served students' interests was sent to program graduates. In addition, a few questions regarding their perceptions of science were included. The overarching goal of this measure was to explore possible causes for the low enrollment in this program.	An average score of 3.5 or higher on the questions regarding the PLOs (Q, set #9) and the science related questions: set #10 (except 3,7,10,11,12, and 16), as well as a positive answer to the questions #2 and #6. An average score of 3 or less for set #10 questions 3,7,10,11,12, and 16)	An average score of 4.0 or higher on the questions regarding the PLOs (Q, set #9) and the science related questions: set #10 (except 3,7,10,11,12, and 16). An average score of 2 or less for set #10 questions 3,7,10,11,12, and 16)	Findings for AS Human Biology Alumni Survey	Not Met	Approaching	X			X			
Department of Mathematics and Natural Sciences	Associate of Science in Human Biology	Outcome 1	Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations	MTH 435 Linear Algebra Final Exam grades	Direct - Exam	The faculty will analyze the results of MTH 435 Algebraic Structures course grades in order to identify the student abilities to employ a variety of reasoning skills and effective strategies for solving problems	30% of students will score 80% or better on the exam 80% of students will score 70% or better on the exam	50% of students will score 80% or better on the exam 90 % of students will score 70% or better on the exam				X	X	X	X	X	X	X
		Outcome 2	Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	Exit survey employer survey	Indirect - Survey	Exit survey and employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in use of language and mathematical						X	X	X	X	X	X	X
			Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	Grades of MTH 418 Final Exam	Direct - Exam	Data will be analyzed of MTH 418 grades in order to evaluate the students' abilities to use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	50% of students will score 80% or better on these exams; 80% of students will score 70% or better on these exams.	75% of students will score 80% or better on these exams; 100% of students will score 70% or better on these exams.				X	X	X	X	X	X	X
			Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	MTH 220-223 exams	Direct - Exam	Data will be analyzed tests of MTH 223 in order to evaluate the students' abilities to use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	40% of students will score 80% or better on the exam 70% of students will score 70% or better on the exam	60% of students will score 80% or better on the exams 80% of students will score 70% or better on the exam				X	X	X	X	X	X	X
		Outcome 3	Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics	Exit survey employer survey	Indirect - Survey	Exit survey employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics.							X			X		
			Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics	Survey of use of Graphing Calculators	Indirect - Survey	Survey data will be analyze in order to evaluate students' abilities to use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics	95% of MTH 220-223 course students will use graphing calculators. 95% of students will use specifically designed math software in their scholar work.	100% of MTH 220-223 course students will use graphing calculators. 100% of students will use specifically designed math software in their scholar work.					X			X		
		Outcome 4	Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	Exit survey; employer survey	Indirect - Survey	Exit survey and employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in algebra and number theory									X			
			Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	MTH 435 exam results.	Direct - Exam	Data will be analyzed from the final exam of MTH 435 Linear Algebra courses.	65% of students will score 70% or better on the exam; 40% of students will score 80% or better	85% of students will score 80% or better on the exam; 100% of students will score 70% or better on the exam							X			
			Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	MTH 411 exam results.	Direct - Exam	Data will be analyzed for MTH 411 Number Theory course	65% of students will score 80% or better on the exam; 90% of students will score 70% or better	85% of students will score 80% or better on the exam; 100% of students will score 70% or better on the exam							X			
		Outcome 5	Develop fundamental knowledge in geometry	Employer survey	Indirect - Survey	Employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in geometry										X		
	Develop fundamental knowledge in geometry	MTH 311 test results	Direct - Exam	Data will be analyzed for MTH 311 Topics in Geometry course.	35% of students will score 80% or better on the exam; 70% of students will score 70% or better	85% of students will score 80% or better on the exam; 100% of students will score 70% or better on the exam							X					
	Develop fundamental knowledge in geometry	MTH 417 test results	Direct - Exam	Data will be analyzed for MTH 417 Foundations of Geometry course	35% of students will score 80% or better on the exam; 90% of students will score 70% or better on the exam.	85% of students will score 80% or better on the exam; 100% of students will score 70% or better on the exam							X					
Outcome 6	Model real world problems with a variety of algebraic and transcendental functions	Exit survey; employer survey	Indirect - Survey	Exit survey and employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' in Calculus										X				
	Model real world problems with a variety of algebraic and transcendental functions	MTH 220-223 test results	Direct - Exam	Data will be analyzed for MTH 220-223 Calculus courses.	50% of students will score 80% or better on these exams; 70% of students will score 70% or better	75% of students will score 80% or better on the exam; 100% of students will score 70% or better on the exam.							X					





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Department of Psychology	Associate of Science in Alcohol and Drug Abuse Counseling	Establish professional relationships with diverse clients with alcohol and drug abuse and/or dependence issues.	Practicum Supervisor Evaluation	Direct - Student Artifact	The practicum supervisor evaluation is returned as a student artifact after the student successfully completes ADC 285. Students must demonstrate proficiency in 12-Core Competencies central to Alcohol and Drug Counseling in preparation for certification in this field. The evaluation grades on a Likert scale with 4 categories: Excellent, Above Average, Average, and Below Average.  Student artifacts will be reviewed against ratings from the following categories:  Interprofessional Relations: * With peers * With supervisors * Ethical practices Practicum Skills: * Reports and record keeping Knowledge: * Federal/State/local regulations/statutes * State Alcohol/Drug Program System Work Habits: * Integrity * Responsibility/accountability	80% of artifacts assessed will meet or exceed expectations of "Above Average" or higher.	90% of artifacts assessed will meet or exceed expectations of "Above Average" or higher.	Findings for Practicum Supervisor Evaluation	Exceeded	Exceeded	X		X	X			X	
		Outcome 2	Demonstrate entry level counseling skills in working with individuals, groups, and families relative to alcohol and drug abuse and/or dependence issues.	Counseling Role Play ADC 255	Direct - Student Artifact	Students demonstrate through this instructor evaluated role-play counseling techniques for assisting clients in early stage of recovery in accepting a substance use diagnosis, recognizing co-occurring morbidity, and developing a treatment plan	80% of artifacts assessed will meet or exceed expectations of "Above Average" or higher.	90% of artifacts assessed will meet or exceed expectations of an average score of "Above Average" or higher.	Findings for Counseling Role Play ADC 255	Exceeded	Exceeded		X	X	X	X		
			Demonstrate entry level counseling skills in working with individuals, groups, and families relative to alcohol and drug abuse and/or dependence issues.	Practicum Supervisor Evaluation	Direct - Student Artifact	The practicum supervisor evaluation is returned as a student artifact after the student successfully completes ADC 285. Students must demonstrate proficiency in 12-Core Competencies central to Alcohol and Drug Counseling in preparation for certification in this field. The evaluation grades on a Likert scale with 4 categories: Excellent, Above Average, Average, and Below Average.  Student artifacts will be reviewed against ratings from the following categories:  Analytical Abilities: *Use of Knowledge sources *Use of evaluation Interprofessional Relations: * With clients Practicum Skills: * Screening * Intake * Orientation * Counseling * Crisis Intervention Knowledge: * Human behavior * Counseling approaches Work Habits: * Quality of work	80% of artifacts assessed will meet or exceed expectations of "Above Average" or higher.	90% of artifacts assessed will meet or exceed expectations of "Above Average" or higher.	Findings for Practicum Supervisor Evaluation	Exceeded	Exceeded	X	X	X	X			
Department of Psychology	Bachelor of Arts in Interactive Psychology																	
Department of Psychology	Bachelor of Arts in Psychology	Outcome 1	Articulate major theories, concepts, and historical trends in psychology	Capstone Project PSY 480	Direct - Student Artifact	Every student in PSY 480 is rated by the instructor on a rubric that assesses the following: 1. Correct use of APA 2. Whether manuscript completely addresses questions/issues raised 3. Whether manuscript integrates major elements of the data/lit review 4. Citations within text are adequate 5. Methods used in data analysis/lit review are appropriate 6. Interpretations of findings are accurate and meaningful 7. References are appropriate 8. Final report is well-written 9. Overall presentation is of high quality	80% of class will be rated 3 or higher by instructor on standard rubric.	90% of class will be rated 3 or higher by instructor on standard rubric.	Findings for Capstone Project PSY 480	Exceeded	Exceeded	X	X	X	X	X	X	
			Articulate major theories, concepts, and historical trends in psychology	Competencies and Abilities	Indirect - Survey	A program exit survey was sent out and analyzed by the Office of Educational Effectiveness and Accreditation. The survey (see attachment) contains questions at both the course and program level. Course level questions have students rate how much a particular course contributed towards improving their abilities. Program level questions ask students to rate the extent to which the program helped them to develop specific competencies (PLOs).  The survey was emailed to 155 students (both online and onsite) completing the capstone course. A total of 63, or 40.6%, were returned.	80% of students will rate individual courses as satisfied to very satisfied (PSY 426, 441 and HUB 441).	90% of students will rate individual courses as satisfied to very satisfied.  90% of students will rate PLOs 1 and 2 as agree to strongly agree.	Findings for Competencies and Abilities	Met	Exceeded	X	X	X	X	X	X	
			Articulate major theories, concepts, and historical trends in psychology	Content Mastery	Direct - Student Artifact	The post-test is used as one measure of content mastery.	80% of students will score 70% or greater on the post-test.	90% of students will score 70% or greater on the post-test.	Findings for Content Mastery	Not Met	Approaching	X	X	X	X	X	X	X
			Articulate major theories, concepts, and historical trends in psychology	Increased Content Knowledge	Direct - Student Artifact	Pre-to-posttest difference scores are used as one measure of increased content knowledge. Pre/post tests were administered in 3 classes (PSY 426, 441 and HUB 441). For online classes, the tests are required and embedded in the course. For onsite classes, the tests are required and instructors are directed to have students complete the tests in the course eCompanion. Students were awarded 15 points for completing the pre-test, and could earn up to 15 points for (1 point for each correct response) the post-test. Pretests were completed during the first two days of class, while post-tests were completed during the last week of class prior to the final exam.	Statistically significant difference between the pre-test and post-test scores at a probability level of .05.	Statistically significant difference between the pre-test and post-test scores at a probability level of .01.	Findings for Increased Content Knowledge	Exceeded	Exceeded	X	X	X	X	X	X	X
		Outcome 2	Explain behavior, cognition, and emotion from multiple schools of thought	Capstone Project PSY 480	Direct - Student Artifact	Same as Measure for PLO 1 Every student in PSY 480 is rated by the instructor on a rubric that assesses the following: 1. Correct use of APA 2. Whether manuscript completely addresses questions/issues raised 3. Whether manuscript integrates major elements of the data/lit review 4. Citations within text are adequate 5. Methods used in data analysis/lit review are appropriate 6. Interpretations of findings are accurate and meaningful 7. References are appropriate 8. Final report is well-written 9. Overall presentation is of high quality	80% of students will be rated 3 or higher by instructor on standard rubric.	90% of students will be rated 3 or higher by instructor on standard rubric.	Findings for Capstone Project PSY 480	Exceeded	Exceeded	X	X	X	X	X	X	X
	Explain behavior, cognition, and emotion from multiple schools of thought	Content Mastery and Increased Content Knowledge	Direct - Student Artifact	The measures are the same as those used for PLO 1. We used the average percent correct on the post-test to determine whether students were performing at an acceptable level of mastery. Pre-to-posttest difference scores were used as a measure of increased content knowledge.	Content Mastery - 80% of students will score 70% or greater on the post-test.  Increased Content Knowledge - A significant difference between the pre- and post-test at the p = .05 level.	Content Mastery - 90% of students will score 70% or greater on the post-test.  Increased Content Knowledge - A significant difference between the pre- and post-test at the p = .01 level.	Findings for Content Mastery and Increased Content Knowledge	Met	Approaching	X	X	X	X	X	X	X		
		Outcome 1	Discuss current trends in psychological research in both individual and team contexts within sport psychology.	Exit Survey	Indirect - Survey	Completed by program graduates to assess self-reported learning of PLOs and program satisfaction	90% student satisfaction	90% student satisfaction	Findings for Exit Survey	Exceeded	Exceeded							
			Discuss current trends in psychological research in both individual and team contexts within sport psychology.	PSY 302 Sport Film Analysis Project	Direct - Student Artifact	Analysis of a popular film or documentary in which the characters involvement in sport is the central theme. Students must apply a minimum of 3 appropriate sport psychology theories to describe, explain, and critique character behaviors.	80% of students achieving a grade of 75% or better	85% of students achieving a grade of 75% or better	Findings for PSY 302 Sport Film Analysis Project	Exceeded	Approaching							



