



Wheeling University

Annual Program Assessment Report 2020-2021

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Wheeling University

Program Assessment Summary

2020-2021 Academic Year

At the conclusion of each academic year, each program completes a Program Assessment Report. Each program analyzes assessment data and then determines in the “Section E: Future Actions/Program Improvement Plan” section of each program report, what changes, if any, should be implemented based on the data to enhance student achievement of learning outcomes. A summary of the findings of each program assessment report follows. This table identifies the actions that were taken to improve and strengthen student learning and provides a mechanism for monitoring and reporting continuous improvement.

Actions are classified into three (3) categories

Actions for Program Improvement:

62% of the program improves are focused on program related actions and 38% are curriculum related actions.

1. Standardize the incorporation of rubrics and the process of collecting data utilizing Blackboard.
2. To align program outcomes with external accreditation standards is applicable.
3. Evaluate the delivery of education in the online format, utilization of resources, and the support for student research.

Curriculum or Program Related Area of Student Learning:

1. Establishment of benchmarks and improving summative evaluations.

Changes to Assessment Process:

1. Link the summative evaluations to program assessment outcomes.
2. Provide training on the use of rubrics.
3. Review and revise curricular maps as needed.

Recommendations for the 2021-2022 academic year

1. Fall 2021 develop an online learning module in Blackboard in the assessment center on the assessment process from the initial data to the program report. This can be accessed by all adjuncts.
2. Throughout the 2021-2022 academic year develop a workshop for all faculty who have external accreditation to align program outcomes and PEGS to their outside accreditor standards.
3. A fall and spring workshop of all faculty to discuss program benchmarks and assessment data collection, including curricular mapping.
4. Schedule three faculty workshops in the fall semester to review the delivery of material online, the utilization of university resources (SCOPUS, EAC, Disability Services) and support for student research.

EXTRACTIONS FROM SECTION E: FUTURE ACTIONS/PROGRAM IMPROVEMENT PLAN

Actions for Program Improvement

Undergraduate

Business will incorporate program related rubrics into courses.

Education Program: Standardize the AAQEP titles on assessments. Teacher candidates need improvement in the assessment and objective and professional development.

Engineering Science: Secure funding for the metal-Halide fixtures.

English: Collect more data through Blackboard. Identify majors from non-majors.

Exercise Science: Update program outcomes to align with CAAHEP-CoAES. Expand standardized assessment strategies. Formation of program outcome rubrics. Reevaluate learning strategies for introductory courses.

Nursing/BSN: Continue current curriculum. Additional critical thinking assignments and explore more resources through ATI.

Psychology: Reevaluate the delivery of Psychology 115 online. Provide additional support for student research. Create paper check point and meeting for students enrolled in the 300-level research electives.

Liberal Arts: No students enrolled

Theology: No students enrolled

Graduate

Nursing: The value-added rubrics need to be added to all designated courses.

Master of Arts in Education: Blackboard resource center for the portfolio is being created. Update course syllabi with the new Professional Standards for Educational Leaders. These are both program and curricular related.

DPT: Curricular review and update to address first time board passage rate. Update instructor course evaluation and data collection. These are both curricular related.

Curriculum or Program Related Area of Student Learning

Undergraduate

Education Program: Student learning that need to be improve are to increase writing objectives, assessments, and formal planning.

Engineering Science: Allocate time to review and prepare for the standardized exam in engineering.

English: Effective provision of textual evidence for literary analysis.

Exercise Science: Meeting the benchmarks in introductory courses.

Nursing/BSN: Improve clinical documentation skills. Increase opportunities for oral presentations. Understanding different ethical perspectives/concepts. Application of theory to practice.

Psychology: Reevaluate the delivery of Psychology 115 online. Provide additional support for student research. Create paper check point and meeting for students enrolled in the 300-level research electives.

Graduate

Nursing: Consistent use of the written communication rubric. Changes to refine

Master of Arts in Education: The Blackboard resource center for the portfolio.

DPT: Improve first time passage rate on comprehensive evaluation and improve first time passage rate on national board exam.

Changes to Assessment Process:

Undergraduate

Education Program: The changes in the assessment and oversight of faculty in naming and using the AAQEP rubrics. Inputting AAQEP rubrics into Blackboard.

Engineering Science: Create a final exam for ENGR 484.

English: Revise English program curricular map to capture data for English majors. Revise course SLOs to reflect the program SLOs. To revise assessment rubrics to align with program SLOs.

Exercise Science: Align course learning outcomes with program learning outcomes.

Nursing/BSN: Student portfolio development and incorporate more student reflective activities as they pertain to ethical reasoning.

Psychology: Assessment data needs to be collected regularly. Adjuncts could benefit from rubric training workshop.

GRADUATE

Nursing: Disaggregate data by course level.

Master of Arts in Education: Validation of the MEL rubrics.

DPT: Adding the professional behaviors of the 21st century assessment into clinical science courses. Adding the competency rubrics for practical exams into Blackboard. Adding in house competence exam scores into Blackboard. Identification of the PEGS that will be used in terms 2, 5, & 7 with rubrics provided. Consistent use of the instructor feedback form.

*Full detail and explanation of the specific changes made by each program can be reviewed in the following Program Assessment Reports.

WHEELING UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES



UNDERGRADUATE PROGRAMS

Accounting Assessment Report

No students enrolled

Biology Assessment Report



PROGRAM ASSESSMENT REPORT

(Department of Biology)

Section A: Introduction/Background

1. Learning Outcomes
2. Curriculum
3. Assessment Methods
4. Analysis of Results
5. Use of Results

Note: The biology program did not graduate a student in 2021. The program has five students who will graduate in 2022. The current trend shows each successive class is increasing in size. Furthermore, the program director completed his first semester at the college.

Section B: Student Learning Outcomes Assessed

Learning Outcomes

1. Students will understand the process of science
 - Recognize the importance of safety protocols
 - Conduct an experiment following established procedures
 - Design an experiment with foresight analysis
 - Collect data for qualitative and quantitative measurements and observations
 - Interpret the data for an experiment and draw conclusions based on the data

- Understand the foundational material to build upon in upper-level courses
2. Students will be able to interpret how science is communicated
 - Access and utilize scientific databases
 - Understand primary literature
 - Provide a synopsis of scientific discoveries
 - Verbally present findings to other in a variety of settings
 3. Student will work collaboratively
 - Complete an experiment as a valuable member of a group
 - Regularly contribute to discussions
 - Accept and give feedback to other group members
 - Join a student organization
 4. Students will successfully gain desired employment in a science-field, obtain acceptance into graduate school or gain acceptance into professional school.
 - Prepare a cover letter and resume for prospective employers
 - Search for internships, volunteering experiences, and careers
 - Conduct mock interviews

Outcome 1

Method(s) of assessment: Each course will be required to administer periodic evaluations and a final evaluation for each course. Expectations for each course is to have 75% of the students successfully complete the course

Outcome 2

Method of assessment: All sophomores, juniors, and seniors will be required to present an oral presentation for each major Biology course. The oral presentation will involve researching scientific literature and deliver a synopsis of the literature to the class. Grading rubric will be a standard used in the department.

Outcome 3

Method of assessment: Each graduating senior is required to complete a research project as a group and present the project at research day. The expectation is that students will complete a project related to possible careers or area of interest.

Outcome 4

Method of assessment: Maintain contact with student upon the earning of bachelor's degree a keeping a database of statistics pertaining to future plans

Business Administration Assessment Report



PROGRAM ASSESSMENT REPORT (Department of Business)

Section A: Introduction/Background

Program

Business

Semester/Academic Year Spring 2021

Course Numbers ACCT 201,202; ECON 211,212; BUSN 201, 211, 212, 213, 313, 355, 410

Number of sections assessed 11

Program Goal Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business

Demonstrate the value of personal and professional effective communication

Appreciation of ethical implications involved in performing managerial functions

Critically analyze, think logically, and apply analytical methods and skills for business problems

Develop the capacity to work harmoniously and effectively with others

Section B: Student Learning Outcomes Assessed

1. Explanation of Issues: No significant issues
2. Evidence: Data reports
3. Conclusions and related outcomes (implications and consequences): Continue to monitor for continuous improvement

Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course?
Value added rubrics and course grades

2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
 _____ Tests, quizzes, discussions, presentations, projects, assignments, journals, participation

Section D: Results/Findings

Data Interpretation:

Business - Critical Thinking Value Rubric

4/18/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Critical Thinking	2021SP Principles of Marketing (2021SP-BUSN-212-01)	Pauls, Ted	34	34	100
PEG Critical Thinking	2021SP Business Law (2021SP-BUSN-355-01)	Pauls, Ted	16	16	100
PEG Critical Thinking	2021SP Strategic Business Planning (2021SP-BUSN-410-01)	Papillo, Jomana	12	12	100

Summary Statistics					
Scored Responses	62	Actual Item Scores	310	Mean Score	4.48
Rows	5	Highest Score	5	Median Score	4.5
Possible Item Scores	310	Lowest Score	2.25	Std Dev	0.564
		KR(20) / Cronbach Alpha		0.87	

Details				
No	Row	Average	Levels Of Achievement	Distribution





Business - Ethical Reasoning Value Rubric

4/18/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Ethical Reasoning	2021SP Business Law (2021SP-BUSN-355-01)	Pauls, Ted	16	16	100
PEG Ethical Reasoning	2021SP Strategic Business Planning (2021SP-BUSN-410-01)	Papillo, Jomana	12	12	100

Summary Statistics					
Scored Responses	28	Actual Item Scores	140	Mean Score	4.61
Rows	5	Highest Score	5	Median Score	4.63
Possible Item Scores	140	Lowest Score	3.5	Std Dev	0.445
KR(20) / Cronbach Alpha				0.81	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0.93	<ul style="list-style-type: none"> ■ 20 (71.4%) Capstone - 4 ■ 8 (28.6%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	



Details				
No	Row	Average	Levels Of Achievement	Distribution
2	Understanding Different Ethical Perspectives/Concepts	0.94	<ul style="list-style-type: none"> ■ 21 (75%) Capstone - 4 ■ 7 (25%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Ethical Issue Recognition	0.92	<ul style="list-style-type: none"> ■ 19 (67.9%) Capstone - 4 ■ 9 (32.1%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Application of Ethical Perspectives/Concepts	0.89	<ul style="list-style-type: none"> ■ 17 (60.7%) Capstone - 4 ■ 10 (35.7%) Milestone - 3 ■ 1 (3.6%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Evaluation of Different Ethical Perspectives/Concepts	0.93	<ul style="list-style-type: none"> ■ 20 (71.4%) Capstone - 4 ■ 8 (28.6%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	




Business - Oral Communication Value Rubric

4/19/2021 - 4/23/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Oral Communication	2021SP Strategic Business Planning (2021SP-BUSN-410-01)	Papillo, Jomana	12	12	100

Summary Statistics					
Scored Responses	12	Actual Item Scores	60	Mean Score	4.08
Rows	5	Highest Score	5	Median Score	4.5
Possible Item Scores	60	Lowest Score	2.5	Std Dev	0.825
KR(20) / Cronbach Alpha				0.96	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.85	<ul style="list-style-type: none"> ■ 7 (58.3%) Capstone - 4 ■ 3 (25%) Milestone - 3 ■ 2 (16.7%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Language	0.79	<ul style="list-style-type: none"> ■ 4 (33.3%) Capstone - 4 ■ 6 (50%) Milestone - 3 ■ 2 (16.7%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
3	Delivery	0.79	<ul style="list-style-type: none"> ■ 4 (33.3%) Capstone - 4 ■ 6 (50%) Milestone - 3 ■ 2 (16.7%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Supporting Material	0.79	<ul style="list-style-type: none"> ■ 4 (33.3%) Capstone - 4 ■ 6 (50%) Milestone - 3 ■ 2 (16.7%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Central Message	0.85	<ul style="list-style-type: none"> ■ 7 (58.3%) Capstone - 4 ■ 3 (25%) Milestone - 3 ■ 2 (16.7%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

What is the greatest strength of the program?

_____ Program outcomes indicate academic growth and graduates perform at or above 80% on measured outcomes in capstone course

What criteria were achieved?

___ This semester was dedicated to establishing benchmarks adopted from the assessment committee

Any comparisons with the previous term’s results? Are students improving?

_____ N/A _____

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

_____ Incorporate rubrics into courses as designated by the program curriculum maps

Are those actions program-related or curriculum related?

_____ Program related

What areas in the student learning need to be improved?

_____ Further data collection is necessary to identify areas for improvement

What changes need to make to refine the assessment process?

_____ Further data collection is necessary to identify assessment process

Date of implementation.

_____ N/A pending data

Criminal Justice Assessment Report



PROGRAM ASSESSMENT REPORT (Criminal Justice Program)

Section A: Introduction/Background

A. Introduction/Background

The following data is from a selection of criminal justice courses offered in the Spring 2021 semester. The courses assessed were CRJU-121 (Survey of Criminology- 2 sections) and CRJU484 (Issues in Criminal Justice). The information that follows is related to the criminal justice program standards as they related to the university's Primary Educational Goals (PEGs)- critical thinking, ethical reasoning, and effective communication.

Section B: Student Learning Outcomes Assessed

B. Student Learning Outcomes Assessed

Critical Thinking: The following tables contain data on faculty assessments of students' work in CRJU121 and CRJU484. CRJU121 a lower-level major requirement that is sometimes taken as an elective by other majors and CRJU484 serves as a capstone for criminal justice majors.

Ethical Reasoning: The ethical reasoning value added rubric was used to assess ethical reasoning as it relates to the criminal justice department program goals. The program goal "analyze and evaluate contemporary issues in the criminal justice field that profoundly impact American society" relates to many courses in the major but is of high importance at the 400-level as students are looking towards their next steps in terms of graduate education and careers. Data related to this rubric is related to summative performance in CRJU121 and CRJU484.

Oral Communication and Written Communication: The oral communication value added rubric and the written communication value added rubric were used to assess students' effectiveness in communication as it relates to the criminal justice department program goals. The standards "explain the operations of the criminal justice system" and "explain the theoretical underpinnings of crime, victimization, and punishment" were used in relation to summative performance in CRJU121 and CRJU484.

Section C: Assessment Method

C. Assessment Method

For critical thinking, ethical reasoning, oral communication and written communication, a global, summative assessment was used with regard to their progress in the assessed courses.

Section D: Results/Findings

D. Results/Findings

CRJU121: enrollment 36; responses 34

CRJU484: enrollment 9; responses 9

Critical Thinking

Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues	121=82.35% 484=66.66%	121=17.65% 484=33.33%			
Evidence	121=76.47% 484=44.44%	121=23.53% 484=55.55%			
Influence of contexts and assumptions	121=79.41% 484=44.44%	121=20.59% 484=55.55%			
Student position (perspective, thesis, hypothesis)	121=76.47% 484=55.55%	121=23.53% 484=44.44%			
Conclusions and related outcomes	121=76.47% 484=44.44%	121=23.53% 484=55.55%			

Ethical Reasoning

Ethical Reasoning Rubric Category	Capstone (4)	Milestone (3)	Benchmark
Ethical Self-Awareness	121=97.06% 484=66.66%	121=2.94% 484=33.33%	
Understanding Different Ethical Perspectives/Concepts	121=82.35% 484=66.66%	121=14.70% 484=33.33%	121=2.94%
Ethical Issue Recognition	121=73.52% 484=55.55%	121=26.48% 484=44.44%	
Application of Ethical Perspectives/Concepts	121=67.64% 484=44.44%	121=29.41% 484=55.55%	121=2.94%
Evaluation of Different Ethical Perspectives/Concepts	121=82.35% 484=55.55%	121=14.70% 484=44.44%	121=2.94%

Oral Communication

Oral Communication Rubric Category	Capstone	Milestone	Benchmark
Organization	121=82.35% 484=44.4%	121=17.64% 484=55.6%	
Language	121=79.41% 484=55.6%	121=20.58% 484=44.4%	
Delivery	121=67.64% 484=44.4%	121=21.26% 484=44.4%	484=11.1%
Supporting Material	121=67.64% 484=33.3%	121=21.36% 484=55.6%	484=11.1%
Central Message	121=76.47% 484=66.7%	121=23.52 484=33.3%	

Written Communication

Written Communication Rubric Category	Capstone (4)	Milestone (3)	Benchmark (1)
Context of and purpose of writing	121=82.35% 484=22.2%	121=17.64% 484=66.7%	484=11.1%
Content Development	121=70.58% 484=11.1%	121=26.48% 484=66.7%	121=2.94% 484=22.2%
Genre and Disciplinary Connections	121=79.41%	121=17.65%	121=2.94%

	484=22.2%	484=33.3%	484=44.4%
Sources and Evidence	121=70.58% 484=11.1%	121=26.48% 484=55/6%	121=2.94% 484=33.3%
Control of Syntax and Mechanics	121=79.41% 484=33.3%	121=20.58% 484=44.4%	484=22.2%

Explanation of Findings

This data provides a comparison of courses offered at the 100 and 400 level in the criminal justice major during spring 2021. A program change occurred at the beginning of this semester such that both of these classes were taught by two different adjuncts who had not previously taught these classes. One section of CRJU121 was taught face to face as a once-per-week night class while the other section was taught online. The section of CRJU484 was taught face to face as a once-per-week night class. It seems that the instructor for CRJU484 had high expectations for performance for the students enrolled.

Section E: Future Actions/Program Improvement Plan

E. Future Actions/Program Improvement Plan

1. To ensure adjunct faculty are scoring students comparably, the chair of social sciences can provide a rubric training session.
2. Both adjuncts whose data is reflected above are scheduled to teach in the fall 2021 semester. As they gain familiarity with the program and its students, additional curricular improvement needs will become clearer.
3. Findings may be stronger if assessment is connected to specific assignments within these classes. Future data collection cycles will aim to do this now that a framework for assessment exists.

Education Assessment Report



PROGRAM ASSESSMENT REPORT (Education Program)

Section A: Introduction/Background

Program: Education Program Undergraduate

Semester/Academic Year: 2020-2021 Academic Year

Course Numbers:

EDUC 210 Educational Technology	EDUC 231 Schools & Communities –Class and Field	EDUC 232 Classroom & Teacher Roles –Class and Field	EDUC 320The Special Education Process	EDUC 333CExce ptionalitie s & Diversity-	EDUC 334 Reading In Content Areas- Class and	EDUC 473WVTP A/Action Research (while	EDUC 475 Seminar (while student teaching)	EDUC 481 Student Teaching & Seminar
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Number of sections assessed: 18

Program Goal: Standard 1 – Curriculum and Planning; Standard 2 – The Learner and the Learning Environment; Standard 3 – Teaching; Standard 4 – Professional Responsibilities for Self-Renewal; and Standard 5 – Professional Responsibilities for School and Community

Section B: Student Learning Outcomes Assessed

Standard 1 – Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy.

Knowledge of content is absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner. The teacher designs instruction that is aligned with the West

Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students

to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century learning skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Standard 2 – The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn, and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic,

cultural and developmental characteristics. Respect for diversity is apparent in the design of the learning environment — the activities and tasks, the materials and student groupings — to ensure student learning. The learning environment is characterized by effective classroom procedures, appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions are addressed in lesson design to ensure that appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Standard 3 – Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching, the knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing and grouping techniques that engage all students and elicit clear evidence of their learning.

Standard 4 – Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines his/her practice through a continuous cycle of self-improvement focused on how he/she teaches and works in a global, digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue

enables the teacher to discover better practice, to be supported by colleagues and to contribute significantly to the learning of others as a member of a collaborative team. The teacher who contributes to the teaching profession through the implementation of practices that improve teaching and learning demonstrates characteristics of informal teacher leadership.

Standard 5 – Professional Responsibilities for School and Community

The teacher’s primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility to improve the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher’s professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your courses?

ASSESSMENT 1: PRAXIS I, PRAXIS II, PLT

The Praxis ® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. Candidates are assessed on Math, Reading, and Writing.

Principles of Learning and Teaching (PLT) and Content Area Praxis Tests The PLT and content area tests are used to show the completers knowledge of pedagogy and their chosen content area. The ETS website states, “VSA initiative has recognized the reliability and validity of the ETS Proficiency Profile by selecting it as one of three approved instruments for measuring student learning outcomes.”

ASSESSMENT 2: GPA

The students’ GPA in Professional Education and content knowledge courses is reviewed to assess their compliance with Quality Principle 1.

ASSESSMENT 3: LESSON-PLAN

This instrument is based on the WVPTS Standard 1. The areas of evaluation are 1) Grade Level 2) Learning Standards 3) Lesson Objectives 4) Materials 5) Interest Builder/Motivation 6) Procedures 7) Closure 8) Evaluation of Students’ Learning 9) Assignment(s) if included in the lesson 10) Modifications for Special Needs Students.

Each area will be scored from 1-3. A score of 1 is defined as “Miss Expectations” a score of 2 is defined as “Meets Expectations” and a score of 3 is defined as “Exceeds Expectations.”

PED 232 C/F is designed to teach the components of lesson planning and successful completion of the course at a B level or above constitutes meeting that standard.

ASSESSMENT 4: SUMMATIVE STUDENT TEACHING NUMERICAL

This instrument is based on the WVPTS. The areas of evaluation are: 1) Curriculum and Planning 2) The Learner and The learning Environment 3) Teaching 4) Professional Responsibilities for Self-Renewal 5) Professional Responsibilities for School and Community. Each area is broken down into subsections which are scored on a scale of 1-3. A score of 1 is defined as “Unacceptable” a score of 2 is defined as “Below Entry Level” a score of 3 is defined as “Entry level” and a score of 4 is defined as “Above Entry Level.” A criterion measurement passing score for the Student Teacher-Summative Performance Evaluation will be a total score of 3.0 based on a 4.0 scale. The 3.0 level of scoring is based on the criterion of the student performance being at Entry level. The Entry Level is defined as “Most of the observable/measurable behaviors for the area of evaluation are witnessed in that the student teacher has repeatedly exhibited such behaviors. The candidate must be at Entry Level to show learning and the ability to apply it in appropriate ways.

Content validity is established in that it is composed of the elements listed above. Reliability is shown by the Cronbach Alpha of the scores from the Summative Performance Evaluation. Rating of instructors must be with 80% agreement on the 5 elements of evaluation or there will be a recalibration exercise performed to ascertain the reasons for variance and a re-centering of the scoring process.

ASSESSMENT 5: WVTPA

West Virginia’s nineteen institutions of higher education with teacher education programs have a long history of collaboration through the West Virginia Higher Education Policy Commission’s (WVHEPC) Teacher Education Advisory Council (TEAC). The WV TEAC also collaborates with the WVHEPC, the West Virginia Department of Education (WVDE), and other stakeholders on a regular basis. WV TEAC convenes at least twice a year and communicates frequently through a common listserv to provide the membership with updates in education from the state and national level and provide opportunities for sharing and networking.

ASSESSMENT 6: MOCK INTERVIEW/PORTFOLIO

There are two parts to the mock interview assessment. Candidates complete a portfolio based on the WVPTS they are to bring the completed portfolio to the Mock Interview. The Rubric for the Mock Interview includes a section that covers the portfolio.

Portfolio

This instrument is based on the WVPTS. The areas of evaluation are: 1) Curriculum and Planning 2) The Learner and The learning Environment 3) Teaching 4) Professional Responsibilities for Self-Renewal 5) Professional Responsibilities for School and Community 6) Presentation of Portfolio. A criterion measurement passing score for the Portfolio Assessment Instrument will be a total score of 92 based on a 132-point assessment level range. That total score is defined as capable on a four-point scale ranging from “Does Not Support” to “Exceptionally Supports.” The candidate must obtain the minimum score from both the raters. The Portfolio Assessment Instrument is keyed to the WVPTS. Because this is a clinical program, any student who does not meet that criterion will not be recommended for licensure and graduation until that criterion is met.

ASSESSMENT 7: DISPOSITION

Dispositions are scored on the observations of the following to explain the evidence that was used to assess the disposition: Comments in class, individual conference, journal entries, observed while teaching, presentations in class, and/or written assignments. The disposition is administered at the beginning, middle, and end of the program.

ASSESSMENT 8: UNIT PLAN

The Unit Plan is a compilation of the following:

- A. A complete series of Lesson Plans using the Wheeling University format.
 - B. Use of technology as required by students to complete mastery of West Virginia College and Career-Readiness Standards.
 - C. Development of quizzes, rubrics, and assessment methods.
 - D. Development of a measurement tool to evaluate student mastery of West Virginia College and Career-Readiness Standards.
 - E. Demonstration of accommodations for diverse learners and those with learning disabilities and other exceptionalities.
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
Portfolio, Lesson Plan, Unit Plan, Phil of Ed Paper, Student Interview, Disposition, Exams, Classroom Management Plan, Reflection Papers, Quizzes, Discussion Boards, IEP assignment, Topic presentation, Mock IEP meeting, Bulletin board, WVTPA, Journals, Mission Statement, Mock Interview, Resume.

Section D: Results/Findings

Data Interpretation:

Assessment 1:

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	17	17	100
All program completers, 2018-19	16	16	100
All program completers, 2017-18	44	41	93

Assessment 3

Summary Statistics					
Scored Responses	96	Actual Item Scores	1055	Mean Score	10.55
Rows	11	Highest Score	11	Median Score	10.75
Possible Item Scores	1056	Lowest Score	7.75	Std Dev	0.642
				KR(20) / Cronbach Alpha	0.64

Summary Statistics					
Scored Responses	39	Actual Item Scores	390	Mean Score	9.21
Rows	10	Highest Score	10	Median Score	9.7
Possible Item Scores	390	Lowest Score	6.6	Std Dev	0.911
				KR(20) / Cronbach Alpha	0.75

Assessment 4 Student Teaching

Summary Statistics					
Scored Responses	9	Actual Item Scores	27	Mean Score	3
Rows	3	Highest Score	3	Median Score	3
Possible Item Scores	27	Lowest Score	3	Std Dev	0
KR(20) / Cronbach Alpha					NaN

Assessment 5:

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Submit WVTPA	2020FA WV Teacher Perf. Assessment ALL student teachers (2020FA-EDUC-473-80)	Neuenschwander, Jane; Theaker, Sherri	17	16	94

Summary Statistics					
Scored Responses	16	Actual Item Scores	428	Mean Score	16.48
Rows	27	Highest Score	19.5	Median Score	16.75
Possible Item Scores	432	Lowest Score	13.75	Std Dev	1.643
KR(20) / Cronbach Alpha					0.89

Assessment 6:

2020 AAQEP Assessment 6: Mock Interview/Portfolio Rubric

12/10/2020 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Portfolio Submission for FA2020	2020FA WV Teacher Perf. Assessment ALL student teachers (2020FA-EDUC-473-80)	Neuenschwander, Jane; Theaker, Sherri	17	18	106

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
electronic portfolio	2021SP Student-Teaching Seminar ACT and DAY students combined (2021SP-EDUC-475-80)	Neuenschwander, Jane; Theaker, Sherri	8	6	75

Summary Statistics		
Scored Responses 24	Actual Item Scores 836	Mean Score 32.34
Rows 35	Highest Score 35	Median Score 34
Possible Item Scores 840	Lowest Score 22.75	Std Dev 3.795
	KR(20) / Cronbach Alpha 0.96	

Assessment 7:

Assessment 3: Disposition

10/16/2020 - 4/15/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Disposition	2020FA Classroom & Teacher Roles (2020FA-EDUC-232-80)	Ritz, Bonnie	9	8	89
Disposition	2021SP Classroom & Teacher Roles (2021SP-EDUC-232-80)	Ritz, Bonnie	9	9	100

Summary Statistics					
Scored Responses	17	Actual Item Scores	85	Mean Score	4.88
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	85	Lowest Score	4.34	Std Dev	0.225
KR(20) / Cronbach Alpha				0.49	

Assessment 8:

Unit Plan Rubric

11/24/2020 - 4/26/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Unit Plan	2020FA EDUC 310-311-312 (2020FA-EDUC-310-80)	Knorr, Elizabeth	3	3	100
Unit Plan	2021SP EDUC 310-311-312 (2021SP-EDUC-310-80)	Knorr, Elizabeth	5	5	100

Summary Statistics					
Scored Responses	8	Actual Item Scores	144	Mean Score	15.63
Rows	18	Highest Score	17.75	Median Score	15.88
Possible Item Scores	144	Lowest Score	11.75	Std Dev	1.781
KR(20) / Cronbach Alpha				0.81	

2020 AAQEP Assessment 8: Unit Plan

12/8/2020 - 12/10/2020

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Unit Plan - Due Nov. 21	2020FA Reading in Content Area (2020FA-EDUC-334-80)	Chini, Kathleen	7	6	86

Summary Statistics					
Scored Responses	6	Actual Item Scores	108	Mean Score	12.67
Rows	18	Highest Score	16.75	Median Score	12.5
Possible Item Scores	108	Lowest Score	8	Std Dev	3.517
		KR(20) / Cronbach Alpha			0.97

What is the greatest strength of the program?

The strength of the Education Program at the Undergraduate level is that upon completion of the program the data indicated that all teacher candidates are meeting criteria at an accomplished to distinguished level. They are passing Praxis I and II at 100% as a result of the criteria required by the state of West Virginia. All teacher candidates in the state are not permitted to student teach if they have NOT passed Praxis I and Praxis II.

Program faculty are using assessments in a more regular and consistent fashion.

What criteria were achieved?

Teacher candidates are being assessment and faculty are assessment using validated instruments. The assessment cycle has been completed.

Any comparisons with the previous term’s results? Are students improving?

Students in the program are consistent in performance.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

Faculty need to be sure to use the same AAQEP assessments and not rename them so that reports may be run as one rather than having to run a report for each differently named rubric. Teacher candidates, although still meeting benchmark levels still show needs for improvement in the areas of objectives, assessment, and future professional development.

Are those actions program-related or curriculum related?

All actions are program related.

What areas in the student learning need to be improved?

Student learning may be improved through measures to increase their proficiency in writing objectives, formative and summative assessments, and reflection of how a future educator continues professional development.

What changes need to make to refine the assessment process?

Oversight that all faculty are naming and using the same AAQEP rubrics. Prior to Fall 2021 semester the AAQEP rubrics need to be inputted into the faculty blackboard courses. In the past an email from the Director of the program has gone out with instructions on how to locate rubrics and insert to course. This did not work in a consistent manner.

Date of implementation.

Prior to Fall 2021 semester.

Engineering Science Assessment Report



PROGRAM ASSESSMENT REPORT (Engineering Science)

Section A: Introduction/Background

Program: **ENGINEERING SCIENCE**

Semester/Academic Year: **SPRING/2020-2021**

Course Numbers: **ENGR 484**

Number of sections assessed: **1**

Program Goal: **An ability to communicate effectively with a range of audiences.**

Section B: Student Learning Outcomes Assessed

- | | |
|-------------------------|------------|
| 4. Organization: | 20% |
| 5. Language: | 20% |
| 6. Delivery: | 20% |
| 7. Supporting Material: | 20% |
| 8. Central Message: | 20% |

Section C: Assessment Method

3. How did you measure each of the learning outcomes associated with your course?

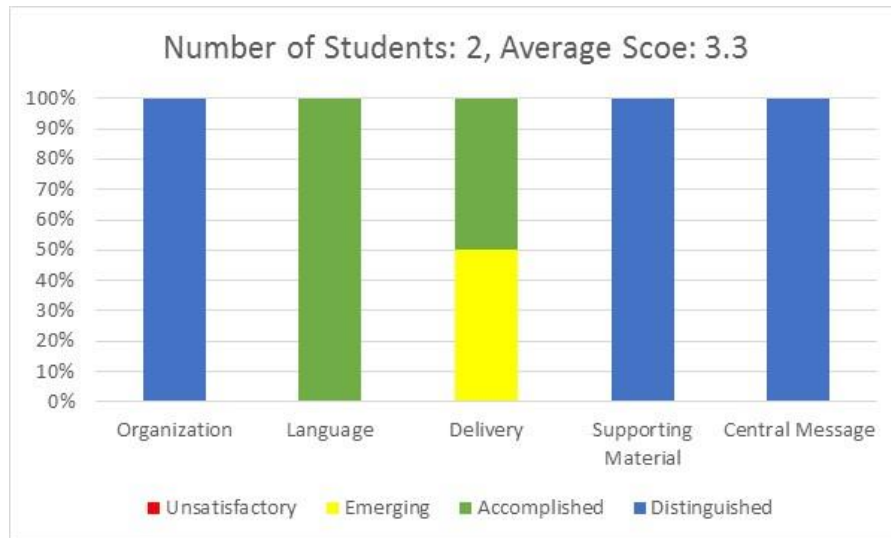
Distinguished (4), Accomplished (3), Emerging (2) and Unsatisfactory (1)

4. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Research Day oral/power-point presentation of analysis and results of capstone engineering project which was the continued installation of LED lights in the McDonough Center athletic complex.

Section D: Results/Findings

Data Interpretation:



What is the greatest strength of the program?

Hands on application of engineering principles.

What criteria were achieved?

LED fixtures installed, economic analysis of results and recommendations for future projects.

Any comparisons with the previous term's results? Are students improving?

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

Secure additional funds to tackle larger projects, namely the Metal-Halide fixtures in the pool area.

Are those actions program-related or curriculum related?

Neither. The action is a matter of available financial resources.

What areas in the student learning need to be improved?

I would like to allocate more time to review and prepare for the Fundamentals of Engineering Exam, Other Disciplines.

What changes need to make to refine the assessment process?

Create a final exam for ENGR 484.

Date of implementation.

English Assessment Report



PROGRAM ASSESSMENT REPORT (English Major)

Section A: Introduction/Background

Program: English

Semester/Academic Year: Spring 2021

Course Numbers: ENGL 216 Young Adult Literature; ENGL 487 Senior Literature Thesis II

Number of sections assessed: 2

Program Goal: The primary goal for the English major is to increase the number of students in the program. The program was eliminated in Spring 2019 and was reinstated in Spring 2020. The program currently has only 3 students, which restricts the ability of the program to collect and interpret meaningful data. The three majors were enrolled in two courses in the major in Spring 2021, and the data collected for the three majors in those sections will be presented and discussed below.

Section B: Student Learning Outcomes Assessed

ENGL 216 Young Adult Literature: There is one Student Learning Outcomes [SLO] in this course that is aligned with a Program Outcome:

Analyze issues, themes, and literary elements in the study of young adult literature through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)

ENGL 487 Senior Literature Thesis II: As the capstone course for the major, ENGL 487 includes several SLOs that are aligned with Program Outcomes and Primary Educational Goals for the University:

Analyze issues, themes, and literary elements for the senior thesis project through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)

Demonstrate critical thinking skills in the drafting and revising of a researched essay
(Applying on Bloom's Taxonomy Scale)

Demonstrate professional speaking skills through the delivery of a manuscript presentation (Applying on Bloom's Taxonomy Scale)

Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

Section C: Assessment Method

5. How did you measure each of the learning outcomes associated with your course?

The learning outcomes were measured by use of rubrics for each of the SLOs as follows (rubric criteria is included in Section D Results/Findings):

ENGL 216 Young Adult Literature: There is one Student Learning Outcome [SLO] in this course that is aligned with a Program Outcome:

Literary Analysis Rubric: Analyze issues, themes, and literary elements in the study of young adult literature through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)

ENGL 487 Senior Literature Thesis II: As the capstone course for the major, ENGL 487 includes several SLOs that are aligned with Program Outcomes and Primary Educational Goals for the University:

Literary Analysis Rubric: Analyze issues, themes, and literary elements for the senior thesis project through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)

Critical Thinking Value Rubric: Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom's Taxonomy Scale)

Oral Communication Value Rubric: Demonstrate professional speaking skills through the delivery of a manuscript presentation (Applying on Bloom's Taxonomy Scale)

Written Communication Value Rubric: Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

6. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

ENGL 216 used a **literary analysis paper assignment** to assess the following SLO:

Analyze issues, themes, and literary elements study of young adult literature through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)

ENGL 216 used an **oral presentation assignment** to assess the following SLO:

Demonstrate professional speaking skills through the delivery of a manuscript or extemporaneous presentation (Applying on Bloom's Taxonomy Scale)

ENGL 487 used the **final draft of the senior thesis assignment** to assess the following SLO: Analyze issues, themes, and literary elements for the senior thesis project

through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)

ENGL 487 used the **final draft of the senior thesis assignment** to assess the following SLO: Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom's Taxonomy Scale)

ENGL 487 used an **oral presentation assignment** to assess the following SLO:

Demonstrate professional speaking skills through the delivery of a manuscript presentation (Applying on Bloom's Taxonomy Scale)

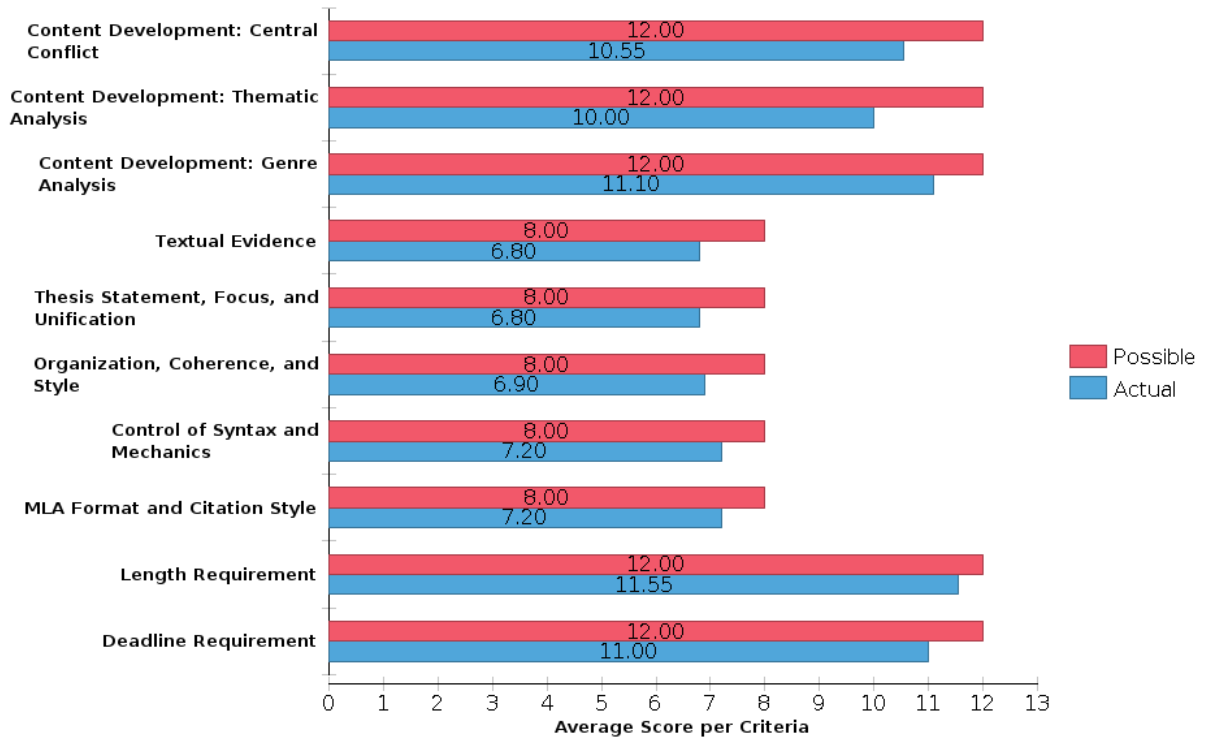
ENGL 487 used the **final draft of the senior thesis assignment** to assess the following SLO: Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

Section D: Results/Findings

Data Interpretation:

ENGL 216 Young Adult Literature: Although 10 students were enrolled in this course, only three of them were English majors. The first four columns of the rubric provided below (Central Conflict, Thematic Analysis, Genre Analysis, and Textual Evidence) are specifically relevant to the selected SLO for this course.



Literary Analysis Rubric: Analyze issues, themes, and literary elements in the study of young adult literature through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)




ENGL 487 Senior Literature Thesis II: Only one student, an English major, was enrolled in this course.

Literary Analysis Rubric: Analyze issues, themes, and literary elements for the senior thesis project through progressive steps of interpretation (Applying on Bloom’s Taxonomy Scale)





Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Literary Element Identification	1	<ul style="list-style-type: none"> ■ 1 (100%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
2	Literary Element Analysis	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Provision of Appropriate Textual Evidence	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Critical Thinking Value Rubric: Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom’s Taxonomy Scale)

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.5	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 1 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 	

Details

No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> ■ 0 (0%) Substandard - 0 	
2	Evidence	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Influence of context and assumptions	0.5	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 1 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Student's position (perspective, thesis/hypothesis)	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Conclusions and related outcomes (implications and consequences)	0.5	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 1 (100%) Milestone - 2 ■ 0 (0%) 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			Benchmark - 1 ■ 0 (0%) Substandard - 0	

Oral Communication Value Rubric: Demonstrate professional speaking skills through the delivery of a manuscript presentation (Applying on Bloom’s Taxonomy Scale)

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.5	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 1 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Language	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Delivery	1	<ul style="list-style-type: none"> ■ 1 (100%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Supporting Material	0.5	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 1 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
5	Central Message	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Written Communication Value Rubric: Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom’s Taxonomy Scale)

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Content Development	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Genre and Disciplinary Conventions	0.5	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 1 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Sources and Evidence	0.5	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 1 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Control of Syntax and Mechanics	0.75	<ul style="list-style-type: none"> ■ 0 (0%) Capstone - 4 ■ 1 (100%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

What is the greatest strength of the program?

The data are extremely limited at this point; therefore, extrapolating strengths or weaknesses of the program from the data is of equally limited value. In general, however, the ENGL 216 students performed most effectively on the analysis of genre. Furthermore, one strength relevant to assessment is that the small size of the program means that assessment changes can be implemented quickly and that results of the changes will have a more immediate impact. This year, there are only 3 students in the program, but next year, there will be 4 (consequently, 25% more data can be collected).

What criteria were achieved?

In ENGL 216, for Genre Analysis, 80% of students achieved the “Capstone - 4” (or “Excellent”) level, while 20% achieved the “Milestone -2” (or “Sufficient”) level. For Central Conflict Analysis, 50% of students achieved the “Capstone - 4” (or “Excellent”) level, 20% achieved the “Milestone -3” (or “Good”) level, and 30% achieved the “Milestone -2” (or “Sufficient”) level. For Thematic Analysis, 20% of students achieved the “Capstone - 4” (or “Excellent”) level, 50% achieved the “Milestone -3” (or “Good”) level, and 30% achieved the “Milestone -2” (or “Sufficient”) level. For Textual Evidence Provision, 20% of students achieved the “Capstone - 4” (or “Excellent”) level, 50%

achieved the “Milestone -3” (or “Good”) level, 20% achieved the “Milestone -2” (or “Sufficient”) level, and 10% achieved “Benchmark-1” (or “Poor”) level.

In ENGL 487, because only one student took the course, her levels of achievement are clearly indicated on the charts provided above and do not need to be repeated in this section.

Any comparisons with the previous term’s results? Are students improving?

Data collection using the new curriculum map just began in the current semester, so comparisons between semesters is not currently possible.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement? Are those actions program-related or curriculum related?

Because the data is limited, it is difficult to identify steps that will legitimately improve the program at this stage. In general, however, the first action will be to collect more data and to ensure that the data identified to be collected can be accessed effectively through our new data collection system in Blackboard. Another step will be to identify ways to collect relevant data, i.e. data about actual English majors, as opposed to non-majors who are taking the course. In a larger program with a significant number of majors, this issue would not be much of a problem. In a very small program, however, it is possible that only one or students out of twenty or thirty students in a class would actually be English majors, which would skew the data for program analysis. These actions are more program-related.

What areas in the student learning need to be improved?

As noted above, the limited data makes it difficult to identify areas for improvement accurately. However, the data we do have indicates that the area in greatest need of improvement is the effective provision of textual evidence for literary analysis.

What changes are needed to refine the assessment process?

1. Revise the English program curriculum map to identify the courses best suited to capture data for actual English majors. Almost all recent English majors have either tested out of or brought in transfer credits for 100-level core courses in the English program, so it will be better to identify other courses for the introductory achievement level on the curriculum map.
2. Revise course SLOs (for courses offered in Fall 2021) to reflect the program SLOs more accurately.
3. Revise and standardize program assessment rubrics (for courses offered in Fall 2021) so that they align with program SLOs.

Date of implementation.

1. July 15, 2021: Revise the English program curriculum map
2. August 5, 2021: Revise course SLOs
3. August 15, 2021: Revise and standardize program assessment rubrics

Exercise Science Assessment Report



PROGRAM ASSESSMENT REPORT (Exercise Science)

Section A: Introduction/Background

Program: Exercise Science

Academic Year: 2020/2021

Course Numbers: EXSC 120, EXSC 212, EXSC 222, EXSC 312, EXSC 313, EXSC 330, EXSC 451, EXSC 452, EXSC 483

Section B: Student Learning Outcomes Assessed

1. Understand the principles and concepts fundamental to Exercise Science
2. Apply lab techniques appropriate for an entry-level Exercise Science major
3. Display critical thinking and problem-solving skills
4. Be proficient in written and oral communication

Section C: Assessment Method

Learning outcome #1: Understand the principles and concepts fundamental to Exercise Science

- Introductory knowledge o EXSC 120
 - Assessment: Midterm examination
 - Concepts covered on midterm: Systems approach to the body, understanding the concepts of stress, Exercise Physiology, Clinical Exercise Physiology.
 - Benchmark: 70% of students received at least a 70%
 - Benchmark not met- only 65% of students scored above a 70%.
For more information, see appendices A-1, A-2, and A-3
- o EXSC 212
 - Assessment: Final examination

- Comprehensive examination covering principles of motor development throughout the lifespan
 - Benchmark: 70% of students received at least a 70%
 - Benchmark not met- only 66% of students scored above a 70%. For more information, see appendices B-1 and B-2.
 - o EXSC 222
 - Assessment: Midterm examination
 - Anatomical concepts, introduction to Biomechanics, and neuromuscular principles were covered on the midterm examination
 - Benchmark: 70% of students received at least a 70%
 - Benchmark was met- 75% of students scored above a 70%. For more information, see appendix C
 - Advanced application o EXSC 330
 - Assessment: Athlete project (rubric)
 - The final project was to cover many topics, one being the assessment of physical activity status. This involves the application of many concepts previously covered in pre-requisite courses.
 - Benchmark: Class average above “competent” according to the rubric criteria score (>3.75).
 - Benchmark was met: class average was 6.56 out of a possible 7.5. For more information, see appendix D.
 - Skill Mastery o EXSC 451
 - Assessment: Final examination
 - Cumulative examination involving analysis and evaluation of information and case studies.
 - Benchmark: 70% of students received at least a 70%
 - Benchmark was met- 94% of students scored above a 70%. For more information, see appendix E
 - o EXSC 483
 - Assessment: Successful completion of a practicum report
 - Benchmark: All students enrolled in the course submit a practicum report containing all documents and sections outlined in the practicum manual
 - Benchmark not met: All students did not submit a practicum report. Data is not available for this assessment

Learning outcome #2: Apply lab techniques appropriate for an entry-level Exercise Science major

- Introductory knowledge o EXSC 120
 - Assessment: Final examination
 - Covers the description of Exercise Science lab techniques and their association with certain fields.
 - Benchmark: 70% of students received at least a 70%
- Benchmark not met: only 33% of students scored 70% or better. For more information, see appendices F-1, F-2, and F-3.
- Advanced application o EXSC 313
 - Assessment: Lab reports
 - Majority of experiences consisted of field test facilitation and analysis
 - Benchmark: Completion of all lab reports required
- Benchmark not assessed: Data is not available
- Skill mastery o EXSC 452
 - Assessment: Lab reports
 - Majority of experiences consisted of data collection and interpretation using laboratory equipment
 - Benchmark: 80% of students average 80% or higher on the lab reports
- Benchmark met: 88% of students scored above 80%. For more information, see appendix G

Learning outcome #3: Display critical thinking and problem-solving skills

- Introductory knowledge o EXSC 120
 - Assessment: Discussion posts
 - Weekly, open-ended questions referencing such topics as scope of practice, ethical training, and situational assessment
 - Benchmark: 70% of weekly submissions submitted by at least 70% of students
- Benchmark met: 89% of students submitted more than 70% of the weekly discussion questions. For more information, see appendices H-1, H-2, and H-3

- Advanced application o EXSC 313
 - Assessment: Lab reports
 - Majority of experiences consisted of field test facilitation and analysis
 - Benchmark: Completion of all lab reports required
- Benchmark not assessed: Data is not available
- Skill mastery o EXSC 452
 - Assessment: interprofessional education (IPE) case studay
 - Benchmark: 100% participation in the interdepartmental IPE forum
 - Benchmark met: All students participated in the IPE forum. For more information, see appendix I

Learning outcome #4: Be proficient in written and oral communication

- o No data available to assess program learning outcome

Section D: Results/Findings

Current strengths of the program:

- Application of introductory concepts into case studies or lab work
- Reflection on topics through discussion and lab reports
- Integration of Exercise Science concepts to a broad range of fields

Current insufficiency in data to conclude the following:

- Learning outcome #4: Be proficient in written and oral communication
- The achievement of “skill mastery” for learning outcome #3: Display critical thinking and problem solving

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

1. Update program outcomes to align with CAAHEP-CoAES performance domains
2. Expand and standardize assessment strategies to all courses to allow future evaluation
3. Formation of program outcome rubrics to assess course competency levels
 - Align program outcomes directly to assignments/tests within Blackboard
4. Learning strategies should be re-evaluated for introductory courses

Are those actions program-related or curriculum related?

No curricular recommendations will be given at this time. Once the program outcomes are updated in accordance to the CAAHEP-CoAES performance domains, expansion of courses offered within the Exercise Science curriculum may be necessary.

What areas in the student learning process need to be improved?

Program learning outcome 1 benchmarks were not met in introductory courses. Strategies for learning content will be addressed with the instructor of these courses so that testing benchmarks can be met over the following year. Course outcomes for many Exercise Science courses cannot be measured due to lack of assessment infrastructure. As data collection improves over the following year, assessment and evaluation of all courses will be possible.

What changes need to make to refine the assessment process?

Once program learning outcomes are updated and associated rubrics are created, course learning outcomes will be aligned with program learning outcomes. Assessment will be the responsibility of the facilitator of the course, however, discussion with the program lead will take place before the start of the course to ensure assessment strategies will lead to data that can be used to determine whether benchmarks for program learning outcomes are met.

Column
Midterm Examination(1) (**Webcam**) - Requires Respondus LockDown Browser (Test)

Points Possible
50

Description

STATISTICS		STATUS DISTRIBUTION		GRADE DISTRIBUTION	
Count	19	Null	3	Greater than 100	1
Minimum Value	20.00	In Progress	0	90 - 100	0
Maximum Value	53.00	Needs Grading	0	80 - 89	1
Range	33.00	Exempt	0	70 - 79	8
Average	33.15789			60 - 69	4
Median	35.00			50 - 59	2
Standard Deviation	7.85569			40 - 49	3
Variance	61.71191			30 - 39	0
				20 - 29	0
				10 - 19	0
				0 - 9	0
				Less than 0	0

A-3 (EXSC 120-03, Fall 2020)

Column
 Midterm Examination(1) (**Webcam**) - Requires Respondus LockDown Browser (Test)
 Points Possible
 50
 Description

STATISTICS		STATUS DISTRIBUTION		GRADE DISTRIBUTION	
Count	12	Null	0	Greater than 100	1
Minimum Value	14.00	In Progress	0	90 - 100	3
Maximum Value	51.00	Needs Grading	0	80 - 89	2
Range	37.00	Exempt	0	70 - 79	2
Average	37.08333			60 - 69	0
Median	39.50			50 - 59	2
Standard Deviation	11.48519			40 - 49	1
Variance	131.90972			30 - 39	0
				20 - 29	1
				10 - 19	0
				0 - 9	0
				Less than 0	0

B-1 (EXSC 212, Fall 2020)

Column
 Final Exam (Test)
 Points Possible
 50
 Description

STATISTICS		STATUS DISTRIBUTION		GRADE DISTRIBUTION	
Count	16	Null	0	Greater than 100	0
Minimum Value	24.50	In Progress	0	90 - 100	1
Maximum Value	48.00	Needs Grading	0	80 - 89	2
Range	23.50	Exempt	0	70 - 79	5
Average	34.34375			60 - 69	3
Median	34.25			50 - 59	4
Standard Deviation	6.32138			40 - 49	1
Variance	39.95996			30 - 39	0
				20 - 29	0
				10 - 19	0
				0 - 9	0
				Less than 0	0

B-2 (EXSC 212, Spring 2021)

Column

Final Exam (Test)

Points Possible

50

Description

STATISTICS		STATUS DISTRIBUTION		GRADE DISTRIBUTION	
Count	28	Null	1	Greater than 100	0
Minimum Value	19.00	In Progress	0	90 - 100	5
Maximum Value	50.00	Needs Grading	0	80 - 89	7
Range	31.00	Exempt	0	70 - 79	9
Average	37.60714			60 - 69	2
Median	37.75			50 - 59	3
Standard Deviation	7.3524			40 - 49	1
Variance	54.0578			30 - 39	1
				20 - 29	0
				10 - 19	0
				0 - 9	0
				Less than 0	0

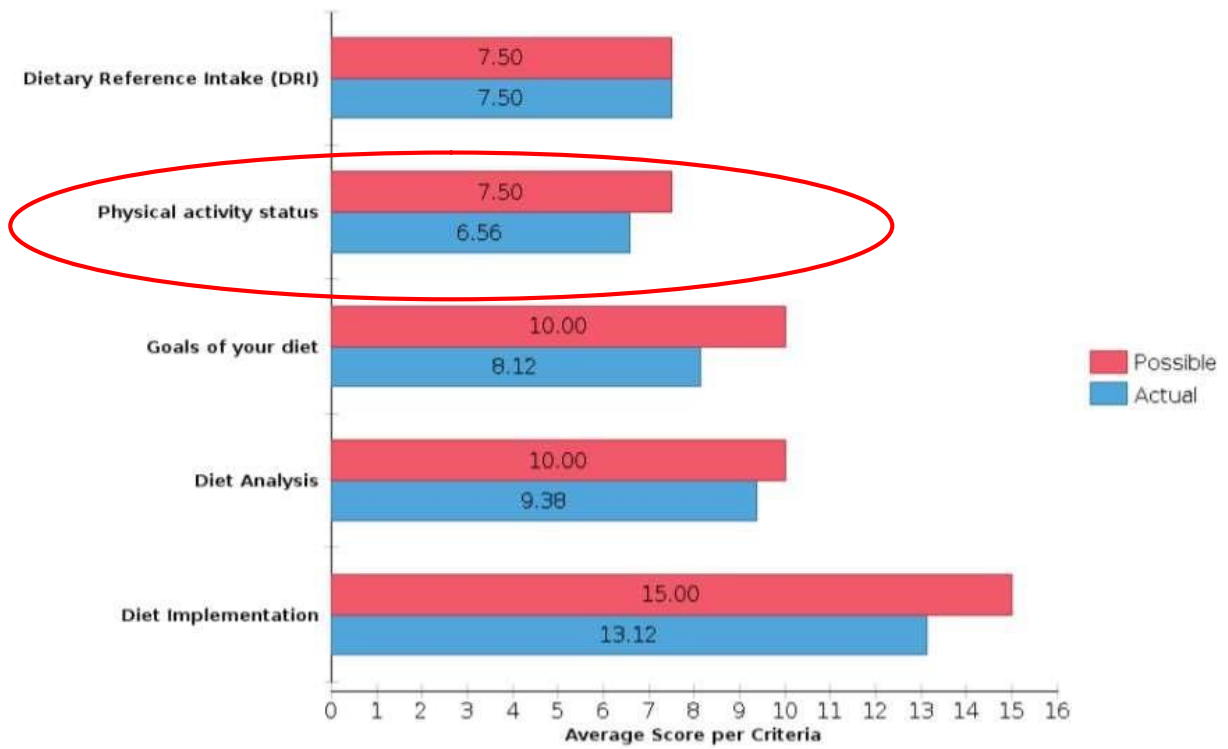
Column
 Mid-term (Test)
 Points Possible
 50
 Description

STATISTICS		STATUS DISTRIBUTION		GRADE DISTRIBUTION	
Count	16	Null	0	Greater than 100	1
Minimum Value	21.50	In Progress	0	90 - 100	4
Maximum Value	51.00	Needs Grading	0	80 - 89	2
Range	29.50	Exempt	0	70 - 79	5
Average	39.3125			60 - 69	2
Median	38.75			50 - 59	1
Standard Deviation	7.84791			40 - 49	1
Variance	61.58984			30 - 39	0
				20 - 29	0
				10 - 19	0
				0 - 9	0
				Less than 0	0

Rubric Statistics Report

Rubric Analysis

Diet Analysis Project



Column
Final Exam (Test)

Points Possible
50

Description

STATISTICS		STATUS DISTRIBUTION		GRADE DISTRIBUTION	
Count	18				
Minimum Value	33.00	Null	0	Greater than 100	0
Maximum Value	50.00	In Progress	0	90 - 100	6
Range	17.00	Needs Grading	0	80 - 89	6
Average	41.77777	Exempt	0	70 - 79	5
Median	43.00			60 - 69	1
Standard Deviation	4.79068			50 - 59	0
Variance	22.95061			40 - 49	0
				30 - 39	0
				20 - 29	0
				10 - 19	0
				0 - 9	0
				Less than 0	0

General Science Assessment Report



PROGRAM ASSESSMENT REPORT

(General Science Major)

Program: General Science

Semester/Academic Year: Spring 2021

There are currently no students who completed coursework in the General Science major in Spring 2021. Therefore, no program data was available to collect for the 2021 spring semester.

Liberal Arts Assessment Report



PROGRAM ASSESSMENT REPORT

(Liberal Arts Major)

Program: Liberal Arts

Semester/Academic Year: Spring 2021

There are currently no students who completed coursework in the Liberal Arts major in Spring 2021. Therefore, no program data was available to collect for the 2021 spring semester.

Nursing (BSN) Assessment Report



PROGRAM ASSESSMENT REPORT

(Nursing Program Report)

Section A: Introduction/Background

Program: Bachelor of Science in Nursing

Semester/Academic Year: Spring 2021

Course Numbers: NURS 481, NURS 423C, NURS 423D, NURS 319D, NURS 320D, NURS 320C

Number of sections assessed: 6

Program Goal:

- #1. Synthesize knowledge from the sciences and the humanities as a basis for theory and practice in nursing within an evidence-based practice framework.
- #3. Provide leadership for decision making related to safe, quality care following ethical principles.
- #4. Integrate information management and patient care technologies into the delivery of safe quality care.
- #5. Achieve a passing score on the NCLEX exam upon completion of the program.

Section B: Student Learning Outcomes Assessed

1. Utilize appropriate resources in decision making in beginning leadership roles related to safe quality care.

2. Incorporate ethical, legal, spiritual, and economic aspects in the evidence-based care of selected patients.
3. Initiate learning experiences for professional growth.
4. Exam how safety, quality and cost-effectiveness of healthcare can be improved through active involvement of clients and families.
5. Ability to utilize EMR effectively to incorporate interdisciplinary communication and facilitate smooth transition through levels of care.

Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course? ATI assessments, clinical evaluation tools, case studies, exams.
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
ATI modules, ATI assessments, clinical evaluation tools, preceptor evaluations of student, case study assignments, exams.

Section D: Results/Findings

Data Interpretation:

Group performance: Leadership ATI assessment

Assessment #:	14781681	Adjusted Group Score:	54.4%
Institution:	Wheeling U	% of Group Meeting	
Program Type:	BSN	Institution Benchmark:	N/A
Group Size:	14	Group National Mean:	72.5%
Date Test:	4/26/2021	Group Program Mean:	72.6%
# of Questions:	60	Group National Percentile Rank:	1
		Group Program Percentile Rank:	1

Group performance: ATI capstone critical thinking, comprehensive predictor assessment

Priority Setting in Nursing	No of Items	Group Score	Description
	9	59.5%	Ability to demonstrate nursing judgment in making decisions about priority responses to a client problem. Also includes establishing priorities regarding the sequence of care to be provided to multiple clients.

Thinking Skills	No of Items	Group Score	Description
Foundational Thinking in Nursing	6	64.3%	Ability to recall and comprehend information and concepts foundational to quality nursing practice.
Clinical Judgment/Critical Thinking in Nursing	69	58.5%	Ability to use critical thinking skills (interpretation, analysis, evaluation, inference, and explanation) to make a clinical judgment regarding a posed clinical problem. Includes cognitive abilities of application and analysis.

Additional reports from Blackboard courses attached.

What is the greatest strength of the program?

Overall ATI assessment scoring for senior level students improved from junior level assessments. Positive clinical preceptor evaluations.

What criteria were achieved?

Data shows students were achieving above the performance goal.

Any comparisons with the previous term's results? Are students improving?

Critical thinking skills based on ATI assessments shows 2021 graduating cohort equivalent to 2020 graduating cohort.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

Additional critical thinking exercises/assignments in both didactic and clinical courses. Explore additional resources through ATI.

Are those actions program-related or curriculum related?

curriculum

What areas in the student learning need to be improved?

Application of theory to practice. Have students expand their knowledge beyond their basic skills. Develop a stronger base of knowledge and build upon throughout the program.

What changes need to make to refine the assessment process?

Student portfolio development to showcase clinical skills as they advance through the program. Incorporate more student reflection activities for students to recognize and work on weak areas.

Date of implementation.





Fall 2021

PEG - Critical Thinking Value Rubric - Do not use

4/24/2021 - 4/29/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Critical Thinking	2021SP NCLEX Prep II (2021SP-NURS-481-01)	Emery, Jill	14	14	100
PEG Critical Thinking	2021SP Leadership & Role Dev/Precept (2021SP-NURS-423D-01)	Sandrick, Carolyn	14	14	100
PEG Critical Thinking	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-01)	Sandrick, Carolyn	7	7	100
PEG Critical Thinking	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-02)	Sandrick, Carolyn	7	7	100

Summary Statistics					
Scored Responses	42	Actual Item Scores	210	Mean Score	4.43
Rows	5	Highest Score	5	Median Score	4.75
Possible Item Scores	210	Lowest Score	2.75	Std Dev	0.617
		KR(20) / Cronbach Alpha			0.96

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.92	<ul style="list-style-type: none"> ■ 28 (66.7%) Capstone - 4 ■ 14 (33.3%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Evidence	0.89	<ul style="list-style-type: none"> ■ 24 (57.1%) Capstone - 4 ■ 17 (40.5%) Milestone - 3 ■ 1 (2.4%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Influence of context and assumptions	0.88	<ul style="list-style-type: none"> ■ 23 (54.8%) Capstone - 4 ■ 18 (42.9%) Milestone - 3 ■ 1 (2.4%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Student's position (perspective, thesis/hypothesis)	0.86	<ul style="list-style-type: none"> ■ 20 (47.6%) Capstone - 4 ■ 21 (50%) Milestone - 3 ■ 1 (2.4%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> ■ 0 (0%) Substandard - 0 	
5	Conclusions and related outcomes (implications and consequences)	0.89	<ul style="list-style-type: none"> ■ 24 (57.1%) Capstone - 4 ■ 17 (40.5%) Milestone - 3 ■ 1 (2.4%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	



PEG - Critical Thinking Value Rubric - Do not use

4/30/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Critical Thinking	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Critical Thinking	2021SP Medical Surgical Nursing I (2021SP-NURS-320D-01)	Emery, Jill	13	13	100
PEG Critical Thinking	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100

Summary Statistics					
Scored Responses	39	Actual Item Scores	195	Mean Score	4.62
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	195	Lowest Score	3.75	Std Dev	0.548
KR(20) / Cronbach Alpha				0.97	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.94	<ul style="list-style-type: none"> ■ 29 (74.4%) Capstone - 4 ■ 10 (25.6%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Evidence	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Influence of context and assumptions	0.92	<ul style="list-style-type: none"> ■ 26 (66.7%) Capstone - 4 ■ 13 (33.3%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Student's position (perspective, thesis/hypothesis)	0.92	<ul style="list-style-type: none"> ■ 26 (66.7%) Capstone - 4 ■ 13 (33.3%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Conclusions and related outcomes (implications and consequences)	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

PEG - Critical Thinking Value Rubric - Do not use

4/30/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Critical Thinking	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Critical Thinking	2021SP Medical Surgical Nursing I (2021SP-NURS-320D-01)	Emery, Jill	13	13	100

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Critical Thinking	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100

Summary Statistics					
Scored Responses	39	Actual Item Scores	195	Mean Score	4.62
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	195	Lowest Score	3.75	Std Dev	0.548
				KR(20) / Cronbach Alpha	0.97

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.94	<ul style="list-style-type: none"> ■ 29 (74.4%) Capstone - 4 ■ 10 (25.6%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Evidence	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
3	Influence of context and assumptions	0.92	<ul style="list-style-type: none"> ■ 26 (66.7%) Capstone - 4 ■ 13 (33.3%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Student's position (perspective, thesis/hypothesis)	0.92	<ul style="list-style-type: none"> ■ 26 (66.7%) Capstone - 4 ■ 13 (33.3%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Conclusions and related outcomes (implications and consequences)	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Nursing Assessment Report Continued



PROGRAM ASSESSMENT REPORT

(Nursing Program Report)

Section A: Introduction/Background

Program: Bachelor of Science in Nursing

Semester/Academic Year: Spring 2021

Course Numbers: NURS 481, NURS 423C, NURS 423D, NURS 319D, NURS 320C, NURS 320D

Number of sections assessed: 6

Program Goal:

- #1. Synthesize knowledge from the sciences and the humanities as a basis for theory and practice in nursing within an evidence based practice framework.
- #3. Provide leadership for decision making related to safe, quality care following ethical principles.
- #4. Integrate information management and patient care technologies into the delivery of safe quality care.

Section B: Student Learning Outcomes Assessed

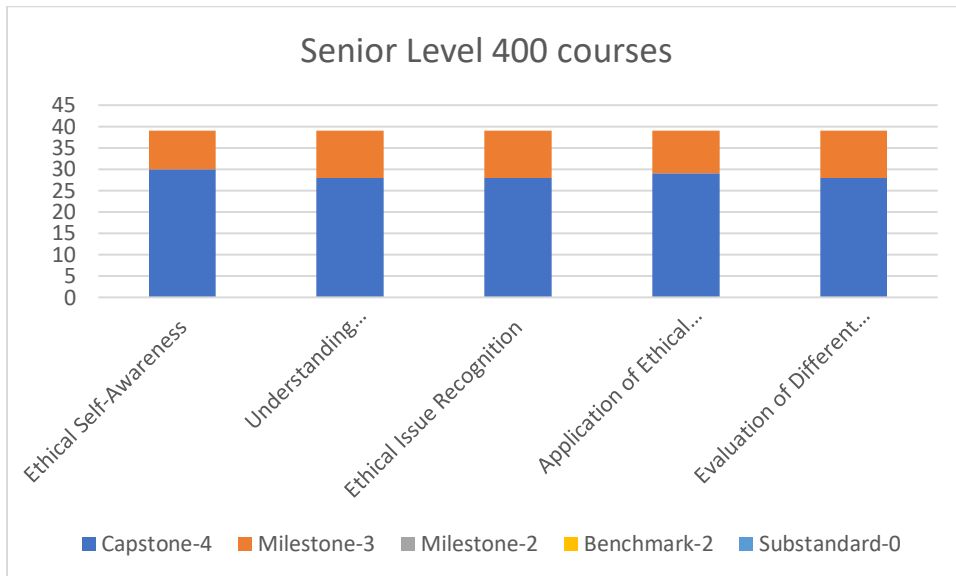
1. Implement and incorporate patient rights and professional codes in evidence-based practice with selected patients.
2. Identify experiences needed for professional growth and reflect on one's own belief and values as they relate to professional practice.
3. Function within the role and incorporate ethical, legal, spiritual, and economic aspects in the evidence-based care of selected patients.
4. Implement decision making skills and integrate historical, ethical, cultural, spiritual, legal, and economic aspects into the delivery of safe, quality patient care.

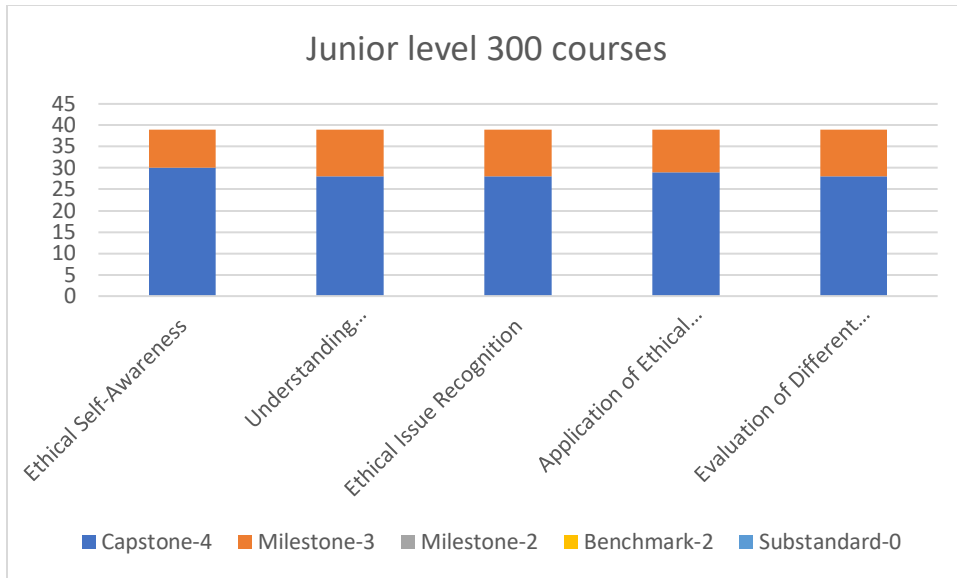
Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course?
Clinical evaluation tool, ATI assessments, case studies, exams
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
ATI modules, ATI assessments, clinical evaluation tools, preceptor evaluations of student, case study assignments, exams.

Section D: Results/Findings

Data Interpretation:





What is the greatest strength of the program?

Data indicates that the greatest strength overall for both 300 and 400 level courses was “ethical self-awareness” signifying 75.3% of all students were at the capstone level.

What criteria were achieved?

The data showed the majority of students were performing above the performance goal of 2.

Any comparisons with the previous term’s results? Are students improving?

A comparison of junior to senior level shows comparable results.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

Continue current curriculum.

Are those actions program-related or curriculum related?

N/A

What areas in the student learning need to be improved?

Understanding Different Ethical Perspectives/Concepts

What changes need to make to refine the assessment process?

Student portfolio development to showcase clinical skills as they advance through the program. Incorporate more student reflection activities for students to recognize and work on weak areas as they pertain to ethical reasoning.

Date of implementation.

Fall 2021

PEG - Ethical Reasoning Value Rubric



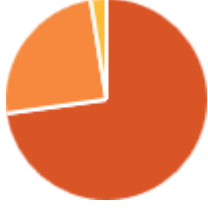
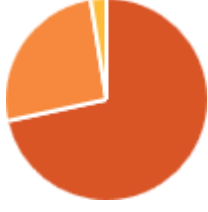
4/24/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Ethical Reasoning	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-01)	Sandrick, Carolyn	7	7	100
PEG Ethical Reasoning	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-02)	Sandrick, Carolyn	7	7	100
PEG Ethical Reasoning	2021SP NCLEX Prep II (2021SP-NURS-481-01)	Emery, Jill	14	14	100

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Ethical Reasoning	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Ethical Reasoning	2021SP Medical Surgical Nursing I (2021SP-NURS-320D-01)	Emery, Jill	13	13	100
PEG Ethical Reasoning	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100
PEG Ethical Reasoning	2021SP Leadership & Role Dev/Precept (2021SP-NURS-423D-01)	Sandrick, Carolyn	14	14	100

Summary Statistics					
Scored Responses	81	Actual Item Scores	405	Mean Score	4.55
Rows	5	Highest Score	5	Median Score	4.75
Possible Item Scores	405	Lowest Score	2.5	Std Dev	0.577
				KR(20) / Cronbach Alpha	0.95

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0.94	<ul style="list-style-type: none"> ■ 61 (75.3%) Capstone - 4 ■ 19 (23.5%) Milestone - 3 ■ 1 (1.2%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
2	Understanding Different Ethical Perspectives/Concepts	0.85	<ul style="list-style-type: none"> ■ 35 (43.2%) Capstone - 4 ■ 44 (54.3%) Milestone - 3 ■ 2 (2.5%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Ethical Issue Recognition	0.92	<ul style="list-style-type: none"> ■ 56 (69.1%) Capstone - 4 ■ 23 (28.4%) Milestone - 3 ■ 2 (2.5%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Application of Ethical Perspectives/Concepts	0.93	<ul style="list-style-type: none"> ■ 59 (72.8%) Capstone - 4 ■ 20 (24.7%) Milestone - 3 ■ 2 (2.5%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Evaluation of Different Ethical Perspectives/Concepts	0.92	<ul style="list-style-type: none"> ■ 58 (71.6%) Capstone - 4 ■ 21 (25.9%) Milestone - 3 ■ 2 (2.5%) Milestone - 2 ■ 0 (0%) Benchmark - 1 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> ■ 0 (0%) Substandard - 0 	


PEG - Ethical Reasoning Value Rubric

4/30/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Ethical Reasoning	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Ethical Reasoning	2021SP Medical Surgical Nursing I (2021SP-NURS-320D-01)	Emery, Jill	13	13	100
PEG Ethical Reasoning	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100

Summary Statistics					
Scored Responses	39	Actual Item Scores	195	Mean Score	4.67
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	195	Lowest Score	3.75	Std Dev	0.538
		KR(20) / Cronbach Alpha		0.99	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0.94	<ul style="list-style-type: none"> ■ 30 (76.9%) Capstone - 4 ■ 9 (23.1%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Understanding Different Ethical Perspectives/Concepts	0.93	<ul style="list-style-type: none"> ■ 28 (71.8%) Capstone - 4 ■ 11 (28.2%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Ethical Issue Recognition	0.93	<ul style="list-style-type: none"> ■ 28 (71.8%) Capstone - 4 ■ 11 (28.2%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Application of Ethical Perspectives/Concepts	0.94	<ul style="list-style-type: none"> ■ 29 (74.4%) Capstone - 4 ■ 10 (25.6%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> ■ 0 (0%) Substandard - 0 	
5	Evaluation of Different Ethical Perspectives/Concepts	0.93	<ul style="list-style-type: none"> ■ 28 (71.8%) Capstone - 4 ■ 11 (28.2%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	



PEG - Ethical Reasoning Value Rubric

4/24/2021 - 4/30/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Ethical Reasoning	2021SP NCLEX Prep II (2021SP-NURS-481-01)	Emery, Jill	14	14	100
PEG Ethical Reasoning	2021SP Leadership & Role Dev/Precept (2021SP-NURS-423D-01)	Sandruck, Carolyn	14	14	100
PEG Ethical Reasoning	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-01)	Sandruck, Carolyn	7	7	100
PEG Ethical Reasoning	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-02)	Sandruck, Carolyn	7	7	100

Summary Statistics					
Scored Responses	42	Actual Item Scores	210	Mean Score	4.45
Rows	5	Highest Score	5	Median Score	4.75
Possible Item Scores	210	Lowest Score	2.5	Std Dev	0.591
KR(20) / Cronbach Alpha				0.93	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0.93	<ul style="list-style-type: none"> ■ 31 (73.8%) Capstone - 4 ■ 10 (23.8%) Milestone - 3 ■ 1 (2.4%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Understanding Different Ethical Perspectives/Concepts	0.78	<ul style="list-style-type: none"> ■ 7 (16.7%) Capstone - 4 ■ 33 (78.6%) Milestone - 3 ■ 2 (4.8%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Ethical Issue Recognition	0.9	<ul style="list-style-type: none"> ■ 28 (66.7%) Capstone - 4 ■ 12 (28.6%) Milestone - 3 ■ 2 (4.8%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Application of Ethical Perspectives/Concepts	0.92	<ul style="list-style-type: none"> ■ 30 (71.4%) Capstone - 4 ■ 10 (23.8%) Milestone - 3 ■ 2 (4.8%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Evaluation of Different Ethical Perspectives/Concepts	0.92	<ul style="list-style-type: none"> ■ 30 (71.4%) Capstone - 4 ■ 10 (23.8%) Milestone - 3 ■ 2 (4.8%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Nursing Assessment Report Continued



PROGRAM ASSESSMENT REPORT
(Nursing Program Report)

Section A: Introduction/Background

Program: Bachelor of Science in Nursing

Semester/Academic Year: Spring 2021

Course Numbers: NURS 319D, NURS 320D, NURD 423C

Number of sections assessed: 4

Program Goal:

#2. Communicate both written and orally with patients and with members of the interprofessional team in the promotion of health and wellness.

#4. Integrate information management and patient care technologies into the delivery of safe quality care.

Section B: Student Learning Outcomes Assessed

1. Identify knowledge from the science and the humanities as it relates to basic nursing care.
2. Identify experiences needed for professional growth and reflect on one's own belief and values as they relate to professional practice.
3. Synthesize knowledge and skill in applying the nursing process for patient-centered care with patients with multiple, complex needs.
4. Participate and collaborate with members of the interprofessional team in the planning and delivery of services to selected patients,

Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course?
Clinical performance using clinical evaluation tool, ATI modules, preceptor feedback.
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
Group discussion, post-clinical conference, case studies, ATI modules

Section D: Results/Findings

Additional reports from Blackboard courses attached.

What is the greatest strength of the program?

Data indicates equal strength among "Organization", "Delivery", and "supporting material" signifying 52.5% of all students were at the capstone level.

What criteria were achieved?

The data showed that students were achieving above the performance goal of 2 at the 300 and 400 level courses.

Any comparisons with the previous term's results? Are students improving?

N/A

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

Continue current curriculum.

Are those actions program-related or curriculum related?

N/A.

What areas in the student learning need to be improved?

Increase opportunities for oral presentations in group settings.

What changes need to make to refine the assessment process?

N/A

PEG - Oral Communication Value Rubric

4/24/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Oral Communication	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Oral Communication	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Oral Communication	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-01)	Sandrick, Carolyn	7	7	100
PEG Oral Communication	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-02)	Sandrick, Carolyn	7	7	100

Summary Statistics					
Scored Responses	40	Actual Item Scores	200	Mean Score	4.36
Rows	5	Highest Score	5	Median Score	4.75
Possible Item Scores	200	Lowest Score	2.5	Std Dev	0.675
KR(20) / Cronbach Alpha				0.99	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.88	<ul style="list-style-type: none"> 21 (52.5%) Capstone - 4 18 (45%) Milestone - 3 1 (2.5%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
2	Language	0.87	<ul style="list-style-type: none"> 20 (50%) Capstone - 4 19 (47.5%) Milestone - 3 1 (2.5%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
3	Delivery	0.88	<ul style="list-style-type: none"> 21 (52.5%) Capstone - 4 18 (45%) Milestone - 3 1 (2.5%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Supporting Material	0.88	<ul style="list-style-type: none"> 21 (52.5%) Capstone - 4 18 (45%) Milestone - 3 1 (2.5%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
5	Central Message	0.87	<ul style="list-style-type: none"> 20 (50%) Capstone - 4 19 (47.5%) Milestone - 3 1 (2.5%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	

PEG - Oral Communication Value Rubric

4/24/2021 - 4/24/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Oral Communication	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-01)	Sandrick, Carolyn	7	7	100
PEG Oral Communication	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-02)	Sandrick, Carolyn	7	7	100

Summary Statistics					
Scored Responses	14	Actual Item Scores	70	Mean Score	4.16
Rows	5	Highest Score	5	Median Score	3.75
Possible Item Scores	70	Lowest Score	2.5	Std Dev	0.73
				KR(20) / Cronbach Alpha	0.98

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.84	<ul style="list-style-type: none"> 6 (42.9%) Capstone - 4 7 (50%) Milestone - 3 1 (7.1%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
2	Language	0.82	<ul style="list-style-type: none"> 5 (35.7%) Capstone - 4 8 (57.1%) Milestone - 3 1 (7.1%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
3	Delivery	0.84	<ul style="list-style-type: none"> 6 (42.9%) Capstone - 4 7 (50%) Milestone - 3 1 (7.1%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
4	Supporting Material	0.84	<ul style="list-style-type: none"> 6 (42.9%) Capstone - 4 7 (50%) Milestone - 3 1 (7.1%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
5	Central Message	0.82	<ul style="list-style-type: none"> 5 (35.7%) Capstone - 4 8 (57.1%) Milestone - 3 1 (7.1%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	

PEG - Oral Communication Value Rubric

4/30/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Oral Communication	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Oral Communication	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100

Summary Statistics					
Scored Responses	26	Actual Item Scores	130	Mean Score	4.47
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	130	Lowest Score	3.75	Std Dev	0.618
KR(20) / Cronbach Alpha					1

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.89	<ul style="list-style-type: none"> 15 (57.7%) Capstone - 4 11 (42.3%) Milestone - 3 0 (0%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
2	Language	0.89	<ul style="list-style-type: none"> 15 (57.7%) Capstone - 4 11 (42.3%) Milestone - 3 0 (0%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
3	Delivery	0.89	<ul style="list-style-type: none"> 15 (57.7%) Capstone - 4 11 (42.3%) Milestone - 3 0 (0%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Supporting Material	0.89	<ul style="list-style-type: none"> 15 (57.7%) Capstone - 4 11 (42.3%) Milestone - 3 0 (0%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	
5	Central Message	0.89	<ul style="list-style-type: none"> 15 (57.7%) Capstone - 4 11 (42.3%) Milestone - 3 0 (0%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0 	

Nursing Assessment Report Continued



PROGRAM ASSESSMENT REPORT (Nursing Program Report)

Section A: Introduction/Background

Program: Bachelor of Science in Nursing

Semester/Academic Year: Spring 2021

Course Numbers: NURS 481, NURS 423C, NURS 423D, NURS 319D, NURS 320D, NURS 320C, NURS 203

Number of sections assessed: 7

Program Goal:

#2. Communicate both written and orally with patients and with members of the interprofessional team in the promotion of health and wellness.

#4. Integrate information management and patient care technologies into the delivery of safe quality care.

Section B: Student Learning Outcomes Assessed

1. Identify knowledge from the science and the humanities as it relates to basic nursing care.
2. Identify experiences needed for professional growth and reflect on one's own belief and values as they relate to professional practice.
3. Synthesize knowledge and skill in applying the nursing process for patient-centered care with patients with multiple, complex needs.
4. Participate and collaborate with members of the interprofessional team in the planning and delivery of services to selected patients,

Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course?
Clinical performance using clinical evaluation tool, ATI modules, preceptor feedback, ATI assessments, exams.
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Case studies, ATI modules, exams

Section D: Results/Findings

Data Interpretation:

Additional reports from Blackboard courses attached.

What is the greatest strength of the program?

Data indicates that the greatest strength, was "Context of and Purpose for Writing" signifying 53.7% of all students were at capstone level.

What criteria were achieved?

The data showed that students were achieving above the performance goal of 2 at the 300 and 400 level courses and above benchmark for the 200 level course.

Any comparisons with the previous term's results? Are students improving?

N/A

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

Continue current curriculum.

What areas in the student learning need to be improved?

Continue to improve clinical documentation skills. Increase written opportunities with case studies and class assignments.

What changes need to make to refine the assessment process?




N/A



PEG - Written Communication Value Rubric

4/30/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Written Communication	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Written Communication	2021SP Medical Surgical Nursing I (2021SP-NURS-320D-01)	Emery, Jill	13	13	100
PEG Written Communication	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100

Summary Statistics					
Scored Responses	39	Actual Item Scores	195	Mean Score	4.63
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	195	Lowest Score	3.75	Std Dev	0.56
KR(20) / Cronbach Alpha				0.99	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.94	<ul style="list-style-type: none"> ■ 29 (74.4%) Capstone - 4 ■ 10 (25.6%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Content Development	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
3	Genre and Disciplinary Conventions	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Sources and Evidence	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Control of Syntax and Mechanics	0.92	<ul style="list-style-type: none"> ■ 27 (69.2%) Capstone - 4 ■ 12 (30.8%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

PEG - Written Communication Value Rubric

4/29/2021 - 4/29/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Written Communication	2021SP Health Assessment (2021SP-NURS-203-01)	Emery, Jill	10	10	100

Summary Statistics					
Scored Responses	10	Actual Item Scores	50	Mean Score	3
Rows	5	Highest Score	3.75	Median Score	3.75
Possible Item Scores	50	Lowest Score	0	Std Dev	1.255
KR(20) / Cronbach Alpha				0.99	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.63	<ul style="list-style-type: none"> 0 (0%) Capstone - 4 8 (80%) Milestone - 3 0 (0%) Milestone - 2 1 (10%) Benchmark - 1 1 (10%) Substandard - 0 	
2	Content Development	0.57	<ul style="list-style-type: none"> 0 (0%) Capstone - 4 6 (60%) Milestone - 3 2 (20%) Milestone - 2 1 (10%) Benchmark - 1 1 (10%) Substandard - 0 	
3	Genre and Disciplinary Conventions	0.6	<ul style="list-style-type: none"> 0 (0%) Capstone - 4 7 (70%) Milestone - 3 1 (10%) Milestone - 2 1 (10%) Benchmark - 1 1 (10%) Substandard - 0 	
4	Sources and Evidence	0.6	<ul style="list-style-type: none"> 0 (0%) Capstone - 4 7 (70%) Milestone - 3 1 (10%) Milestone - 2 1 (10%) Benchmark - 1 1 (10%) Substandard - 0 	
5	Control of Syntax and Mechanics	0.6	<ul style="list-style-type: none"> 0 (0%) Capstone - 4 7 (70%) Milestone - 3 1 (10%) Milestone - 2 1 (10%) Benchmark - 1 1 (10%) Substandard - 0 	

PEG - Written Communication Value Rubric

4/24/2021 - 5/3/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Written Communication	2021SP Leadership & Role Dev/Precept (2021SP-NURS-423D-01)	Sandrick, Carolyn	14	14	100
PEG Written Communication	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-01)	Sandrick, Carolyn	7	7	100
PEG Written Communication	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-02)	Sandrick, Carolyn	7	7	100
PEG Written Communication	2021SP NCLEX Prep II (2021SP-NURS-481-01)	Emery, Jill	14	14	100
PEG Written Communication	2021SP Maternal Health (2021SP-NURS-319D-01)	Emery, Jill	13	13	100
PEG Written Communication	2021SP Medical Surgical Nursing I (2021SP-NURS-320D-01)	Emery, Jill	13	13	100
PEG Written Communication	2021SP Medical Surgical Nurs. I (C) (2021SP-NURS-320C-01)	Emery, Jill	13	13	100
PEG Written Communication	2021SP Health Assessment (2021SP-NURS-203-01)	Emery, Jill	10	10	100

Summary Statistics					
Scored Responses	91	Actual Item Scores	455	Mean Score	4.26
Rows	5	Highest Score	5	Median Score	4
Possible Item Scores	455	Lowest Score	0	Std Dev	0.867
KR(20) / Cronbach Alpha				0.99	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.87	<ul style="list-style-type: none"> ■ 49 (53.8%) Capstone - 4 ■ 40 (44%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 1 (1.1%) Benchmark - 1 ■ 1 (1.1%) Substandard - 0 	
2	Content Development	0.85	<ul style="list-style-type: none"> ■ 45 (49.5%) Capstone - 4 ■ 41 (45.1%) Milestone - 3 ■ 3 (3.3%) Milestone - 2 ■ 1 (1.1%) Benchmark - 1 ■ 1 (1.1%) Substandard - 0 	
3	Genre and Disciplinary Conventions	0.85	<ul style="list-style-type: none"> ■ 44 (48.4%) Capstone - 4 ■ 42 (46.2%) Milestone - 3 ■ 3 (3.3%) Milestone - 2 ■ 1 (1.1%) Benchmark - 1 ■ 1 (1.1%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Sources and Evidence	0.85	<ul style="list-style-type: none"> ■ 44 (48.4%) Capstone - 4 ■ 41 (45.1%) Milestone - 3 ■ 4 (4.4%) Milestone - 2 ■ 1 (1.1%) Benchmark - 1 ■ 1 (1.1%) Substandard - 0 	
5	Control of Syntax and Mechanics	0.85	<ul style="list-style-type: none"> ■ 44 (48.4%) Capstone - 4 ■ 41 (45.1%) Milestone - 3 ■ 4 (4.4%) Milestone - 2 ■ 1 (1.1%) Benchmark - 1 ■ 1 (1.1%) Substandard - 0 	



PEG - Written Communication Value Rubric

4/24/2021 - 4/30/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
PEG Written Communication	2021SP NCLEX Prep II (2021SP-NURS-481-01)	Emery, Jill	14	14	100
PEG Written Communication	2021SP Leadership & Role Dev/Precept (2021SP-NURS-423D-01)	Sandrick, Carolyn	14	14	100
PEG Written Communication	2021SP Leadership Role Dev/Prec (C)	Sandrick, Carolyn	7	7	100

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
	(2021SP-NURS-423C-01)				
PEG Written Communication	2021SP Leadership Role Dev/Prec (C) (2021SP-NURS-423C-02)	Sandrick, Carolyn	7	7	100

Summary Statistics					
Scored Responses	42	Actual Item Scores	210	Mean Score	4.23
Rows	5	Highest Score	5	Median Score	3.75
Possible Item Scores	210	Lowest Score	2.75	Std Dev	0.677
				KR(20) / Cronbach Alpha	0.98

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.87	<ul style="list-style-type: none"> ■ 20 (47.6%) Capstone - 4 ■ 22 (52.4%) Milestone - 3 ■ 0 (0%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
2	Content Development	0.85	<ul style="list-style-type: none"> ■ 18 (42.9%) Capstone - 4 ■ 23 (54.8%) Milestone - 3 ■ 1 (2.4%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
3	Genre and Disciplinary Conventions	0.84	<ul style="list-style-type: none"> ■ 17 (40.5%) Capstone - 4 ■ 23 (54.8%) Milestone - 3 ■ 2 (4.8%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
4	Sources and Evidence	0.83	<ul style="list-style-type: none"> ■ 17 (40.5%) Capstone - 4 ■ 22 (52.4%) Milestone - 3 ■ 3 (7.1%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	
5	Control of Syntax and Mechanics	0.83	<ul style="list-style-type: none"> ■ 17 (40.5%) Capstone - 4 ■ 22 (52.4%) Milestone - 3 ■ 3 (7.1%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0 	

Psychology Assessment Report



PROGRAM ASSESSMENT REPORT

(Psychology Major)

Section A: Introduction/Background

A. Introduction/Background

The following data is from a selection of psychology courses offered in the Spring 2021 semester. The courses assessed were PSYC110 (General Psychology), PSYC115 (Statistics for the Behavioral Sciences), PSYC300 (Directed Research), PSYC314 (Social Psychology), and PSYC320 (Learning). The information that follows is related to the APA psychology standards the WU psychology major follows as related to the university's Primary Educational Goals (PEGs)- critical thinking, ethical reasoning, and effective communication.

Section B: Student Learning Outcomes Assessed

B. Student Learning Outcomes Assessed

Critical Thinking: The following tables contain data on faculty assessments of students' work in PSYC 110, PSYC115 and PSYC 320. PSYC 110 is part of the critical thinking PEG core assessment, PSYC115 is lower-level statistics for the behavioral sciences taken primarily by majors, and PSYC314 and PSYC 320 are majors-only research electives. PSYC300 is directed

research, an invitation only offering in which advanced psychology majors complete independent research projects.

Ethical Reasoning: The ethical reasoning value added rubric was used to assess ethical reasoning as it relates to the psychology department program goals. The APA standard “Apply ethical standards to evaluate psychological science and practice” relates to many courses in the psychology major. Standalone data from upper- level psychology research electives are unable to show growth in this area. This data will become more meaningful when it is connected to an assignments/work in PSYC110 and PSYC211 (Experimental Psychology).

Oral Communication and Written Communication: The oral communication value added rubric and the written communication value added rubric were used to assess students’ effectiveness in communication as it relates to the psychology department program goals. The APA standard “Communicate effectively with others, including building values at the local, national, and global level” was used in relation to research projects in PSYC300, PSYC314, and PSYC320. This data will become more meaningful when compared with data from lower-level psychology electives.

Section C: Assessment Method

C. Assessment Method

For critical thinking, a global, summative assessment was used with regard to their progress in the assessed courses.

For ethical reasoning, scores were connected to students’ individual or group research projects. All students at this stage of the major (i.e. PSYC 300, 314, 320) have completed human subjects’ ethics training (formerly CITI training, currently PHRP training).

For oral and written communication, scores were connected to students’ individual or group research project oral presentations or final research papers.

Section D: Results/Findings

D. Results/Findings

PSYC110 : enrollment 50; responses 32

PSYC115: enrollment 31; responses 29

PSYC300= enrollment 3; responses 3

PSYC314= enrollment 9; responses 9

PSYC320= enrollment 7; responses 7

Critical Thinking

Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues	110=47.1% 115=20.7% 320= 100%	110=35.3% 115=31%	110=11.8% 115=17.2%	115=3.4%	115=27.6%
Evidence	110=47.1% 115=20.7% 320=100%	110=35.3% 115=31%	110=11.8% 115=17.2%	115=3.4%	115=27.6%
Influence of contexts and assumptions	110=47.1% 115=20.7% 320=47.1%	110=35.3% 115=31%	110=11.8% 115=17.2%	115=3.4%	115=27.6%
Student position (perspective, thesis, hypothesis)	110=47.1% 115=20.7% 320=47.1%	110=35.3% 115=31%	110=11.8% 115=17.2%	115=3.4%	115=27.6%
Conclusions and related outcomes	110=47.1% 115=20.7% 320=47.1%	110=35.3% 115=31%	110=11.8% 115=17.2%	115=3.4%	115=27.6%

Ethical Reasoning

Ethical Reasoning Rubric Category	Capstone	Milestone	Benchmark
Understanding Different Ethical Perspectives/Concepts	300=100% 314=100% 320= 100%	314= 55.55%	
Ethical Issue Recognition	300=100% 314=100% 320=100%		
Application of Ethical Perspectives/Concepts	300=100% 314=44.44% 320= 100%	314= 55.55%	
Evaluation of Different Ethical Perspectives/Concepts	300= 100% 314=100% 320= 100%		
Student position (perspective, thesis, hypothesis)	300= 100% 314=88.88% 320= 100%	314=11.11%	
Conclusions and related outcomes	300=33.33% 314=55.55% 320= 100%	314=44.44%	

Oral Communication

Oral Communication Rubric Category	Capstone	Milestone	Benchmark
Organization	300=100% 314=100% 320= 57.1%	320=42.9%	
Language	300=100% 314=88.88% 320=28.6%	314=11.11% 320=71.4%	
Delivery	300=100% 314= 77.77% 320= 28.6%	314=22.22% 320= 71.4%	
Supporting Material	300= 100% 314=100% 320= 28.6%	320= 71.4%	
Central Message	300= 100% 314= 88.88% 320= 28.6%	314=11.11% 320= 71.4%	

Written Communication

Written Communication Rubric Category	Capstone (4)	Milestone (3)	Benchmark (1)
Context of and purpose of writing	300= 66.66% 314=88.88% 320= 57.1%	300=33.33% 314=11.11% 320= 42.9%	
Content Development	300=66.66% 314=33.33% 320= 42.9%	300=33.33% 314= 33.33% 320= 57.1%	314= 33.33%
Genre and Disciplinary Connections	300=66.66% 314= 44.44% 320= 57.1%	300=33.33% 314=55.55% 320=42.9%	
Sources and Evidence	300= 66.66% 314= 44.44% 320= 42.9%	300-33.33% 314=55.55% 320= 57.1%	
Control of Syntax and Mechanics	300= 100% 314=100% 320=42.9%	320= 57.1%	

Explanation of Findings

Students in PSYC300 were enrolled in the course on an invitation-only basis. Students in directed research completed individual research projects from start to finish. The ethical reasoning rubric scoring is connected to the design and execution of this project. Due to the nature of the 2021 spring semester (i.e. pandemic), 2/3 of the students elected to complete their studies using online surveys. In their rationales, they displayed minor shortcomings with regard to their conclusions and outcomes. This can easily be remedied in future offerings by including additional support regarding the ethics of online research. All students enrolled in this course participated in campus-wide presentations of their work and 2/3 of students participated in an external, online, undergraduate level psychology conference. Students in PSYC300 completed individual research papers related to their independent research projects. One student neglected to complete a full write up, which accounted for the differentiation of scoring on this rubric item. This student ran into issues with quarantining, sports season, and senioritis and did not follow through with draft edits.

Students in PSYC314, a majors-only research elective, also complete a research project; however, this one is a group research project that is student designed and executed. During spring 2021, this class was offered online, although the majority of students enrolled lived on campus. Students were divided into two groups and one group elected to collect data on campus whereas the other group elected to collect data through an online survey. Some students appeared to be overly reliant on the work of their group members. This can be addressed in future offerings by doing additional group check points and meetings to reinforce the practice of ethics as needed by the psychology profession. Students enrolled in PSYC314 were required to complete group research presentations via BlackBoard Collaborate. With regard to the presentations, one student did not take the presentation as seriously as needed for the assignment as evidenced by using casual language and seeming generally unprepared. An additional student struggled with knowing when it was time for their contribution to the presentation. These minor shortfalls can be remedied by requiring a practice run of their presentations with the professor or through video recordings. Students enrolled in PSYC314 were required to complete a final research paper related to their group experiments. While all students in a group submitted the same paper, they were told to highlight their personal contributions. This was fairly effective in determining the workload and quality of work for each student. Not all students made equal contributions as reflected in a variation of scores on the written communication rubric. As students progress through the major, they will need to complete a mini-capstone project which will require them to take ownership of these skills in a more well-rounded manner.

Students in PSYC320, a majors-only research elective offered face to face during the spring 2021 semester, also involved group research projects. Students divided into 2 groups to complete goldfish training projects (animal learning). All students scored in the excellent range for all categories of the ethical reasoning rubric. Students enrolled in PSYC320 were also required to complete a write up of their final project. As mentioned with the oral communication section, some students performed at an exceptionally high level in comparison to their peers. Differences in scoring on this rubric point relate more to the individual strengths of students, rather than a need for instructional change. Students enrolled in PSYC320 were also required to complete group research presentations. Since this was a face to face class, these presentations

occurred in the classroom. The instructor noted that some students were exceptionally strong (i.e. Honors program, external grant recipient, etc) and some students were not as prepared. Differences in scoring on this rubric point relate more to the individual strengths of students, rather than a need for instructional change.

It seems that students in spring 2021 benefitted from face-to-face offerings and regular face to face interaction and feedback from their instructors. While no actionable change is necessary at this point, these data reinforce a need to be mindful about such interactions and to consider additional outreach for those students who may not be grasping all of the related concepts on their own.

Section E: Future Actions/Program Improvement Plan

E. Future Actions/Program Improvement Plan

1. From data collected from the 2021 spring semester, it appears the course in most need of change is PSYC115. In the spring semester, this course was offered only online and several students reported struggling with the content being delivered asynchronously. The next offering will be in the spring 2022 semester and it will be offered in a face to face section.
2. If students opt for online research projects in their 300-level research elective courses, additional support will be provided so students learn more about ethics of online research and better practices for applying such concepts.
3. When students engage in group or individual writing projects in the 300-level research electives, it will be useful to create additional paper check points and meetings with the professor to reinforce the practice of ethics as needed by the psychology profession.

Assessment data needs to be collected regularly to determine if any additional delivery or curricular changes need implemented. Adjuncts could benefit from a rubric training workshop. As it stands, students appear to be progressing through the major and effectively developing PEG and APA program

Theology Assessment Report



PROGRAM ASSESSMENT REPORT

(Theology Major)

Program: Theology

Semester/Academic Year: Spring 2021

There are currently no students in the Theology major. Therefore, no program data was available to collect for the 2021 spring semester.

ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES



GRADUATE PROGRAMS

Mel Assessment Report



PROGRAM ASSESSMENT REPORT

Master of Arts in Education: Education Leadership

Section A: Introduction/Background

Program: Master of Arts in Education: Education Leadership

Semester/Academic Year: 2020-2021

Course Numbers:

- MEL-500: Global Teaching & Learning
- MEL-510: Communication & Negotiation
- MEL-520: Education Law & Ethics
- MEL-525: Psychology of Student Engagement
- MEL-530: Transformational Leadership
- MEL-535: Problem-Based Learning
- MEL-540: School Resource Management
- MEL-550: Field-Based Action Research
- MEL-555: Meeting Unique Learning Needs
- MEL-560: Administrative Technology: Data Driven Decision Making
- MEL-565: Differentiating Instruction
- MEL-570: Residency I
- MEL-580: Residency II
- MEL-590: Professional Development Design
- MEL-600: Systems Thinking for Education Leaders

Number of sections assessed for AAQEP:

- MEL-510
- MEL-550
- MEL-570
- MEL-580
- MEL-590
- Portfolio

- Evaluation Leadership Institute
- Praxis Exam

Program Goal: The Master of Arts in Education: Education Leadership program prepares candidates for meaningful leadership careers in the field of education as teacher leaders, principals, instructors of supervision, and superintendents.

Section B: Student Learning Outcomes Assessed

9. Disposition:

- Human Relationships
- Professional Judgment
- Continuous Improvement
- Dependability
- Quality of Work

10. Action Research Final Paper:

- Introduction/Rationale
- Research Question
- Background/Context
- Literature Review
- Method/Data Collection
- Findings/Analysis/Discussion
- Implication for Practice and Further Research
- References

11. Evaluation:

- Shared Vision of Teaching and Learning
- Continuous School Improvement
- Learning Environment
- Instructional Leadership
- Resource Management
- Safety
- Teacher Leadership
- Home, School, and Community Partnerships
- Ethical Behavior and Decision Making
- Advocacy

12. Professional Standards for Educational Leaders:

- Mission, Vision, Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction, and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

13. Mock Interview:

- Shared Vision of Teaching and Learning
 - Continuous School Improvement
 - Learning Environment
 - Instructional Leadership
 - Resource Management
 - Safety
 - Teacher Leadership
 - Home, School, and Community Partnerships
 - Ethical Behavior and Decision Making
 - Advocacy
 - Communication
 - Language
14. Professional Development Design
- Needs Assessment Data
 - Broad Professional Development Goals
 - Professional Development Objectives
 - Rationale
 - Delivery Strategy Plan
 - Materials
 - Instructional Procedures
 - Evaluation of Sessions
 - Follow-Up for Sustained Professional Development
 - Justification and Citation
15. Portfolio:
- Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders (WV Policy 5800)
 - Demonstrates Interpersonal Collaborative Skills
 - Creates a Clear and Focused Learning Mission
 - Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments
 - Builds and Sustains a Positive Learning Climate and Cohesive Culture
 - Promotes Continual Professional Growth and Attracts and Retains Quality Staff
 - Acts as a Student Advocate and Creates Support Systems for Student Success
 - Manages Operations to Promote Learning
 - Connects to Families and the Larger Community
 - Effects Continuous Improvement
 - National Educational Technology Standards for Administrators
 - Equity and Citizenship
 - Visionary Planner
 - Empowering Leader
 - Systems Designer
 - Connected Learner
16. Evaluation Leadership Institute (ELI):
- Online module offered by the West Virginia Department of Education
17. Praxis 5412: Educational Leadership: Administration and Supervision

Section C: Assessment Method

7. How did you measure each of the learning outcomes associated with your course?
 - The student learning outcomes are assessed by validated rubrics, the ELI certificate (if applicable), and the Praxis Score Report (if applicable).

8. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
 - MEL-510: Disposition completed by the Instructor
 - MEL-550: Action Research Final Paper
 - MEL-570: Evaluation of the 200 Hours of School Residency completed by the Instructional Coach
 - MEL-570: Disposition completed by the Instructor
 - MEL-580: Evaluation of the 200 Hours of School System Residency completed by the Instructional Coach
 - MEL-580: Mock Interview
 - MEL-580: Disposition completed by the Instructor
 - MEL-580: Professional Standards for Educational Leaders completed by the Instructional Coach
 - MEL-590: Professional Development Design Plan
 - Program Completion: Portfolio

Section D: Results/Findings

Data Interpretation:

Data

Fall 2020

MEL 550: Field-Based Action Research

AAQEP Assessment Action Research Final Paper

12/12/2020 - 12/12/2020

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Final Paper	2020FA Field-Based Action Research (2020FA-MEL-550-80)	Vitteck, Jeremy; Vargo, Dianna	4	4	100

Summary Statistics					
Scored Responses	4	Actual Item Scores	32	Mean Score	7.77
Rows	8	Highest Score	8	Median Score	7.75
Possible Item Scores	32	Lowest Score	7.6	Std Dev	0.179
KR(20) / Cronbach Alpha					0.72

Fall 2020

MEL 570: Residency I

2020 AAQEP MEL 570 Assessment 4: Evaluation

1/18/2021 - 1/18/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
2020 AAQEP Assessment 4 Evaluation	2020FA Residency I (2020FA-MEL-570-80)	Vargo, Dianna	6	5	83

Summary Statistics					
Scored Responses	5	Actual Item Scores	50	Mean Score	8.3
Rows	10	Highest Score	9.5	Median Score	8
Possible Item Scores	50	Lowest Score	7.5	Std Dev	0.812
KR(20) / Cronbach Alpha					0.9

Fall 2020

MEL 580: Residency II

MEL580_Residency II Evaluation_Fall 2020

2/11/2021 - 2/11/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
MEL580 Residency II Evaluation	2020FA Residency II (2020FA-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	60	Mean Score	9.84
Rows	10	Highest Score	10	Median Score	10
Possible Item Scores	60	Lowest Score	9.01	Std Dev	0.369
KR(20) / Cronbach Alpha					0.74

2020 AAQEP MEL580 Residency II Assessment 6: Mock Interview Rubric

11/11/2020 - 11/18/2020

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Mock Interview Rubric Assessment	2020FA Residency II (2020FA-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	72	Mean Score	12
Rows	12	Highest Score	12	Median Score	12
Possible Item Scores	72	Lowest Score	12	Std Dev	0
KR(20) / Cronbach Alpha				NaN	

MEL_580:Residency II_Assessment 1_Dispositions_Instructional Coach_Rubric

12/29/2020 - 1/18/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
MEL_580:Residency II_Dispositions_Instructional Coach_Rubric	2020FA Residency II (2020FA-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	30	Mean Score	4.95
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	30	Lowest Score	4.67	Std Dev	0.123
KR(20) / Cronbach Alpha				0	

MEL_580:Residency II_Assessment 1_Dispositions_Instructor_Rubric

12/29/2020 - 12/29/2020

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
MEL_580:Residency II_Dispositions_Instructor_Rubric	2020FA Residency II (2020FA-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	30	Mean Score	5
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	30	Lowest Score	5	Std Dev	0
KR(20) / Cronbach Alpha					NaN

MEL_580:Residency II_Assessment 5_ISLLC Evaluation_Instructional Coach_Rubric

12/29/2020 - 1/18/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
MEL_580:Residency II_ISLLC Evaluation_Instructional Coach_Rubric	2020FA Residency II (2020FA-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	186	Mean Score	30.51
Rows	31	Highest Score	31	Median Score	31
Possible Item Scores	186	Lowest Score	28.69	Std Dev	0.847
KR(20) / Cronbach Alpha					0.86

2020 AAQEP MEL Assessment 7A: Portfolio Assessment Instrument

Fall 2020 Graduates

5/14/2021 - 5/14/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
2020 AAQEP Assessment 7A: MEL Portfolio	AUX-MEL-Portfolio (AUX-MEL-Portfolio)	Vargo, Dianna	17	5	29

Summary Statistics					
Scored Responses	5	Actual Item Scores	90	Mean Score	16.42
Rows	18	Highest Score	17.34	Median Score	17.01
Possible Item Scores	90	Lowest Score	13.71	Std Dev	1.375
KR(20) / Cronbach Alpha				0.88	

Spring 2021

MEL 570: Residency I

2020 AAQEP MEL 570 Assessment 4: Evaluation

4/23/2021 - 4/27/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
2020 AAQEP MEL 570 Assessment 4: Evaluation	2021SP Residency I (2021SP-MEL-570-80)	Vargo, Dianna	2	2	100

Summary Statistics					
Scored Responses	2	Actual Item Scores	20	Mean Score	9.38
Rows	10	Highest Score	10	Median Score	9.38
Possible Item Scores	20	Lowest Score	8.75	Std Dev	0.625
KR(20) / Cronbach Alpha				0.8	

2020 AAQEP MEL 570 Assessment 1: Disposition

5/4/2021 - 5/4/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
AAQEP Assessment 1 MEL 570 Disposition	2021SP Residency I (2021SP-MEL-570-80)	Vargo, Dianna	2	2	100

Summary Statistics					
Scored Responses	2	Actual Item Scores	10	Mean Score	5
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	10	Lowest Score	5	Std Dev	0
KR(20) / Cronbach Alpha					NaN

2020 AAQEP MEL 570 Assessment 6: Professional Standards for Educational Leaders

5/27/2021 - 5/27/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
2020 AAQEP MEL 570 Assessment 6: Professional Standards for Educational Leaders	2021SP Residency I (2021SP-MEL-570-80)	Vargo, Dianna	2	2	100

Summary Statistics					
Scored Responses	2	Actual Item Scores	166	Mean Score	81.88
Rows	83	Highest Score	83	Median Score	81.88
Possible Item Scores	166	Lowest Score	80.75	Std Dev	1.125
KR(20) / Cronbach Alpha					0.9

Spring 2021

MEL 580: Residency II

2020 AAQEP MEL 580 Assessment 4: Evaluation

4/23/2021 - 5/12/2021 Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
2020 AAQEP MEL 580 Assessment 4: Evaluation	2021SP Residency II (2021SP-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	60	Mean Score	8.75
Rows	10	Highest Score	10	Median Score	8.63
Possible Item Scores	60	Lowest Score	7.5	Std Dev	0.913
KR(20) / Cronbach Alpha					0.93

2020 AAQEP MEL 580 Assessment 5: Mock Interview

3/22/2021 - 4/13/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
2020 AAQEP MEL 580 Assessment 5: Mock Interview	2021SP Residency II (2021SP-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	72	Mean Score	12
Rows	12	Highest Score	12	Median Score	12
Possible Item Scores	72	Lowest Score	12	Std Dev	0
KR(20) / Cronbach Alpha					NaN

2020 AAQEP MEL 580 Assessment 1: Disposition

5/4/2021 - 5/7/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
MEL_580:Residency II_Dispositions_Instructional Coach_Rubric	2021SP Residency II (2021SP-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	30	Mean Score	4.58
Rows	5	Highest Score	5	Median Score	4.88
Possible Item Scores	30	Lowest Score	3.75	Std Dev	0.514
KR(20) / Cronbach Alpha					0.94

2020 AAQEP MEL 580 Assessment 1: Disposition (Instructor)

5/4/2021 - 5/4/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
MEL_580:Residency II_Dispositions_Instructor_Rubric	2021SP Residency II (2021SP-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	30	Mean Score	5
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	30	Lowest Score	5	Std Dev	0
KR(20) / Cronbach Alpha					NaN

2020 AQQEP Mel 580 Assessment 6: Professional Standards for Educational Leaders

5/4/2021 - 5/7/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
2020 AAQEP MEL 580 Assessment 6 Professional Standards for Educational Leaders	2021SP Residency II (2021SP-MEL-580-80)	Vargo, Dianna	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	497	Mean Score	69.96
Rows	83	Highest Score	83	Median Score	67.25
Possible Item Scores	498	Lowest Score	59.25	Std Dev	8.975
KR(20) / Cronbach Alpha				0.99	

MEL Program Assessment

AAQEP_MEL Graduates

Summer 2020

Last Name	First Name	GPA	*Portfolio Rating	WV Evaluation Leadership Institute	**Praxis 5412 Score	IL/SSL
Brooks	Mark	3.900	Capable	-	-	SSL
McClintock	Summer	4.000	Capable	Yes	179	SSL
Mammarella	Megan	4.000	Capable	Ohio	Ohio	SSL
Sams	Jared	3.666	Capable	Yes	159	Certificate
Young	Darla	4.000	Capable	Yes	-	SSL

*Capable = Highest Level

**Passing Score = 146

Fall 2020

Last Name	First Name	GPA	*Portfolio Rating	WV Evaluation Leadership Institute	**Praxis 5412 Score	IL/SSL
Boston	Dawn	4.000	Capable	Ohio	Ohio	SSL
DiCola	Brian	3.933	Capable	Yes	-	SSL
Gaudino (Wheeler)	Kristen	4.000	Capable			SSL
Jenree	Amanda	3.608	Capable	Yes	159	SSL
Kerr	Maureen	3.950	Capable	-	-	SSL
Moeschberger	Julie	4.000	Capable	Ohio	Ohio	SSL

*Capable = Highest Level

**Passing Score = 146

Spring 2021

Last Name	First Name	GPA	**Portfolio Rating	WV Evaluation Leadership Institute	*Praxis 5412 Score	IL/SSL
Anderson	Jessica	4.000	Capable	Ohio	Ohio	SSL
Vesely	Dana	4.000	Capable	Ohio	Ohio	SSL
Mills	Kristie	4.000	Capable	-	-	SSL
Trowbridge	Amy	4.000	Capable	-	-	Certificate
Wilson	Brittney	4.000	Capable	Ohio	Ohio	SSL

*Capable = Highest Level

**Passing Score = 146

Fall 2020

MEL 570: Residency I

- Satisfaction Survey Data Completed by Instructional Coach (attached)
 - 2 out of 6 responded = 33% return rate

Fall 2020

MEL 580: Residency II

- Satisfaction Survey Data Completed by Educator Residents (attached)
 - 3 out of 5 responded = 60% return rate
- Satisfaction Survey Data Completed by Instructional Coach (attached)
 - 3 out of 6 responded = 50% return rate

AAQEP Evidence Inventory Standards (attached)

Data Summary:

- The data reflects that the Educator Residents are mastering the state and national standards aligned with the Master of Arts in Education: Education Leadership program. Additionally, the Satisfaction Surveys indicate that our Educator Residents and Instructional Coaches would recommend our program to others.

What is the greatest strength of the program?

- The Master of Arts in Education: Education Leadership degree program offers working educators the opportunity to earn a master's degree in as little as one year in School and School System Leadership for Principal, Supervisor of Instruction, and Superintendent certification or Instructional Leadership for teacher leadership. The entire program is offered online. The program relies on experienced and committed instructors who are current or former school administrators. As part of this program, our Educator Residents undertake a one-year residency with administrators in their particular school districts.

What criteria were achieved?

- Educator Residents mastered the Professional Standards for Educational Leaders, the Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders (WV Policy 5800), and the National Educational Technology Standards for Administrators through their coursework, the 400 hours of residency experiences at the school and the school system level, and the portfolio.

Any comparisons with the previous term's results? Are students improving?

- Our Educator Residents are successfully completing the MEL program. They learn from some of the best educators in the state and region, from their Instructional Coaches, from their course instructors, and from each other. They gain a combination of classroom experience, mentoring, theory, and practical skills. Individuals accepted into this program must be self-directed and motivated learners. They receive support and feedback from colleagues to become part of a professional learning community.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

- The Professional Standards for Educational Leaders have been updated; therefore, a Blackboard Resource Center for the Portfolio is being created to assist students with the updates.
- All course syllabi will be updated with the new Professional Standards for Educational Leaders.

Are those actions program-related or curriculum related?

- These actions are both program-related and curriculum related.

What areas in the student learning need to be improved?

- The Blackboard Resource Center for the Portfolio will help our Educator Residents with the creation of their portfolios.

What changes need to make to refine the assessment process?

- The assessments for the MEL program were updated in Fall 2020 to align with our AAQEP accreditation requirements.
- The MEL rubrics were validated in the 2020-2021 school year.

- The creation of the Blackboard Resource Center for the Portfolio
Date of implementation.

- Fall 2021

MSN Assessment Report



PROGRAM ASSESSMENT REPORT (MSN Written Communication)

Section A: Introduction/Background

Program: PEG (CORE)/ Master of Science in Nursing

Semester/Academic Year: Spring/2021

Course Numbers: MSN 540-80; MSN 531-80; MSN 565-80, 81; MSN 567-80, 81; MSN 569-80

Number of sections assessed: 7

Program Goal: **Outcome 2: *Demonstrates advanced communication skills with the individual as a person.***

Written Communication refers to the process of conveying a message through the written symbols. In other words, any message exchanged between two or more persons that make use of written words is called a written communication.

Section B: Student Learning Outcomes Assessed

18. Context of and Purpose for Writing
19. Content Development
20. Genre and Disciplinary Conventions
21. Sources and Evidence
22. Control of Syntax and Mechanics

Section C: Assessment Method

3. How did you measure each of the learning outcomes associated with your course?
The Written Communication Value Rubric was used to measure the overall value of student performance in courses designed to include “Written Communication” content.
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Case Studies, Discussion Boards, Collaborative Practice Agreement, HIPPA Test, OSHA Test, and Rx Writing Assignments were used to evaluate Written Communication for each student.

Section D: Results/Findings



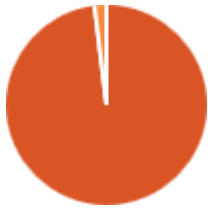
2021 DB rubric

2/17/2021 - 5/2/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
DB1	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100
DB2	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100
DB3	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100
DB4	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	10	91

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
DB5	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100

Summary Statistics					
Scored Responses	54	Actual Item Scores	162	Mean Score	2.98
Rows	3	Highest Score	3	Median Score	3
Possible Item Scores	162	Lowest Score	2.5	Std Dev	0.081
				KR(20) / Cronbach Alpha	0.5





Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Main post discussion	1	<ul style="list-style-type: none"> ■ 54 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement. ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	
2	Peer response discussion	0.99	<ul style="list-style-type: none"> ■ 51 (94.4%) Meets expectations ■ 3 (5.6%) Almost meets expectations ■ 0 (0%) Needs improvement. ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	
3	Scholarly writing	1	<ul style="list-style-type: none"> ■ 53 (98.1%) Meets expectations ■ 1 (1.9%) Almost meets expectations ■ 0 (0%) Needs improvement. ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	

2019 DB

2/12/2021 - 5/1/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
DQ 2	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 3	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 4	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 1	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 5	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 6	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 7	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 8	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100

Summary Statistics					
Scored Responses	8	Actual Item Scores	32	Mean Score	3.75
Rows	4	Highest Score	4	Median Score	4
Possible Item Scores	32	Lowest Score	3	Std Dev	0.433
		KR(20) / Cronbach Alpha			0


Details				
No	Row	Average	Levels Of Achievement	Distribution
1	DB Question Content	1	<ul style="list-style-type: none"> ■ 8 (100%) Meets Expectations ■ 0 (0%) Almost Meets Expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not Participate 	
2	DB Student Answer by Due Date	0.75	<ul style="list-style-type: none"> ■ 6 (75%) Meets Expectations ■ 0 (0%) Almost Meets Expectations ■ 0 (0%) Needs Improvement ■ 2 (25%) Unsatisfactory ■ 0 (0%) Did not Participate 	
3	Peer Responses to different students by due date	1	<ul style="list-style-type: none"> ■ 8 (100%) Meets Expectations ■ 0 (0%) Almost Meets Expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not Participate 	
4	Peer Responses word limit	1	<ul style="list-style-type: none"> ■ 8 (100%) Meets Expectations ■ 0 (0%) Almost Meets Expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not Participate 	



2021 case study rubric new

2/17/2021 - 3/5/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Case Study 4	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	1	9
Case Study 5	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	2	18
Case Study 6	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	1	9

Summary Statistics					
Scored Responses	4	Actual Item Scores	12	Mean Score	2.17
Rows	3	Highest Score	2.17	Median Score	2.17
Possible Item Scores	12	Lowest Score	2.17	Std Dev	0
KR(20) / Cronbach Alpha				NaN	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Answered all questions in case	0.17	<ul style="list-style-type: none"> ■ 4 (100%) Meets expectation ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	





Details				
No	Row	Average	Levels Of Achievement	Distribution
2	Submitted by due date	1	<ul style="list-style-type: none"> ■ 4 (100%) Meets expectation ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	
3	References were provided in APA format	1	<ul style="list-style-type: none"> ■ 4 (100%) Meets expectation ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	






2021 Collaborative Practice Agreement Rubric


2/20/2021 - 3/2/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Collaborative Agreement	2021SP Advanced Practice Role Seminar (2021SP-MSN-569-80)	Fahey, Karen	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	60	Mean Score	10
Rows	10	Highest Score	10	Median Score	10
Possible Item Scores	60	Lowest Score	10	Std Dev	0
KR(20) / Cronbach Alpha				NaN	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Introduction	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
2	Scope of Practice	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
3	Practice Protocols	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
4	Physician Collaboration	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
5	Record Review	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
6	Resolution of Disagreements	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
7	Alteration of Agreement	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
8	Agreement	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
9	Nurse Practitioner Signature	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
10	Physician Signature	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	

HIPAA Test

12/27/2017 - 1/12/2021

Courses Included				
Course	Instructors	Enrollment	Responses	Percent
AUX-MSN-Communication (AUX-MSN-Communication)	Buckenmeyer, Summer; Leeper, Alexandra; Jones, Laurie; Marshall, Jacquelyn; McClenathan, Emily; Bischof, Janet; Fahey, Karen; Gilham, Jarred; Falcone, Donna; Nickerson, Gail; Myndresku, Silvia; Nettles, Jenny; Jacob, Amy; Shelek, Linda; Capp, Maryanne; Fritzman, Jason	170	85	50

Summary Statistics					
Scored Responses	85	Actual Item Scores	850	Mean Score	6.67
Scorable Questions	10	Highest Score	10	Median Score	6
Possible Item Scores	850	Lowest Score	2	Std Dev	1.9
		KR(20) / Cronbach Alpha			0.606

Questions Summary									
No	Type	Question	Pv	Pb	Cd	A	B	C	D
1	TF	Compliance with HIPAA is voluntary, not mandatory.	1	0	0.614	0	85		
2	MC	There are four entities covered by the HIPAA rule:	0.74	0.35	0.561	15	63	1	6
3	MC	Examples of Individually Identifiable Health Information that could be used to identify an individual include:	0.89	0.19	0.599	1	8	0	76
4	TF	A receptionist always leaves the window open to the waiting room while she converses with patients on the phone. These conversations can be overheard by patients in the waiting room. This is an example of Incidental Disclosure.	0.34	0.48	0.523	56	29		
5	TF	Providing the “minimum necessary” information does not apply to the sharing of medical records amongst physicians and other health care providers for treatment purposes.	0.6	0.37	0.557	51	34		
6	TF	A consent form discloses to the patient that health information can be used or disclosed for treatment, payment, and health care operations.	0.2	0.61	0.496	68	17		
7	MC	The following can be said about authorization:	0.49	0.27	0.585	42	1	2	40
8	TF	State regulations override all inconsistencies with the HIPAA regulations.	0.8	0.19	0.6	17	68		
9	MC	Law enforcement can request PHI if:	0.82	0.2	0.598	1	13	1	70
10	TF	Marketing materials cannot be sent out unless there is first a signed authorization.	0.78	0.03	0.638	67	18		

OSHA Test

12/27/2017 - 3/27/2021

Courses Included				
Course	Instructors	Enrollment	Responses	Percent
AUX-MSN-Communication (AUX-MSN-Communication)	Buckenmeyer, Summer; Leeper, Alexandra; Jones, Laurie; Marshall, Jacquelyn; McClenathan, Emily; Bischof, Janet; Fahey, Karen; Gilham, Jarred; Falcone, Donna; Nickerson, Gail; Myndresku, Silvia; Nettles, Jenny; Jacob, Amy; Shelek, Linda; Capp, Maryanne; Fritzman, Jason	170	90	53

Summary Statistics					
Scored Responses	90	Actual Item Scores	898	Mean Score	8.66
Scorable Questions	10	Highest Score	10	Median Score	9
Possible Item Scores	900	Lowest Score	6	Std Dev	0.956
KR(20) / Cronbach Alpha				0.103	

Questions Summary										
No	Type	Question	Pv	Pb	Cd	A	B	C	D	E
1	TF	Three of the most prevalent bloodborne pathogens are Human Immunodeficiency Virus (HIV), Hepatitis C, and Hepatitis B.	0.99	0.07	0.088	89	1			
2	MC	Transmission of pathogens can happen:	0.97	0.14	0.052	0	2	0	87	1
3	TF	Hand hygiene does not have to be performed after contact with a patients intact skin.	0.98	0.11	0.071	2	88			
4	MC	Alcohol-based hand rubs are preferred over washing hands with soap and water:	0.41	- 0.05	0.204	2	2	49	37	
5	MC	All are true regarding the use of gloves except:	0.9	0.03	0.093	5	2	2	81	

Questions Summary										
No	Type	Question	Pv	Pb	Cd	A	B	C	D	E
6	TF	Respiratory Hygiene includes providing surgical masks for patients with symptoms of respiratory illness when they enter the facility.	0.98	0.03	0.098	88	2			
7	MC	The three types of Isolation or Transmission-based precautions are:	1	0	0.104	0	0	90	0	
8	MC	Tuberculosis should be suspected in patients with the following symptoms:	0.88	0.02	0.102	0	1	10	79	
9	MC	In addition to Standard Precautions, when entering the room of a patient under Droplet Precautions the following PPE should be worn:	0.63	0.11	0.003	57	31	0	1	1
10	TF	Safer medical devices allow you to bend or break needles without potential harm.	0.92	0.01	0.109	7	83			

RX Writing Rubric 2020

1/31/2021 - 4/27/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 2 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	1	20




Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 3 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	1	20
Assign 2 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	2	67
Assign 3 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100
Assign 6 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80
Assign 6 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60
Assign 5 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100



Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 6 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	2	67
Assign 8 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	2	67
Assign 1 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80
Assign 2 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80
Assign 4 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	2	40
Assign 4 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 5 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	1	20
Assign 4 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100
Assign 7 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80
Assign 8 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	3	60
Assign 7 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60
Assign 8 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 7 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100

Summary Statistics					
Scored Responses	54	Actual Item Scores	270	Mean Score	4.96
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	270	Lowest Score	4	Std Dev	0.144
KR(20) / Cronbach Alpha				-0.04	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Patient Information	1	<ul style="list-style-type: none"> 54 (100%) Complete 0 (0%) Missing 1 item 0 (0%) Missing 2 items 0 (0%) Missing 3 items 0 (0%) Missing more then 5 items 	
2	Medication ordered	0.98	<ul style="list-style-type: none"> 49 (90.7%) Complete 5 (9.3%) Missing 1 item 0 (0%) Missing 2 items 0 (0%) Missing 3 items 0 (0%) Missing more then 5 items 	
3	Number of refills	0.98	<ul style="list-style-type: none"> 53 (98.1%) Complete 1 (1.9%) Missing 1 item 0 (0%) Missing 2 items 0 (0%) Missing 3 items 0 (0%) Missing more then 5 items 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Signature of provider	1	<ul style="list-style-type: none"> ■ 54 (100%) Complete ■ 0 (0%) Missing 1 item ■ 0 (0%) Missing 2 items ■ 0 (0%) Missing 3 items ■ 0 (0%) Missing more then 5 items 	
5	Organization	1	<ul style="list-style-type: none"> ■ 54 (100%) Complete ■ 0 (0%) Missing 1 item ■ 0 (0%) Missing 2 items ■ 0 (0%) Missing 3 items ■ 0 (0%) Missing more then 5 items 	

What is the greatest strength of the program?

The strength of the program was achieving milestones or capstones on all courses.

What criteria were achieved?

The data for the Spring Semester 2021 showed that students were achieving above the performance goal of 3 at the 500 level.

The mean score for all students was 3.48

Any comparisons with the previous term’s results? Are students improving?

NA.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

The value-added rubric needs to be added to all designated courses as per the curriculum committee.

Are those actions program-related or curriculum related?

Curriculum-Related

What areas in the student learning need to be improved?

The main improvement would be for all instructors teaching the designated courses in the CORE area of Written Communication to use the rubric for each student.

What changes need to make to refine the assessment process?

Initially data reports were generated as an aggregated report for undergraduate and graduate programs. The assessment committee determined the data needed to be disaggregated by course level so that trends could be determined.

Date of implementation.

Summer 2021

MSN Assessment Report Continued

PROGRAM ASSESSMENT REPORT

(Written Communication)

Section A: Introduction/Background

Program: PEG (CORE)/ Master of Science in Nursing

Semester/Academic Year: Spring/2021

Course Numbers: MSN 540-80; MSN 531-80; MSN 565-80, 81; MSN 567-80, 81; MSN 569-80

Number of sections assessed: 7

Program Goal: **Outcome 2: *Demonstrates advanced communication skills with the individual as a person.***

Written Communication refers to the process of conveying a message through the written symbols. In other words, any message exchanged between two or more persons that make use of written words is called a written communication.

Section B: Student Learning Outcomes Assessed

- 23. Context of and Purpose for Writing
- 24. Content Development
- 25. Genre and Disciplinary Conventions
- 26. Sources and Evidence
- 27. Control of Syntax and Mechanics

Section C: Assessment Method

- 4. How did you measure each of the learning outcomes associated with your course?
The Written Communication Value Rubric was used to measure the overall value of student performance in courses designed to include “Written Communication” content.
- 2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Case Studies, Discussion Boards, Collaborative Practice Agreement, HIPPA Test, OSHA Test, and Rx Writing Assignments were used to evaluate Written Communication for each student.

Section D: Results/Findings



2021 DB rubric


2/17/2021 - 5/2/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
DB1	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100
DB2	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
DB3	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100
DB4	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	10	91
DB5	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	11	100

Summary Statistics					
Scored Responses	54	Actual Item Scores	162	Mean Score	2.98
Rows	3	Highest Score	3	Median Score	3
Possible Item Scores	162	Lowest Score	2.5	Std Dev	0.081
				KR(20) / Cronbach Alpha	0.5

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Main post discussion	1	<ul style="list-style-type: none"> ■ 54 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement. ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	
2	Peer response discussion	0.99	<ul style="list-style-type: none"> ■ 51 (94.4%) Meets expectations ■ 3 (5.6%) Almost meets expectations ■ 0 (0%) Needs improvement. ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
3	Scholarly writing	1	<ul style="list-style-type: none"> ■ 53 (98.1%) Meets expectations ■ 1 (1.9%) Almost meets expectations ■ 0 (0%) Needs improvement. ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	



2019 DB



2/12/2021 - 5/1/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
DQ 2	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 3	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 4	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 1	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 5	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 6	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
DQ 7	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100
DQ 8	2021SP Capstone Seminar (2021SP-MSN-540-80)	Bischof, Janet	1	1	100

Summary Statistics					
Scored Responses	8	Actual Item Scores	32	Mean Score	3.75
Rows	4	Highest Score	4	Median Score	4
Possible Item Scores	32	Lowest Score	3	Std Dev	0.433
KR(20) / Cronbach Alpha					0

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	DB Question Content	1	<ul style="list-style-type: none"> 8 (100%) Meets Expectations 0 (0%) Almost Meets Expectations 0 (0%) Needs Improvement 0 (0%) Unsatisfactory 0 (0%) Did not Participate 	
2	DB Student Answer by Due Date	0.75	<ul style="list-style-type: none"> 6 (75%) Meets Expectations 0 (0%) Almost Meets Expectations 0 (0%) Needs Improvement 2 (25%) Unsatisfactory 0 (0%) Did not Participate 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
3	Peer Responses to different students by due date	1	<ul style="list-style-type: none"> ■ 8 (100%) Meets Expectations ■ 0 (0%) Almost Meets Expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not Participate 	
4	Peer Responses word limit	1	<ul style="list-style-type: none"> ■ 8 (100%) Meets Expectations ■ 0 (0%) Almost Meets Expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not Participate 	



2021 case study rubric new


2/17/2021 - 3/5/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Case Study 4	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	1	9

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Case Study 5	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	2	18
Case Study 6	2021SP Advanced Health Assessment (2021SP-MSN-531D-80)	Myndresku, Silvia; Fahey, Karen	11	1	9

Summary Statistics					
Scored Responses	4	Actual Item Scores	12	Mean Score	2.17
Rows	3	Highest Score	2.17	Median Score	2.17
Possible Item Scores	12	Lowest Score	2.17	Std Dev	0
KR(20) / Cronbach Alpha					NaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Answered all questions in case	0.17	<ul style="list-style-type: none"> ■ 4 (100%) Meets expectation ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	
2	Submitted by due date	1	<ul style="list-style-type: none"> ■ 4 (100%) Meets expectation ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	






Details				
No	Row	Average	Levels Of Achievement	Distribution
3	References were provided in APA format	1	<ul style="list-style-type: none"> ■ 4 (100%) Meets expectation ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Did not participate 	






2021 Collaborative Practice Agreement Rubric

2/20/2021 - 3/2/2021

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Collaborative Agreement	2021SP Advanced Practice Role Seminar (2021SP-MSN-569-80)	Fahey, Karen	6	6	100

Summary Statistics					
Scored Responses	6	Actual Item Scores	60	Mean Score	10
Rows	10	Highest Score	10	Median Score	10
Possible Item Scores	60	Lowest Score	10	Std Dev	0
		KR(20) / Cronbach Alpha			NaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Introduction	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
2	Scope of Practice	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
3	Practice Protocols	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
4	Physician Collaboration	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
5	Record Review	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	

Details				
No	Row	Average	Levels Of Achievement	Distribution
6	Resolution of Disagreements	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
7	Alteration of Agreement	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
8	Agreement	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
9	Nurse Practitioner Signature	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	
10	Physician Signature	1	<ul style="list-style-type: none"> ■ 6 (100%) Meets expectations ■ 0 (0%) Almost meets expectations ■ 0 (0%) Needs Improvement ■ 0 (0%) Unsatisfactory ■ 0 (0%) Dis not participate 	

HIPAA Test

12/27/2017 - 1/12/2021

Courses Included				
Course	Instructors	Enrollment	Responses	Percent
AUX-MSN-Communication (AUX-MSN-Communication)	Buckenmeyer, Summer; Leeper, Alexandra; Jones, Laurie; Marshall, Jacquelyn; McClenathan, Emily; Bischof, Janet; Fahey, Karen; Gilham, Jarred; Falcone, Donna; Nickerson, Gail; Myndresku, Silvia; Nettles, Jenny; Jacob, Amy; Shelek, Linda; Capp, Maryanne; Fritzman, Jason	170	85	50

Summary Statistics					
Scored Responses	85	Actual Item Scores	850	Mean Score	6.67
Scorable Questions	10	Highest Score	10	Median Score	6
Possible Item Scores	850	Lowest Score	2	Std Dev	1.9
KR(20) / Cronbach Alpha				0.606	

Questions Summary									
No	Type	Question	Pv	Pb	Cd	A	B	C	D
1	TF	Compliance with HIPAA is voluntary, not mandatory.	1	0	0.614	0	85		
2	MC	There are four entities covered by the HIPAA rule:	0.74	0.35	0.561	15	63	1	6
3	MC	Examples of Individually Identifiable Health Information that could be used to identify an individual include:	0.89	0.19	0.599	1	8	0	76
4	TF	A receptionist always leaves the window open to the waiting room while she converses with patients on the phone. These conversations can be overheard by patients in the waiting room. This is an example of Incidental Disclosure.	0.34	0.48	0.523	56	29		

Questions Summary									
No	Type	Question	Pv	Pb	Cd	A	B	C	D
5	TF	Providing the “minimum necessary” information does not apply to the sharing of medical records amongst physicians and other health care providers for treatment purposes.	0.6	0.37	0.557	51	34		
6	TF	A consent form discloses to the patient that health information can be used or disclosed for treatment, payment, and health care operations.	0.2	0.61	0.496	68	17		
7	MC	The following can be said about authorization:	0.49	0.27	0.585	42	1	2	40
8	TF	State regulations override all inconsistencies with the HIPAA regulations.	0.8	0.19	0.6	17	68		
9	MC	Law enforcement can request PHI if:	0.82	0.2	0.598	1	13	1	70
10	TF	Marketing materials cannot be sent out unless there is first a signed authorization.	0.78	0.03	0.638	67	18		

OSHA Test

12/27/2017 - 3/27/2021

Courses Included				
Course	Instructors	Enrollment	Responses	Percent
AUX-MSN-Communication (AUX-MSN-Communication)	Buckenmeyer, Summer; Leeper, Alexandra; Jones, Laurie; Marshall, Jacquelyn; McClenathan, Emily; Bischof, Janet; Fahey, Karen; Gilham, Jarred; Falcone, Donna; Nickerson, Gail; Myndresku, Silvia; Nettles, Jenny; Jacob, Amy; Shelek, Linda; Capp, Maryanne; Fritzman, Jason	170	90	53

Summary Statistics					
Scored Responses	90	Actual Item Scores	898	Mean Score	8.66
Scorable Questions	10	Highest Score	10	Median Score	9
Possible Item Scores	900	Lowest Score	6	Std Dev	0.956
				KR(20) / Cronbach Alpha	0.103

Questions Summary										
No	Type	Question	Pv	Pb	Cd	A	B	C	D	E
1	TF	Three of the most prevalent bloodborne pathogens are Human Immunodeficiency Virus (HIV), Hepatitis C, and Hepatitis B.	0.99	0.07	0.088	89	1			
2	MC	Transmission of pathogens can happen:	0.97	0.14	0.052	0	2	0	87	1
3	TF	Hand hygiene does not have to be performed after contact with a patients intact skin.	0.98	0.11	0.071	2	88			
4	MC	Alcohol-based hand rubs are preferred over washing hands with soap and water:	0.41	0.05	0.204	2	2	49	37	
5	MC	All are true regarding the use of gloves except:	0.9	0.03	0.093	5	2	2	81	
6	TF	Respiratory Hygiene includes providing surgical masks for patients with symptoms of respiratory illness when they enter the facility.	0.98	0.03	0.098	88	2			
7	MC	The three types of Isolation or Transmission-based precautions are:	1	0	0.104	0	0	90	0	
8	MC	Tuberculosis should be suspected in patients with the following symptoms:	0.88	0.02	0.102	0	1	10	79	
9	MC	In addition to Standard Precautions, when entering the room of a patient under Droplet Precautions the following PPE should be worn:	0.63	0.11	0.003	57	31	0	1	1

Questions Summary										
No	Type	Question	Pv	Pb	Cd	A	B	C	D	E
10	TF	Safer medical devices allow you to bend or break needles without potential harm.	0.92	0.01	0.109	7	83			

RX Writing Rubric 2020

1/31/2021 - 4/27/2021






Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 2 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	1	20
Assign 3 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	1	20
Assign 2 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	2	67
Assign 3 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 6 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80
Assign 6 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60
Assign 5 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100
Assign 6 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	2	67
Assign 8 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	2	67
Assign 1 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 2 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80
Assign 4 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	2	40
Assign 4 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60
Assign 5 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	1	20
Assign 4 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100
Assign 7 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	4	80

Courses Included					
Assignment	Course	Instructors	Enrollment	Responses	Percent
Assign 8 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 80)	Fahey, Karen; Myndresku, Silvia	5	3	60
Assign 7 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60
Assign 8 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 81)	Myndresku, Silvia; Fahey, Karen	5	3	60
Assign 7 Prescription Writing	2021SP APN:PC of the Adult (2021SP- MSN-567C- 82)	Myndresku, Silvia; Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	3	3	100

Summary Statistics					
Scored Responses	54	Actual Item Scores	270	Mean Score	4.96
Rows	5	Highest Score	5	Median Score	5
Possible Item Scores	270	Lowest Score	4	Std Dev	0.144
				KR(20) / Cronbach Alpha	-0.04

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Patient Information	1	<ul style="list-style-type: none"> ■ 54 (100%) Complete ■ 0 (0%) Missing 1 item ■ 0 (0%) Missing 2 items ■ 0 (0%) Missing 3 items ■ 0 (0%) Missing more then 5 items 	
2	Medication ordered	0.98	<ul style="list-style-type: none"> ■ 49 (90.7%) Complete ■ 5 (9.3%) Missing 1 item ■ 0 (0%) Missing 2 items ■ 0 (0%) Missing 3 items ■ 0 (0%) Missing more then 5 items 	
3	Number of refills	0.98	<ul style="list-style-type: none"> ■ 53 (98.1%) Complete ■ 1 (1.9%) Missing 1 item ■ 0 (0%) Missing 2 items ■ 0 (0%) Missing 3 items ■ 0 (0%) Missing more then 5 items 	
4	Signature of provider	1	<ul style="list-style-type: none"> ■ 54 (100%) Complete ■ 0 (0%) Missing 1 item ■ 0 (0%) Missing 2 items ■ 0 (0%) Missing 3 items ■ 0 (0%) Missing more then 5 items 	
5	Organization	1	<ul style="list-style-type: none"> ■ 54 (100%) Complete ■ 0 (0%) Missing 1 item ■ 0 (0%) Missing 2 items ■ 0 (0%) Missing 3 items ■ 0 (0%) Missing more then 5 items 	

What is the greatest strength of the program?

The strength of the program was achieving milestones or capstones on all courses.

What criteria were achieved?

The data for the Spring Semester 2021 showed that students were achieving above the performance goal of 3 at the 500 level.

The mean score for all students was 3.48

Any comparisons with the previous term's results? Are students improving?

NA.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

The value-added rubric needs to be added to all designated courses as per the curriculum committee.

Are those actions program-related or curriculum related?

Curriculum-Related

What areas in the student learning need to be improved?

The main improvement would be for all instructors teaching the designated courses in the CORE area of Written Communication to use the rubric for each student.

What changes need to make to refine the assessment process?

Initially data reports were generated as an aggregated report for undergraduate and graduate programs. The assessment committee determined the data needed to be disaggregated by course level so that trends could be determined.

Date of implementation.

Summer 2021

DPT Assessment Report



ANNUAL PROGRAM ASSESSMENT REPORT

Department of Physical Therapy

2020-2021

Section A: Introduction/Background

Program: Doctor of Physical Therapy

Semester/Academic Year: AY 2020-2021

Course Numbers: 31 didactic courses, 4 clinical education courses.

Courses in service learning and integrated seminar are not included

Number of sections assessed: 35

Program Goals:

1. All students will maintain a minimum of a 3.0 cumulative GPA.
2. All students will pass exams with a minimum of 74%. (Cognitive assessment)
3. All students will pass competency/practical examinations with a minimum of 80%. (Psychomotor and affective assessment)
4. At the end of Term III students will pass the ScoreBuilders Comprehensive Exam with a minimum of 60%.
5. At the end of Term VII students will pass the ScoreBuilders Comprehensive Exam with a minimum of 70%.
6. After completion of the WU DPT program, graduates will pass their FSBPT licensure examination at a minimum of 90% of the cohort within 2 years of graduation.

Section B: Student Learning Outcomes Assessed

28. Explanation of Issues: For successful progression and completion of the doctoral program, students must be monitored in their acquisition of the cognitive, psychomotor and affective skills necessary to safely perform in clinical practice.
29. Evidence: Evidence is obtained through reports by program faculty, Academic Progress Committee (APC), On Line Advantage ScoreBuilders Testing Services (ScoreBuilders), and the Federation of State Boards of Physical Therapy (FSBPT)
30. Influence of context and assumptions: Thresholds are set by institutional and national standards which assumes that performance at these levels reflects competence to perform basic physical therapy services, safely.
31. Student's position (perspective, thesis/hypothesis): Students are assessed at the midterm and completion of the term in each semester throughout the program. Communication of their progression and retention are communicated to the relevant students by the APC at the midterm and final periods of each term.
32. Conclusions and related outcomes (implications and consequences): Retention efforts are instituted, when appropriated, through a Student Success Plan which is overseen by

the APC. Probation, suspension, and dismissal are the possible results of a lack to perform at the standards required.

Section C: Assessment Method

9. How did you measure each of the learning outcomes associated with your course?

Learning outcomes are measured through competency/practical assessments, written examinations, oral presentations, and written assignments, at the appropriate times.

10. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Course quizzes, midterm and final written examinations
 Course written assignments (e.g., individual, group, discussion board posts)
 Physical Therapy Science and Basic Science Competency/Practical examinations
 Oral presentations of research
 Written assignments on the student’s doctoral research
 ScoreBuilders Comprehensive examination (nationally standardized test)
 Physical Therapist Clinical Performance Instrument for clinical practice as various levels throughout the program

Section D: Results/Findings

1. Data Interpretation:

For the academic year 2020-2021, the following are the number of students on academic probation each term:

Term	# on Academic Probation	Term	# on Academic Probation
I	5 (2022 Cohort)	V	0 (2021 Cohort)
II	5 (2022 Cohort)	VI	0 (2021 Cohort)
III	6 (2022 Cohort)	VII	0 (2021 Cohort)
IV	0 (2022 Cohort)	VIII	0 (2020 Cohort)

For the academic year 2020-2021, the following are the numbers of failing grades on final exams for each term: (Cognitive assessment)

Term	# Failing the Final	Term	# Failing the Final
II	6	V	0
III	6	VI	6
IV	0	VII	0

For the academic year 2020-2021, the following are the numbers of failing grades on the comprehensive/practical exams each term: (Psychomotor and affective assessment)

Term	# Failing the Practical	Term	# Failing the Practical
II	2	V	0
III	0	VI	0
IV	0	VII	0

For the academic year 2020-2021, ScoreBuilders Exam results were: (Cognitive assessment)

Term III	12 of 37 did not meet cut off	12 had to remediate content	6 had to retake the exam
Term VII	Has not taken the exam yet		

For the academic year 2020,2021 and the cohort of 2020, the FSBPT report has not been ordered as of the date of this report. The free report states that for this cohort, 53 candidates were eligible, 50 passed the exam. First time pass-rate is 84.9%. National rate is 91.3% first time rate. Ultimate pass-rate thus far for the 2020 Cohort is 94.3%, national average 97.6%.

2. What is the greatest strength of the program?

Our faculty are the program's greatest strength. They are committed, supportive, and collaborate with each other to the benefit of the students, program, university, and profession.

3. What criteria were achieved? See Program Goals above for numerical reference.

1. The majority of students have maintained an overall GPA of 3.0 or greater.
 2. The majority of students have passed the ScoreBuilders comprehensive examination.
 3. The majority of students have passed the competency and practical examination in the appropriate courses.
 - 4 and 5. The majority of students have passed, on the first attempt, the comprehensive ScoreBuilders examination. The APC implemented Student Success Plans which have been successful in student learning and comprehension.
 6. The students in the program do pass the national board exam at 100%, which is higher than the national average.
4. Any comparisons with the previous term's results? Are students improving?

This is in comparison to the 2019 cohort that had 55 eligible for the exam. 81.8% first time pass-rate and 100% ultimate pass-rate, compared to the national first-time rate of 90.5% and

ultimate rate of 99.2%. Our students are not as successful at first-time passage on the national board exam but do better than the average with overall passage.

Section E: Future Actions/Program Improvement Plan

1. What steps/actions need to be implemented for the program improvement?

First-time board passage rates are part of the reason certain classes are being reviewed during the 2021-2022 curricular review and update. Rigor of curriculum and assurance that needed content are taught at the correct taxonomic level for current FSBPT standards will be assessed.

As part of the currently occurring self-study for the DPT re-accreditation process, a curricular review is beginning and to finish during the 2021-2022. For 2020-2021, an updated Curricular map was created to track content throughout the 2.5 years of the program. This was created to ensure all necessary topics are covered, in a specific order or sequence, and at the appropriate taxonomic level.

The program's Instructor Course Evaluation was updated in the spring of 2021. Data collected each term will allow tracking of faculty input on the general results of the course and recommendations for improvement.

2. Are those actions program-related or curriculum related? Curricular

Student feedback from course evaluations provided by the university and department will be reviewed annually for input for course development.

Due to the self-study due in July 2021 and the upcoming September 2021 site visit from CAPTE, the DPT curriculum will remain consistent from the 2020-2021 year.

3. What areas in the student learning need to be improved?

1. Improve first-time passage of comprehensive ScoreBuilders examination

2. Improve first-time passage of the national board examination

4. What changes need to make to refine the assessment process?

1. Adding the Professional Behaviors of the 21st Century assessment into CS I-VI onto Blackboard

2. Adding rubrics for individual practical/competency examinations onto Blackboard

3. Tracking ScoreBuilders Scores on Blackboard (not part of a grade)

4. Identified PEGs will be reviewed in Terms II, V, and VII with the rubrics provided by Teaching and Learning Task Force.

5. Assessment criterion such as grades and scores will be followed each term with the instructor course feedback form.

5. Date of implementation of changes: AY 2021-2022

