

## Progress Report Focused on Assessment

St. Cloud State University was asked by the Higher Learning Commission, North Central Association of Colleges and Schools, to provide a Progress Report on Assessment for November 2003. This is that report, and it summarizes what work St. Cloud State University has done since our last report, November 1, 2000. The NCA Staff Analysis of Institution Report (February 8, 2001) noted that, “while the campus had made progress in implementing its assessment plan, continued attention is needed in this area. The SCSU *Assessment Progress Report*, Fall 2000, describes the formative stages of program assessment implementation, one that is faculty led and faculty owned. As an example, at that time the Faculty Association receives annual assessment reports and results from programs and from the Director of Assessment because of the Director’s commitment to faculty investment in assessment. Campus-wide assessment workshops are available to faculty. Institutional support of assessment is evident in the financial support given and the facilities available for the Assessment Office.”

In 2000, we reported that

- all departments had identified measurable learning outcomes
- fully half of the academic departments had assessment plans
- the General Education Committee was identifying assessment measures for the core as well as ways of disseminating these outcomes to campus constituencies
- most of our measures were indirect
- faculty did not see a reward structure for engaging in assessment
- assessment implementation was inconsistent across campus

We identified the following challenges: assessing general education and the core and developing and using assessment measures that directly assess student learning. The February 2001 NCA Staff Analysis of Institution Report asks for the following in our future efforts:

- progress on assessment of the general-education core
- direct assessment measures used in program assessment
- the use of these assessment results to inform program improvement

We have made a little progress in these three areas, and we recognize the need to make a great deal more. Details about what progress we have made and how we are furthering that progress follow.

### **1. Institutional Culture**

#### **Collective/Shared Values**

In order to develop a shared understanding of the purposes, advantages, and limitations of assessment, St. Cloud State University first needed to update its Strategic Plan and refine its

Mission and Vision statements, including developing Key Performance Indicators for its five “themes”: Academic Distinction, Service Community, University-Community Relations, Technology, and Diversity and Social Justice. Student-learning outcomes are addressed most importantly and directly in the first theme, but student-learning assessment is also called for in Technology and Diversity and Social Justice. The former University-wide Assessment Director has served on the Academic Distinction subcommittee of the Strategic Planning Committee in order to see to it that student-learning assessment remains central to our planning and self-evaluation; the University’s specialist in Institutional Research has served on the Strategic Planning Committee as we develop ways to build assessment into our strategic planning.

The Strategic Plan puts not only assessment but assessment of general education at the very beginning to indicate its primary importance. General education is the very first goal in the new (approved by Faculty Senate, May 4, 2004) Strategic Plan: “The University will strive for excellence by providing a rich, diverse, and global curriculum. Classes and programs will integrate diverse and global perspectives.” In the Key Performance Indicators, assessment of this goal is explicitly called for.

In the last revision of the general-education program, the University defined criteria by which courses eligible to be in the program could be identified and validated. These criteria (also called competencies in earlier documentation as well as in the Strategic Plan) have been rewritten into assessable “core values” — or educational goals. That is, the Strategic Planning Committee reworded the already existing five general-educational criteria into learning outcomes. In the first Key Performance Indicator for the goal in the Strategic Plan that addresses general education, the Strategic Plan names the five educational goals that define the purposes of the general-education program plus a new goal addressing diversity. Departments that offer general-education courses will establish means of identifying and measuring these educational goals:

Core Values 1 and 2: Students will construct and analyze written and oral discourse from a variety of theoretical perspectives as they pertain to their disciplines.

Core Value 3: Students will construct and analyze mathematical problems and provide solutions.

Core Value 4: Students will use classical and modern logic and reasoning to formulate questions and provide arguments to support their answers.

Core Value 5: Students will define participatory democracy and integrate civic responsibility into their lives.

In addition, the general-education program will help students understand diverse and global perspectives.

We have a shared understanding of the purposes, advantages, and limitations of assessment through many programs in the university, and we are beginning to broaden this understanding to include areas of the university beyond the instructional division. In fact, the University has spent these past four years in the assessment and evaluation of a number of its areas, including four diversity climate studies, several ongoing surveys of student satisfaction with various programs and services offered, as well as using the National Survey of Student Engagement twice in four years to get a clearer sense of the degree to which SCSU students

are engaged with the University and the surrounding community.

Not all departments have statements of purpose and educational goals that reflect the institutional mission, and the academic deans will ask departments to provide easy-to-find mission statements that reflect an orientation toward student-learning outcomes for not only their departments but all programs within them. We have tied assessment directly to successful program review, and the academic deans will help see to it that all program reviews contain evidence of assessment as well as evidence that departments considered the assessment results for program improvement in all self-study reports.

Inasmuch as we have some degree of assessment in the five Core courses as well as in a number of other general-education courses, assessment of general education skills, competencies, and capacities is progressing. (See “Assessment Activities by College and Department,” below, for specifics.) Inasmuch as we have not begun an assessment of the Core and general-education programs themselves, assessment has not been fully implemented. Because of a number of recent changes in the institution, including personnel changes in the administration and in assessment, assessment of the general-education program had stalled, but we have addressed this stall structurally and so we look forward to a comprehensive assessment of general education and of the five Core courses that are its foundation.

Assessment of the university’s general education curriculum lacked coordination and has been limited to the efforts of individual departments. The General Education Core Curriculum consists of five areas: Written Communications (ENGL 191), Oral Communication (CMST 192), Mathematical/Statistical Reasoning (MATH 193, STAT 193), Critical Reasoning (PHIL 194), and Democratic Citizenship (various social-sciences courses with course number 195). Since 2000, significant assessment has been implemented for the ENGL 191, PHIL 194, and MATH/STAT 193 courses. The Communication Studies department initiated its pilot assessment project for CMST 192 in 2002. Assessing the Mathematical/Statistical Reasoning and Democratic citizenship components has been more challenging due to the multiple departments involved in the delivery of these parts of the curriculum, but the departments have taken responsibility for building assessment programs into their consideration of their general-education obligations.

## **Mission**

The President of St. Cloud State University led a number of meetings in the last two years to develop new University Mission and Vision Statements. The new Mission Statement now reads as follows: “St. Cloud State University is committed to excellence in teaching, learning, and service, fostering scholarship and enhancing collaborative relationships in a global community.” In this, we specifically indicate the value we place on student learning. SCSU’s Vision Statement reflects less clearly the value we place on student learning: “St. Cloud State University will be a leader in scholarship and education for excellence and opportunity in a global community.” *The Vision Statement does not name student learning specifically, but it reiterates our increased sense that we must continue to develop our diversity. Since our last report to the North Central Association of Colleges and Schools, we*

*have developed baseline data on the climate in the university for minority and non-Christian employees and students.*

Deans have been asked to see to it that departmental mission and goals statements reflect not only the university's mission and vision statements but the shared sense of the value of student learning. For one example of a successful mission statement, the Mission Statement for the Department of Computer Science is the following:

Since it follows the Association for Computing Machinery (ACM) guidelines on curriculum, students completing this degree should be able to:

- Write correct, well-documented and readable programs in a reasonable amount of time;
- Determine if they have written an efficient and well organized program;
- Know what general types of problems are amenable to computer solution and the various tools necessary for solving such problems;
- Assess the implications of work performed either as an individual or as a member of a team;
- Understand basic computer architecture;
- Pursue in-depth training in one or more application areas or further education in computer science.

This statement appears in the Undergraduate Bulletin, both online and in print.

## **2. Shared Responsibility**

### ***Faculty***

Individual departments have continued or expanded their assessment efforts. *Nearly every* single department has a mission statement or educational goals for which individual faculty can develop measurable objectives. A few departments already have their mission statements expressed in student-learning-outcomes terms. Of the departments that do not have a mission statement or well-articulated bulletin information that can be converted into a mission statement, eleven are in colleges that are accredited and have detailed mission statements and educational goals expressed.

Our next step is to revisit those statements and articulate in them educational goals for every department in the university and for every program in every department. The academic deans have been asked to connect student-learning outcomes assessment with self-studies for program review, and the faculty in the departments will be accountable for ensuring that they have direct as well as indirect measures of student learning and that these measures are aligned with the mission statements.

As with most universities, St. Cloud State University has built its assessment efforts on evidence of student learning required by department and program accrediting bodies, but we have extended this into the program reviews for departments that are not subject to accreditation. By this means, all departments and programs are required to provide evidence of the assessment of student learning during the program-review process. That is, the

requirement is now in place and the institution is now in the process of implementing follow-through on that requirement.

Faculty within departments that use assessment in accreditation and program review processes are evaluating their programs as a result of their findings. Not all accrediting bodies had been emphasizing student-learning assessment routinely (and the National Association of Schools of Art and Design is skeptical of assessment as a movement), but as more and more bodies shift their attention in the direction of assessment and reinforce university efforts, more and more departments are following through. At the time of the last report, the assessment reports were sent to the Faculty Senate as well as to the Office of Academic Affairs as part of the reporting of the findings, and the new Assessment Director will revive that practice.

## Self-Study Reports

“Assessment Activities by College and Department,” below, contains the list of departments and programs — including all-university programs like general education — that have assessment efforts ongoing as well as what evidence we have that programs have changed as a result of the part of their accreditation or review that addressed assessment. *Appendix B* lists departments and programs that have undergone accreditation since our last report or will undergo it this academic year. *Appendix C* lists departments and programs that have undergone program review since our last report or will undergo it this academic year. SCSU’s program review guidelines emphasize assessment and require it as part of each program’s self-study.

In the first section (“Program Quality”) of their self-study reports, departments are asked to describe the following:

- the educational outcomes they expect for their program
- the extent to which these outcomes are achieved, based on assessment
- a copy of the department’s assessment plan
- evidence that the department’s assessment plan is being carried out

*We will add another bullet to our program-review guidelines, asking departments to provide evidence of their use of assessment results.*

The third section (“Appropriateness and Contribution of the Program”) of departments’ self-study reports addresses in part the fit between the department and the mission and the strategic plan of the university as well as the college in which the department is housed.

The fifth section (“Future Direction”) of departments’ self-study reports asks departments to plan ways to overcome their “self-perceived weaknesses.” It asks departments to analyze the prior six years of evidence of student interest in the program and compare it to comparable data for the college and university.

In the university’s “Sample Dean’s Letter to Consultants,” we ask the external reviewers to

discuss departments' efforts to "use assessment results for program improvement."

According to the Minnesota State Colleges and Universities Policy 3.10, Academic Program Review, programs must use performance measures including aggregated student achievement for their program reviews. The President of the University reports on these reviews to the Chancellor of the State Colleges and Universities system, who reports on them to the Board of Trustees and puts them on the MnSCU system website. The policy further states that "The college or university shall use results of the review for improvement of academic programming."

### ***Administration and Board***

The Minnesota State Colleges and Universities Board of Trustees as well as the President and Provost of St. Cloud State University have explicitly expressed the importance of assessing student learning for SCSU, verbally and in written communication. The President, the Provost and the Academic Affairs Office have expressed their understanding of the meaning, goals, characteristics and value of the assessment program, verbally and in written communication.

The Chief Academic Officer has oversight responsibility for the ongoing operation of the assessment program and for promoting the use of assessment results to effect desired improvements in student learning, performance, development, and achievement.

The deans of the G. R. Herberger College of Business and the College of Education, in particular, have demonstrated clearly their commitment to assessment. They gave significant reassigned time to assessment directors before the university as a whole did it, and they routinely inform senior administrators (as well as any constituency interested in their accreditation efforts) about assessment results. The deans of the College of Fine Arts and Humanities, the College of Science and Engineering, the College of Social Sciences, and Learning Resources and Technology Services have also committed to assessment, and the Assessment Committees of these units have reported results of assessment to the Office of Academic Affairs.

*Up to now, the Assessment program at St. Cloud State University has been faculty led and faculty owned, but now administrators, staff, and students will join the university-wide assessment committee and contribute to the larger project of assessing more than individual elements of programs and individual programs.*

## **3. Institutional Support**

### ***Resources***

St. Cloud State University has designated funds to support a comprehensive assessment program, particularly of its instructional activities. The funds designated are sufficient to operate a comprehensive assessment program, depending on faculty to do most of the actual

assessments of individual programs. The funding is located within Academic Affairs, and thus it is protected from the funding vicissitudes of smaller units.

The institution understands and clarifies the differences between the evaluation of resources and processes and the assessment of student learning.

The President and the Provost annually negotiate a budget for the assessment program that provides technological support, physical facilities, space, and professional-development opportunities. The University has an Office of Institutional Research within Academic Affairs. Deans and department chairs and directors endorse the use of departmental funds for professional development in assessment; Academic Affairs has approved the reassignment of the University Assessment Director at 1.0 and at least .50 of one faculty member per college as college directors of assessment. Additional professional-development monies have been and continue to be made available to faculty requesting help developing assessment knowledge and skills. Resources have been made available to departments seeking to implement assessment programs, and some departments have now begun to think of ambitious assessment activities. Finally, the former Assessment Director continued to provide assessment information via the Assessment website, service on important committees, workshops, consulting, reminders, and encouragement, even after her reassignment ended. The new director will, no doubt, sustain these resources and develop new ones as well as continuing the practice of providing copies of assessment plans and reports to the major faculty committees in the university.

### **Structures**

Beginning in the fall of 2002, the university began an evaluation of the effectiveness of its organizational structure in meeting students' academic needs. An outside team was asked to review the university's structure and make suggestions to improve the efficiency and effectiveness of the organization. The consultants completed their report in the spring of 2003. The outside reviewers suggested three possible reorganization schemes. A university-wide committee was formed in the spring of 2003 to review their findings and develop an organizational plan for the university. This effort identified the need to better coordinate academic support on campus. The committee suggested the formation of an Undergraduate Studies office that would be led by a dean. The Undergraduate Studies office brought together the following academic support programs: the Academic Learning Center, Advising Center, the Center for Excellence in Teaching and Learning, Community College Connections, Division of General Studies, First Year Experiences, and the Honors program. This position is also charged with establishing close working relationships with student support offices in Student Life and Development, such as Multicultural Student Services, Student Disability Services, the Counseling Center, and so on. In addition to this reorganization, the Center for Excellence in Teaching and Learning was expanded in scope to include coordination of tutoring programs on campus and to develop a certified tutor education program to be completed by all tutors employed by the university.

The newly created position of Dean of Undergraduate Studies will work with the faculty General Education and Curriculum Committees and the University-wide Assessment

Committee to develop and implement educational goals and assessment plans that go beyond individual departments or colleges — for example, of the general-education program, as well as elements of it, including Core courses and diversity, racial-issues, upper-division writing, and wellness requirements.

St. Cloud State University now has its third all-university Assessment Director. The new director, Neal J. Voelz, Ph.D., from the Biological Sciences Department, takes on his new full-time duties as of August 16, 2004. There is also a new structure to the University-wide Assessment Committee: each of the five academic colleges — the G.R. Hergerber College of Business, the College of Education, the College of Fine Arts and Humanities, the College of Science and Engineering, and the College of Social Sciences — has now or will appoint a new Assessment Director; those Assessment Directors who are faculty will be given at least fifty percent reassigned time to coordinate assessment in their college. Each college also has a college-wide Assessment Committee with representatives from each department. Besides the five academic colleges, Learning Resources and Technology Services will also have an Assessment Director on the university Assessment Committee. (See “Next Steps” for the ways in which we expect this committee to develop.) *Members of Academic Affairs will also sit on the university-wide Assessment Committee, including the Dean of Undergraduate Studies and the Associate Vice President of Academic Affairs who is responsible for curriculum, program review, and assessment.*

The former Assessment Director and the former and current members of the Assessment Committee have served as coaches and facilitators to individuals and departments as they develop, implement, and improve their assessment plans.

## 4. Efficacy of Assessment

The assessment data that has been collected has some degree of dissemination: in accreditation and program-review reports, it goes to the department faculty, to the dean, and to Academic Affairs. Reports of assessment activities in the departments are reported to the college Assessment Directors and to the college-level assessment committees. Reports of assessment activities in the colleges in the past have been reported to the Faculty Senate and to Academic Affairs as well as to the University-wide Assessment Committee, and they will be again. All currently available assessment reports have also been delivered to the new Dean of Undergraduate Studies, who will focus his efforts on the assessment of the general-education — and in particular of the core courses within the general-education — program.

Some programs, like Engineering, are required by their accrediting agencies to get assessment data from departments other than their own, and the feedback loop for these programs is unusually good.

## 5. Overview of Assessment Activities by College and Department

### Some University-wide Programs

Honors Program (comprehensive external review, 2000): the external reviewer did not seem to request or respond to student-learning data; what the program provided was indirect, from student-satisfaction surveys; there was an assessment of student learning in 1994, as part of a FIPSE grant; formal assessment only of individual courses.

The Graduate Committee has produced a document that outlines student-learning objectives for the master's level.

### The Core Courses That Are the Foundation of the General Education Program

We had developed five Core courses in the general-education program on the theory that all students should share a common, "core" academic experience.

#### **Core 191: ENGL 191, Introduction to Rhetorical and Analytical Writing**

*In an assessment project done in 2000-2002, the English department tested one principle of the course, which is that students develop skill in using texts outside their own to make a case. The project looked at six papers from each 191 course and over the summer developed a rubric for looking at what students were learning in their classes, then trained readers to use the rubric. The department achieved very good inter-rater reliability. The assessment committee found that few students used other text to make a case or advance their own rhetorical purposes with facility and sophistication. Students clearly had been coached in trying to do these things, but were still somewhere along the path toward a really fully competent, confident doing of using others' texts in practice. Based on these results, in 2003-2004 the department decided to open a conversation among the faculty about the purposes and goals of the 191 course and to significantly revise its training of graduate teaching assistants for 191 classes as well as in the writing center. The department also made some changes in the course itself and the way it is defined for the university.*

#### **Core 192: CMST 192, Introduction to Communication Studies**

The Communication Studies department has developed an assessment program for CMST 192. The program is being implemented and consists of student interviews and surveys administered three different times in a given semester. The interviews focus on student-learning outcomes and learning strategies. The first set of interviews was completed during the 2002-2003 academic year. From this data the department has identified strengths and weakness and is currently reviewing ways to better meet student learning outcomes. Since this was a pilot study, the department is also looking for ways to improve and streamline their assessment process.

**Core 193: MATH/STAT 193, Mathematical/Statistical Thinking**

Core Math 193 has an assessment program: there is data from a placement test all new-entering students take in mathematics; there is a common component to the final exam (2/3 of the final exam is common) and a survey of students of ways courses meet course goals; there is also an ongoing study of cut scores for the math placement test. The final examination does not use a common rubric, but questions have been structured in such a way that each individual rubric is very similar. The first final examination with a component in common was based on the common objectives the oversight committee identified for the course. Other versions of the final exam have been similar. A number of years ago and again in spring 2004, the Math department performed a course survey (in addition to the usual instructor surveys) written by the oversight committee. While this is an indirect measure, they plan to continue this each semester. Sandra Johnson, College of Science and Engineering Assessment Director, will continue to investigate whether the placement test cut scores remain appropriate for Math 193. That is, she investigates the percentage of students with each placement score that get a grade of C or better.

**Core 194: PHIL 194, Critical Reasoning**

Assessments of Core 194, Critical Reasoning, use pre- and post-tests to assess learning; also analyzes the effect of class size on test scores, the effect of including the assessment as part of student grade (to increase value of the test to students), and each individual question in the tests. The department has been assessing the Critical Reasoning course since 1998 using this method.

**Core 195: Democratic Citizenship, CMTY 195, ECON 195, HIST 195, POL 195, SOC 195, SW 195****Racial Issues**

*The racial issues initiative requires all first year (freshmen) and transfer students to enroll in one of several courses designated as "racial issues" in order to meet graduation requirements. In order to coordinate this complex program, which crosses college as well as departmental boundaries, the Racial Issues Colloquium, comprised of all faculty who teach racial issues courses, meets on a regular basis throughout the academic year, and a subset of faculty from the Colloquium participate each summer in the Racial Issues Summer Seminar. During the 2003 and 2004 Summer Seminars, a core group of faculty designed a pre- and post-course assessment survey for implementation in both racial issues courses as well as non-racial issues courses, which serve as control groups. The instrument is used at the beginning and end of each semester and is based on the four criteria that must be met in order for a course to be designated a racial issues course. In particular, the instrument attempts to assess student learning in understanding, education, awareness and student growth around issues of race, racism, ethnicity and oppression. The faculty involved in teaching this course met during Fall 2004 Faculty Workshop Days to present their findings to the faculty of the University and to refine their assessment of student learning in the Racial Issues required course.*

**G. R. Herberger College of Business**

The G. R. Herberger College of Business is accredited as a unit. All baccalaureate and master's degree programs (5 departments and 3 college-wide programs) are accredited by AACSB

International and were considered as one in 1999-2000 (AACSB). (See *Attachment 1*, Summary of Assessment Activities for the G. R. Herberger College of Business.)

### **College of Education**

All of the thirteen teaching programs in the College of Education were considered as one in 2000-2001 (NCATE). *All except one are accredited, and the accreditation process for that department has begun.* Some departments in the College of Education also have independent accreditations. The college has an assessment committee and an assessment director. (See *Attachment 2*, Summary of Assessment Activities for the College of Education, plus *Attachments 5, 6, 7, and 8.*)

### **College of Fine Arts and Humanities**

The college has an Assessment Director, Suellen Rundquist, reassigned from English and working also as Associate Dean of the college, and an assessment committee with an Assessment Director from each department.

- Art (accredited, NASAD): uses built-in portfolio-review processes to assess the foundations program and juried shows to assess the Graphic Design and Studio programs (these processes are used for student evaluation as well, but data about student competencies in predefined criteria are used for purposes of program review); will use Praxis II data to analyze Art Education program when  $n$  is large enough to make data significant.
- Communication Disorders (accredited, ASHA, 2004): provides evidence of ongoing formative and summative assessment of specific student-learning outcomes; aligns mission of department with learning outcomes; assesses students in the clinic as well; uses client-satisfaction and alumni surveys; uses Minnesota Department of Education Praxis standardized test results; tracks graduated-student completion and employment rates. Communication Disorders conducted a two-year study to ascertain student success in their clinic learning environments and the courses associated with them. Were students more successful in applying clinical diagnoses and procedures if they were enrolled simultaneously in the class delivering diagnostic and practical information, or were they more successful if they took the coursework prior to enrolling in the clinics? The department used this information to schedule classes and improve student learning in applying clinical skills.
- Communication Studies (external review, focused on facilities and space, though ranges more widely, 2002): reviewer's report does not address student learning, does not refer to any learning-outcomes assessment in the self-study.
- English (self-study 2002-2003): The department is responsible for Core English 191 (which is described in the all-university section, above); the B.S. program is assessed as part of the College of Education assessment and has its own Programmatic Assessment Plan to gather data and to provide follow-up on majors; the graduate program has revised its program goals in terms of student learning, phrasing them as assessable outcomes; external reviewers identify the major's required courses and the accumulating portfolio as an opportunity to collect assessment data; individual faculty use course evaluation instruments; some aggregate evaluations collected for self-study.
- Foreign Languages and Literature (external review): student-learning assessments conducted via ACTFL testing of language proficiency; 200-level course includes

assessment of foundation and ability to go on in the program.

- Mass Communications (accredited, ACECMJ, accreditation visit scheduled 2004-2005): educational goals defined; plan submitted for 2003-2004. According to ACECMJ, Mass Communication has to conduct alumni surveys to ascertain student success after graduation. These surveys were sent in 2003-04. Mass Comm also must survey employer satisfaction with their students, which they do in rotation with alumni surveys. Their student surveys are mostly student satisfaction with the program. They have been doing mostly indirect measures of employers, alumni, and students. They are gradually adding questions that more directly measure student learning in these surveys.
- Music (accredited, NASM, 2001): NASM does not appear to name student-learning outcomes in its list of concerns, and the department does not seem to address it directly.
- Philosophy (external review): The department is responsible for Core Philosophy 194 (which is described in the all-university section, above); The Philosophy department assesses the writing and thinking skills of Philosophy majors in two courses — a lower division philosophy course and the capstone course. The department collects papers from the same students in the two courses and analyzes their abilities to think and write in terms of comprehension of philosophical content. These papers are direct measures of critical thinking and development of writing skills for philosophy majors.
- Theatre, Film Studies, and Dance (Theatre program accredited, NAST): The Theatre program submitted a detailed, sophisticated assessment plan for 2002-2003. The faculty in the Theatre program have been conducting exit interviews with all graduating seniors for six years. Student attitudes about respect for all the crafts of theatre have been documented consistently. The practical courses in theatre (Practicum TH 271-79 and TH 371-79) have been regularly assessed for six years for what students learn in the practice of theatre (Learning Outcome #4, “Students will appreciate all the crafts of theatre.”). The Film Studies program has identified assessable program goals as well as levels of achievement; student performance in Film Studies is assessed in the capstone course, which has one assignment for each of the program goals. The Film Studies minor will become a major program in spring 2005, and the department provided an assessment plan as part of the package it sent through the curriculum process for approval.

## **College of Science and Engineering**

The college has an Assessment Director, Sandra Johnson, Mathematics, reassigned at .75, and an Assessment Committee.

- Aviation (accredited, Council on Aviation Accreditation, MuSCU/HLC, 2004): Level 1, just beginning. Accrediting agency has only recently begun to require student-learning assessment, and the visiting team asked for it directly in the exit interview. Department goals include to develop an outcomes-based assessment program.
- Biological Sciences (external review 2004): experimenting with ETS examination in biology and beginning to develop educational goals by collecting “skills lists” from a variety of sources; department also has used indirect measures; changes as a result of what assessment has been done include revisions in the general-education program, a change in the introductory course sequence for majors, introduction of support courses for the Nursing Sciences, changes in Ecology, and the development of Capstone courses.
- Chemistry (accredited, American Chemical Society, 2004): has an ad-hoc Chemistry

Department Assessment steering committee; uses pre-test to screen and place students; uses standardized tests; capstone experience including senior thesis and oral seminar; postponed revising department mission and goals until college mission has stabilized.

- Computer Science (accredited, ABET, midterm report sent January 2004): has articulated educational goals and assessed student performance on those goals in individual courses every semester; also uses indirect measures; has made programmatic changes as a result of the assessments.
- Electrical and Computer Engineering (accredited, ABET): the assessment program seems very well developed because of accreditation requirements; ABET found lots of indirect measures and a weakness in the use of direct measures; the department responded with a standard format for comparing student performance to outcomes. (See Attachment 3, Summary of Assessment Activities for the Department of Electrical and Computer Engineering.)
- Environmental and Technological Studies (Technology Assessment and Management Program accredited, NAIT, visiting team report, May 2004): NAIT regarded the 19 competencies the program identified to be in compliance with its standards, but it found no evidence of ongoing validation of these competencies (student-learning assessment); the program has educational goals and it has identified competencies and means of assessing them, but it does not yet compile the results and use them for program improvement.
- Mathematics (external review): The department is responsible for Core Philosophy 194 (which is described in the all-university section, above); the B.S. program assessed via College of Education; B.A. program assessment in early stages as new program educational goals are being written; has used focus groups, surveys, and standardized pre- and post-tests for the calculus sequence; courses required by other, accredited majors are assessed, and this year changes were made in courses required for Engineering and Aviation; data collection has begun for math course required for College of Business.
- Mechanical and Manufacturing Engineering (accredited, ABET, 2004): assessment based on surveying student evaluation of how well course objectives and outcomes have been met; ABET has asked for more objective measurements, based on student performance; new assessment instrument piloted in fall 2003 and in use in all courses spring 2004.
- Nursing Science (accredited, CCNE, 2004): The faculty of this new department have identified benchmarks and curriculum goals and objectives; the department has a number of indirect measures; according to CCNE, "Review of data from clinical preceptors reflected satisfaction with the students' abilities to apply professional and agency standards"; department has made curricular changes based on information from evaluations and surveys.
- Statistics: will revise old assessment plan (from 1995, based on surveys of graduates) fall 2004; pre- and post-test assessment of Core Math 193.

Departments not listed in college assessment committee report: Earth and Atmospheric Sciences; Physics, Astronomy & Engineering Science.

### **College of Social Sciences**

The College has an Assessment Director, Joe Melcher, Psychology, plus an Assessment Committee: Michelle Hammes, Political Science; Jeanne Lacourt, Ethnic Studies; Richard

McDonald, Economics; Gary Whitford, Social Work. The Associate Dean of the College is also assigned to work on assessment. The current plan for the college is that every academic program in every department will be doing assessment on student-learning outcomes.

- Anthropology Program (external review 2003): self-study does not address student-learning assessment; external reviewers suggested the methodology sequence as a core for outcomes assessment; department has begun to develop an assessment plan, may include student writing portfolios.
- Geography (external review, 2004): each faculty member is responsible for developing and reporting on assessment for the courses they teach; data ranges from indirect (course evaluation instruments) to pre- and post-tests and portfolios; indirect program assessment measures (data collected from the Office of Institutional Research).
- History (focused graduate program review, 2004): reviewers did not address student-learning assessment, department does not seem to have done so in its self-study. [*College “objectives” and department statements not articulated as mission statements, don’t address student learning directly.*]
- International Relations (external review, 2004).
- Psychology (program review focused on developing graduate programs in Industrial-Organizational Psychology and Biological Psychology, 2001): the executive summary says that the self-study considered student achievement, but it doesn’t specify exactly what it looked at or how it considered it.
- Sociology (Applied Sociology Concentration accredited, 2004, Commission on Applied and Clinical Sociology): indirect measures seem to be strong (course and internship evaluations, exit interviews, alumni surveys, alumni advisory board); no clear requirement from the accrediting agency for an assessment plan; no clear plan present.

Departments and programs not listed in college assessment committee report: Community Studies, Criminal Justice, Economics, Ethnic Studies, Political Science, Public Administration, Social Work (accredited, Council on Social Work Education), Women’s Studies.

## **Learning Resources and Technology Services**

As of 2003-2004, LR&TS has established an assessment team, identified and analyzed the issue of assessment, and developed an assessment project plan, which directly addresses student learning. The academic year 2004-2005 is scheduled to include the following: perform the “basic assessment,” begin the implementation of the “advanced assessment phase,” and write a year-end report. The advanced assessment will include surveys.

## **6. Next Steps**

The new Assessment Director and Committee will look at the Higher Learning Commission March 2002 report, “Levels of Implementation — Patterns of Characteristics,” and articulate specific steps that will systematically improve St. Cloud State University’s assessment activities and use the results of those activities in program improvements. What follows here are our goals for the next step.

### ***Collective/Shared Values***

- Continue to develop our shared understanding of the purposes, advantages, and limitations of assessment, and broaden it to include areas beyond the instructional division.
- Continue to develop departmental mission and goals statements that reflect the university mission statement, and continue to integrate a focus on student-learning outcomes into those statements.
- *Extend the assessment program to all of the University's academic units — not only all departments but all programs within those departments.*
- Support the new Assessment Director and Committee, as well as other relevant committees, so that we can improve the status of the assessment of the general-education program, in particular, and campus wide in general.
- Revise program-review guidelines, more explicitly asking departments to tie self-study reports and future plans to student-learning assessment results.

### ***Shared Responsibility: Faculty***

- Faculty: Support new Assessment Director and Committee in helping faculty in all departments develop measurable objectives for and aligning the measures with each of the program's educational goals.
- Faculty: The Faculty Senate, Assessment Committee, Curriculum Committees, and General-Education Committee need to be knowledgeable and current in the field of assessment. The new Assessment Director will revive the practice of sending the assessment reports to the Faculty Senate as well as to the Office of Academic Affairs as part of the reporting of the findings. The University Assessment Committee will present its goals and findings to the Strategic Planning Committee, Student Government, and relevant university, faculty, and student committees. The Assessment Directors will continue to provide coaching and workshops to increase faculty knowledge and involvement in assessment.
- Faculty: Unit heads will devise strategies to ensure that their programs implement the assessment plans.
- Administration: The Provost will arrange for awards and public recognition to individuals, groups, and academic units making noteworthy progress in assessing and improving student learning.
- Students: Students will become knowledgeable about the assessment program at St. Cloud State University. The University Assessment Committee will present its goals and findings to the Strategic Planning Committee and Student Government, and relevant university and student committees.
- Students: The assessment committees will have student representatives: undergraduate as well as graduate students, as appropriate.

***Institutional Support: Structures***

- The new Assessment Director and Committee will make an organizational chart and an annual calendar for implementing the assessment program.
- The new Assessment Committee will include administrators, representatives of the Office of Institutional Research, and student government.

## List of Appendices

- A. Progress in implementing assessment programs.
- B. Accredited programs.
- C. Programs evaluated (with a self-study and an external review).

## List of Attached Documents

1. Summary of Assessment Activities for the G. R. Herberger College of Business.
2. Summary of Assessment activities by the College of Education.
3. Summary of Assessment activities by the Department of Electrical and Computer Engineering.
4. Assessment report by the Department of Philosophy for academic year 2002-2003 of the Core 194, Critical Reasoning, course.
5. Program-review documents provided by the University to departments and reviewers.
6. Hoover, John H., Nenan Jango, and Kate Steffens. "Self Assessment of St. Cloud State University Program Completers Aligned with NCATE Standards: Unit-Wide Report (2000-2003)." Assessment Report No. 04.01.
7. Hoover, John H., Nenan Jango, and Kate Steffens. "Cooperating Teachers' Assessment of St. Cloud State University Program Completers Aligned with MCATE Elements: Unit-Wide Report 2001-2003." Assessment Report No. 04.02.
8. Hoover, John H., Nenan Jango, and Kate Steffens. "Performance-Based Assessment: Analysis of Clinical Experienced Data Fall 2002-Cohort." Evaluation Report No. 2003.4 (12/03).
9. College of Education. "Overview-Follow-up and Performance Assessment Studies." June 2004.
10. Minnesota State Colleges and Universities. Board Policies, Chapter 3 — Educational Policies. 3.10 Academic Program Review. Online <http://www.mnscu.edu/Policies/310.html> (11 August 2004).
11. St. Cloud State University. Strategic Planning: Academic Distinction. Approved by the Faculty Senate May 4, 2004. Online <http://www.stcloudstate.edu/strategicplanning/plan/academic.asp> (11 August 2004).
12. St. Cloud State University. Strategic Planning: Diversity and Social Justice. Approved by the Faculty Senate May 4, 2004. Online <http://www.stcloudstate.edu/strategicplanning/plan/diversity.asp> (11 August 2004).
13. St. Cloud State University. Strategic Planning: Technology. Approved by the Faculty Senate May 4, 2004. Online <http://www.stcloudstate.edu/strategicplanning/plan/???> (11 August 2004).
14. St. Cloud State University. Mission and Vision Statements. Approved by the Minnesota State Colleges and Universities Board of Trustees October 16, 2002. Online <http://bulletin.stcloudstate.edu/ugb/generalinfo/mission.html> (11 August 2004).

## **Appendix A**

### ***Accredited Programs, 2000-2005***

[Programs accredited since 2000, and what the accrediting bodies said about the data presented.]

- Aviation (accredited, Council on Aviation Accreditation, MuSCU/HLC, 2004)
- Chemistry (accredited, American Chemical Society, 2004)
- Communication Disorders (accredited, ASHA, 2004)
- Environmental and Technological Studies (Technology Assessment and Management Program accredited, NAIT, visiting team report, May 2004)
- Mechanical and Manufacturing Engineering (accredited, ABET, 2004)
- Nursing Science (accredited, CCNE, 2004)
- Sociology (Applied Sociology Concentration accredited, 2004, Commission on Applied and Clinical Sociology)
  
- Music (accredited, NASM, 2001)
  
- Computer Science (accredited, ABET, midterm report sent January 2004)
- Electrical and Computer Engineering (accredited, ABET)
- Theatre, Film Studies, and Dance (Theatre program accredited, NAST)

### ***Accredited Programs, Academic Year 2004-2005***

[Programs scheduled to be accredited next year and their assessment activities.]

Mass Communications (accredited, ACECMJ, accreditation visit scheduled 2004-2005)

## **Appendix C**

### ***Program Review Schedule, 2000-2005***

Programs evaluated (with a self-study and an external review) since 2000.

1999-2000

- Philosophy (external review).
- Criminal Justice
- Ethnic Studies
- Women's Studies
- Computer Networking and Applications

2000-2001

- Foreign Languages and Literature (external review)
- Political Science
- Psychology (program review focused on developing graduate programs in Industrial-Organizational Psychology and Biological Psychology, 2001)
- International Relations
- Statistics

2001-2002

- Communication Studies (external review, focused on facilities and space, though ranges more widely, 2002)
- Economics
- Sociology
- 
- Biology (molecular)
- Physics, Astronomy & Engineering Science

2002-2003

- English (self-study 2002-2003), including ESL, Intensive English Center, B.S. program, graduate program
- Public and Non-Profit Institutions
- Area Studies
- Social Science
- Earth and Atmospheric Science
- Anthropology Program (external review 2003)

2003-2004

- Film Studies (external review)
- Geography (external review, 2004)

- History (focused graduate program review, 2004)
- Anthropology
- Biological Sciences (external review 2004)
- International Relations (external review, 2004)

2004-2005

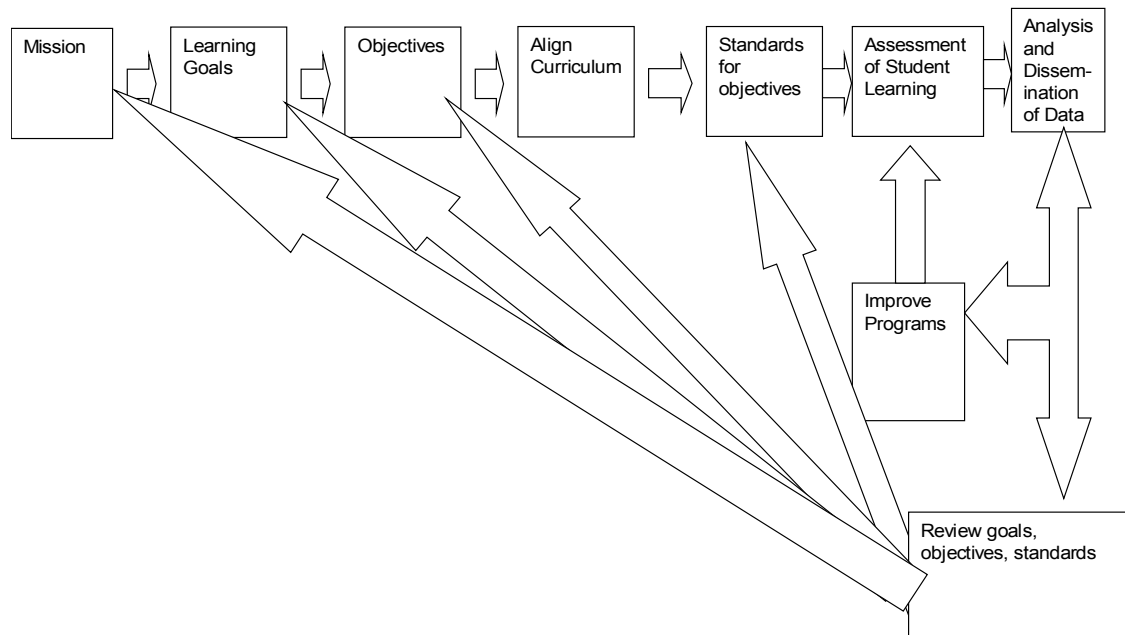
## **Attachment 1**

### ***Assessment Activities for the G. R. Herberger College of Business***

The G.R. Herberger College of Business bachelor's and master's degree programs were accredited by AACSB, the Association to Advance Collegiate Schools of Business, in 2000. What follows is the G. R. Herberger College of Business progress report to AACSM.

**G.R. Herberger College of Business  
Progress Report on Assessment  
May 27, 2004**

**HCOB Strategic Planning—Assurance of Learning**



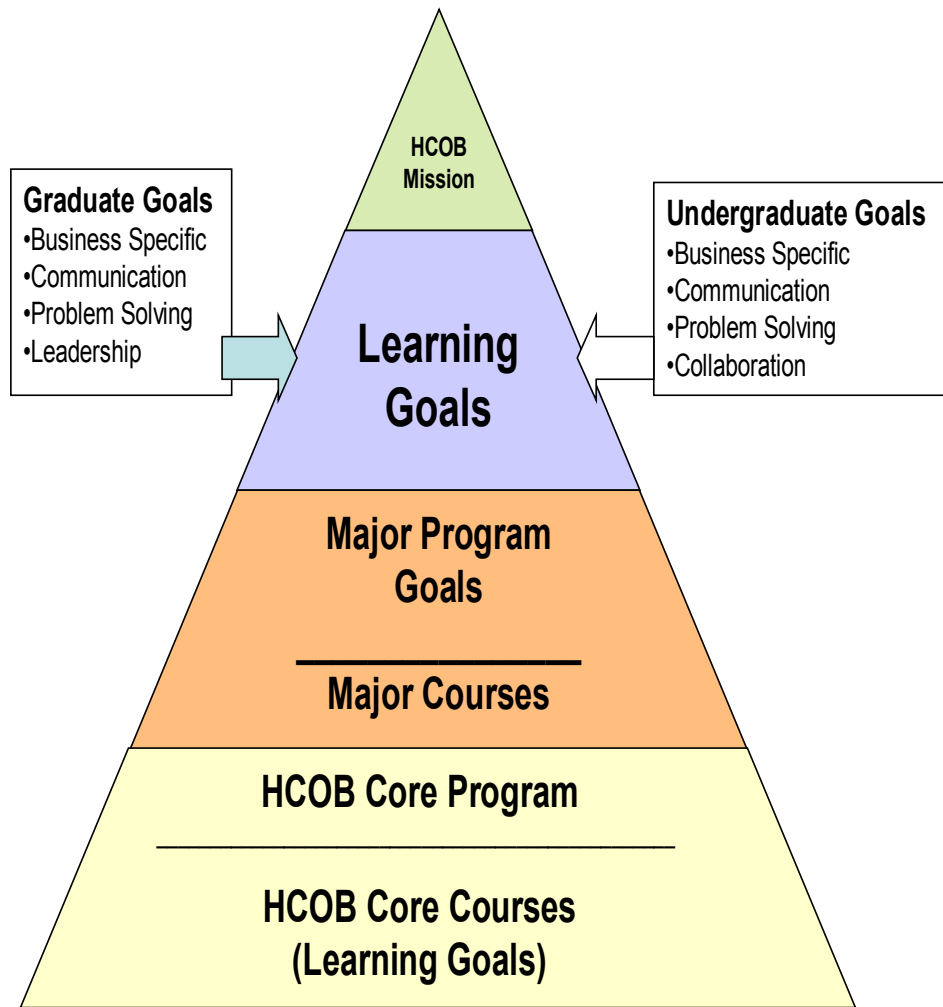
**HCOB Mission**

We are a college of business in a comprehensive Minnesota university that serves primarily this state, functions as a regional university for the upper Midwest, and attracts students from other states and nations. Our mission is to develop and deliver a quality undergraduate and graduate business education through the collaborative efforts of an involved community of students, faculty, staff, business professionals, and other stakeholders. While fostering a respectful environment, we focus on student learning of content and competencies, promote and sustain a commitment to scholarly activity, and contribute to the educational and economic vitality of those we serve.

In fulfilling this mission, the College will be guided by the following objectives:

- Focusing on academic excellence to maintain AACSB International accreditation.
- Placing the student first in everything we do.
- Fostering a respectful environment for all members of our community.
- Integrating technology to enhance teaching/learning and administrative processes.
- Contributing to the educational and economic vitality of Minnesota and beyond.

## Learning Goals



Derived from and consonant with the mission, the HCOB developed the following learning goals for which it will demonstrate assurance of learning.

### Undergraduate Learning Goals

Business-specific  
Communication  
Problem Solving  
Collaboration

### Graduate Learning Goals

Business-specific  
Communication  
Problem Solving  
Leadership

The learning goals were selected by the faculty with input from the HCOB Executive Advisory Board, the BCIS and Management & Marketing Advisory Councils. The following process was used to select the learning goals:

1. A questionnaire to gain insight on what competencies were important to the business community was developed through the collaborative efforts of the Director of Assessment and Teaching Enhancement Programs, the Assessment Committee, the Director of Information and Planning, and the deans.
2. The Directors for Assessment and Teaching Enhancement Programs and Information and Planning led a discussion on learning goals at the Executive Advisory Board's meeting in October 2003.
3. The Executive Advisory Board members were asked to complete the questionnaire.
4. A questionnaire to gain insight on what learning goals were important to faculty was developed through the collaborative efforts of the Director of Assessment and Teaching Enhancement Programs, the Assessment Committee, and the Dean's Office.
5. Faculty were asked to complete the questionnaire. Almost seventy percent of the full time faculty participated in the survey.
6. A modified version of the questionnaire used for the Executive Advisory Board was mailed to the members of the BCIS and Management & Marketing Advisory Councils.
7. The responses to the various questionnaires were analyzed. The analysis showed:  
1. all of the competencies were important; and 2. communication and problem solving were the most important.
8. Input was then sought from the Assessment Committee, the International Committee, and the Executive Committee. These discussions led to a proposal to include at the undergraduate level a collaboration learning goal and at the graduate level a leadership goal.
9. The proposed learning goals were then presented at a faculty meeting and the faculty voted to accept these as the HCOB learning goals.

## **Objectives**

The following objectives for the learning goals were determined through a collaborative effort of the Director of Assessment and Teaching Enhancement Programs, Director of Information and Planning, the deans, and the faculty.

### ***HCOB Undergraduate Learning Goals***

1.      **Business-Specific Learning Goal**  
HCOB graduates will understand general business concepts and skills and have in-depth knowledge of theories and practices in their specified majors.
  
2.      **Communication Learning Goal**  
HCOB graduates will effectively communicate information and its meaning to a variety of audiences through assorted modes.

Objectives: HCOB graduates will display proficiency in:

1.      Written communication; and
  2.      Oral communication.
- 
3.      **Problem Solving Learning Goal**  
HCOB graduates will have the aptitude to recognize, analyze, and ethically solve business problems.

Objectives: HCOB graduates will be able to:

1.      Recognize problems that need resolution;
  2.      Identify and gather relevant information;
  3.      Apply a logical, critical, and integrated evaluation;
  4.      Exercise critical and ethical reasoning;
  5.      Devise well-considered, creative, and innovative alternative solutions; and
  6.      Determine and implement a solution.
- 
4.      **Collaboration Learning Goal**  
HCOB graduates will have the ability to collaborate successfully with others.

Objectives: HCOB graduates will be able to:

1.      Work with others as part of a team;
2.      Negotiate effectively;
3.      Mediate a conflict;
4.      Build relationships; and
5.      Productively contribute to a group project.

***HCOB Graduate Learning Goals***

1.      Graduate Business-Specific Learning Goal  
HCOB graduates will have a strategic understanding of business.
  
2.      Communication Learning Goal  
HCOB graduates will effectively communicate information and its meaning to a variety of audiences through assorted modes.

Objectives: HCOB graduates will display proficiency in:

1.      Written communication; and
  2.      Oral communication.
- 
3.      Problem Solving Learning Goal  
HCOB graduates will have the aptitude to recognize, analyze, and ethically solve complex business problems.

Objectives: HCOB graduates will be able to:

1.      Recognize problems that need resolution;
  2.      Identify and gather relevant information;
  3.      Apply a logical, critical, and integrated evaluation;
  4.      Exercise critical and ethical reasoning;
  5.      Devise well-considered, creative, and innovative alternative solutions; and
  6.      Determine and implement a solution.
- 
4.      Leadership Learning Goal  
HCOB graduates will understand the essence of leadership.

Objectives: HCOB graduates will appreciate the importance of:

1.      Possessing a visionary outlook;
2.      Fostering relationships;
3.      Supporting and encouraging others;
4.      Motivating others; and
5.      Political and social astuteness.

### **Alignment of the Curriculum**

The curriculum is aligned with respect to the Undergraduate Learning Goal of understanding general business concepts and skills. The classes in the business core, those courses that all business students are required to take, have business-specific learning objectives. The HCOB is currently linking the general knowledge and skills learning goals (communication, problem solving, and collaboration) to the business core courses.

### **Standards for Objectives & Assessment of Student Learning**

The Business-Specific Undergraduate Learning Goal of understanding general business concepts and skills is being assessed through a “Core Exam.” The Core Exam is a multiple choice test designed to assess student learning of the business-specific objectives established for core business classes. The test was electronically available to graduating seniors enrolled in Fall 2003 Strategic Management, the capstone business course. The students had immediate access to their test results and the top five performers received a letter of recognition from the dean. The exam results are being used to evaluate the core business program and the test questions are being examined for content validity.

The HCOB is currently developing standards for objectives for the general knowledge and skills learning goals. A faculty member from each department is designing an assignment to assess one of the general knowledge and skill learning goals. This activity is being supported by a MnSCU/Bush Foundation grant. The HCOB has licensed a software package to gather and report the assessment data. The assessment assignments and software will be piloted fall 2004.

## **Attachment 2**

### ***Assessment Activities for the College of Education***

The College of Education uses multiple assessments to determine the effectiveness of individual programs and the College as a whole. Annually the College of Education meets to set goals for the year. Collaboration, communication, collegiality were goals identified for the 2003-2004 academic year. As a College, 140 faculty members identified indicators or success, action steps that needed to be completed as a college, a department and an individual. The annual College of Education meeting is called an Advance and is one component of the College's effort to be reflective about the work completed in the previous year and the work to be done during the current academic year.

The programs in the College of Education are approved by the Minnesota Board of Teaching (BOT) at the state level, and accredited by the National Council for Accreditation of Teacher Education (NCATE). Each accreditation process requires a reflective review of the development of college curriculum, and the assessment from the perspective of students, faculty, and P-12 educators. NCATE and BOT visit the campus on a 5-7 year cycle with the team of external reviewers to evaluate the programs in the College of Education and publish a report on the degree to which the College has met state and national standards. During the 2000 evaluation, the College of Education was recognized as an exemplary program evaluation model. NCATE requested to cite St. Cloud State University as a model example for other colleges and universities in the nation to review as an example of how quality evaluation should be done. A highlight of the evaluation visit was the use of technology to showcase the work of the College. Each reviewer was presented with a CD with their name printed on the label. The College of Education of St. Cloud State University is recognized as one of the first to conduct a paperless review visit using the new NCATE standards.

**Follow-up studies** and reports are completed annually in eight areas: Undergraduate Candidate, Cooperating Teachers, Early Childhood Undergraduate, Secondary Education Undergraduate, K-12 Undergraduate, Special Education Undergraduate, Performance Assessment, and Undergraduate Candidate Qualitative Analysis. A data team, including the director of assessment and accreditation, a faculty member and two graduate assistants, work collaboratively with faculty and college administration to process and report the data. Currently, we are developing strategies the College can implement to use the data to drive program and improvement decisions. The assessment process is reflective because it focuses our efforts to two primary questions. What do we do well? What can we do better?

The **Assessment Committee** of the College of Education includes 12 faculty members, one classroom teacher, one graduate student, and the director of assessment and accreditation. The faculty members are representative of the various areas of study within the College. The Assessment Committee for 2003-2004 included the following departments, centers, or offices: Information Media, Teacher Development, Human Relations and Multicultural Education, Office

of Clinical Experiences, Special Education, Counselor Education and Educational Psychology, Educational Leadership and Community Psychology, Child and Family Studies, and a representative from arts and sciences. The 2003-2004 workplan of the Assessment Committee included reviewing transition points of assessment for students in College of Education programs, identifying major assessments, developing rubrics and scoring criteria, analyzing data, and identifying areas from program improvement.

The **Conceptual Framework Task Force** of the College of Education meets throughout the academic year to continue the refinement of the conceptual framework for the programs in the College of Education. A conceptual framework that serves as the theoretical scaffolding of all programs offered in the College is required to attain and maintain NCATE accreditation. It is the blueprint of the education program to illustrate how the programs, courses, and learning experiences relate the student achievement in the mastery of the NCATE standards. Throughout the student's educational program the standards are highlighted with each experience or course of study to include the student as a partner in monitoring their ability to demonstrate knowledge, practice and assessment in each area. During the 2003-2004 academic year, the Task Force worked on developing College and department vision statements. The recommendation was for each department to develop their own vision statement.

One external assessment used by the College of Education is the report of the **Praxis II** data provided by the Educational Testing Service. To attain a license in the state of Minnesota, teacher candidates must pass the required tests in the area of licensure they are seeking. Annually the College collects data on the number of students taking the Praxis examinations and the pass rate percentage. The average pass rate for all disciplines reported is 98.38%. The average pass rate for the Principles of Teaching and Learning Exams was 98.66%.

The National Network of Educational Renewal (NNER) is a network of 21 partnerships across the nation. The College of Education, College of Science and Engineering and Independent School District 742 completed a successful application in 2000. The College of Education works collaboratively with College of Science and Engineering the Independent School District 742 on NNER initiatives to educate children and youth, prepare educators, provide professional development and conduct inquiry on improving P-16 teaching and learning. This assessment aspect of the College of Education facilitates action research on the impact of teacher education and leadership programs offered at the St. Cloud State University.

The College of Education is a leader in the area of program assessment and evaluation at the state and national level. Continuous program evaluation and planning for improvement are an integral part of the daily work of the entire staff. The College strives to be reflective in the assessment of student progress, departments, college and curriculum. Central to that effort is the alignment of the College's work with national, state, and discipline standards of best practices in the field of education.

**Follow-up Studies**  
**College of Education**  
**2003-2004**

**Follow-Up Studies**

<b>Study Group</b>	<b>Semester of Completion</b>	<b>Number of Surveys</b>	<b>Response Rate</b>
Undergraduate Candidates	Fall 2003	N = 137	50%
Undergraduate Candidates	Spring 2004	In Progress	In Progress
Cooperating Teachers	Fall 2003	N = 280	60%
Cooperating Teachers	Spring 2004	N = 388	In Progress
Educational Leadership	Fall 2002 Spring 2003	N = 37	43%
Clinical Experience	Spring 2003	N = 283	NA
Clinical Experience	Fall 2003	N = 280	NA
Clinical Experience	Spring 2004	In Progress	NA
Employer Survey	Spring 2004	N = 200	In Progress

**Follow-up Reports:**

Undergraduate Candidate Follow-up Study	2000 – 2003
Early Childhood Undergraduate Follow-up Study	2001 – 2002
Secondary Education Undergraduate Follow-up Study	2001 – 2002
K – 12 Undergraduate Follow-up Study	2001 – 2002
Special Education Undergraduate Follow-up Study	2001 – 2002
Cooperating Teachers Follow-up Study	2001 – 2002
Performance Assessment Follow-up Study	2002 – 2003
Undergraduate Candidate Qualitative Analysis	2002 – 2003

**Data Team:**

Kate Steffens – Director of Assessment and Accreditation  
John Hoover – Special Education  
Menan Jangu – Graduate Assistant  
Madhui Erukulla – Graduate Assistant

**Assessment Committee  
College of Education  
St. Cloud State University  
2003 - 2004**

Name	Department / School
Anderson, Jeanne	Information Media
Davison, Leslie	Teacher Development -Secondary
Hackman, Heather	Human Relations and Multicultural Education
Heine, Pat	Teacher Development – Elementary
Heck, Teresa	Office of Clinical Experiences
Hoover, John	Special Education
Hoover, Steve	Counselor Education and Education Psychology
Jangu, Menan	SCSU Graduate Candidate
Kayona, Frances	Educational Leadership
Merchant, Niloufer	Community Psychology
Philippot, Raymond	Arts and Sciences Representative
Sheehan, Terry	Health, Physical Education, Recreation and Sports Science
Steffens, Kate	Assessment/Accreditation
Zarghami, Fati	Early Childhood Education
Anfenson, Gary	School Partner – Teacher

**Praxis II Data**

**College of Education  
St. Cloud State University  
2002 – 2003**

**I. Pedagogy Exam Data**

**Exam: Principles of Learning and Teaching (PLT)**

<b>Exam</b>	<b>Cut Score</b>	<b>Number of Candidates</b>	<b>Pass Rate</b> (based on state cut score)
PLT – Grades K - 6	152	340	98.8%
PLT – Grades 5 - 9	144	23	100%
PLT – Grades 7 - 12	153	104	98.1%

**II. Content Exam Data**

<b>Program</b>	<b>Cut Score</b>	<b>Number of Candidates</b>	<b>Pass Rate</b> (based on state cut score)
Communication, Arts and Literature (Grades 5 –12)	148	12	100%
Early Childhood Education	540	39	97.4%
Elementary Education	140	209	97.6%
English as a Second Language	540	14	100%
Health Education	500	5	*NA
Library Media Specialists	540	20	100%
Mathematics	124	9	*NA
Physical Education	141	23	95.7%
Science	143	12	100%
Social Studies	145	33	100%
Special Education	140	166	99%

Technology Education	580	17	94.1%
Visual Arts	155	8	*NA
Vocal and Instrumental Music	140	5	*NA
World Languages	Spanish -162 French - 158 German - 170	1	*NA

\*Less than 10 candidates (no aggregation of data)

## Conceptual Framework Task Force

St. Cloud State University

**2003 - 2004**

Jeanne Anderson	Information Media	College of Education
Kathryn Gainey	Art Education	College of Fine Arts and Humanities
Les Green	Office of Cultural Diversity	College of Education
Heather Hackman	Human Relations and Multicultural Education	College of Education
Robin Hasslen	Child and Family Studies	College of Education
Teresa Heck	Office of Clinical and Field Experiences	College of Education
Caryl Martin	Health, Physical Education and Sports Science	College of Education
Charlie Moore	Educational Leadership	College of Education
Kate Pound	Science Education	College of Science and Engineering
Jana Preble	Counselor Education and Educational Psychology	College of Education
Char Ryan	Special Education	College of Education
Kate Steffens	Director of Assessment and Accreditation	College of Education
Geoffrey Tabakin	Teacher Development	College of Education



### Attachment 3

#### **Assessment Activities for the Department of Nursing Science, September 2003 to August 2006**

The Department of Nursing Sciences was accredited after a self-study and site visit in fall 2003. What follows is their current assessment progress report.

<b>Evaluation Element</b>	<b>Assessment Method</b>	<b>Criteria/Benchmark</b>	<b>Time Frame</b>	<b>Responsible Party</b>	<b>Documentation</b>
<b>I-A</b> The Department's mission, philosophy and goals/objectives are congruent with the parent institutions.	A comparative analysis of respective documents (the program, university's, COSE & MnSCU mission, will be reviewed at the first fall semester Faculty Organization (NFO) Meeting.	Congruency will be demonstrated by identifying at least four unifying threads between the mission, and goals/objectives of MnSCU, SCSU, COSE and Nursing Science.	<b>Fall Semester:</b> Comparison reviewed and adapted every 3 years at the fall Faculty Organization Retreat (FOR) 2003, 2006	Curriculum Committee Chair	A table demonstrating congruency will be included in the CC Self-Study, Faculty Handbook and Student Handbook
<b>I-A</b> The mission, philosophy and goals/objectives are consistent with the professional nursing standards and guidelines for the preparation of nursing professionals.	Process for selection and utilization of standards to the curriculum will be identified in Faculty Organization Meeting minutes.	Faculty minutes document discussion and selection of nursing standards.	<b>Fall Semester:</b> Review at the fall FOR every 3 years 2003, 2006	Curriculum Committee Chair	The process and rationale for selecting specific standards subsequent review the standards are documented in the Curriculum Committee minutes
<b>I-B</b> The mission, philosophy and goals/objectives are reviewed periodically and revised to reflect professional standards/guidelines, expectations of the community of interest and in pursuit of program advancement.	An evaluation form will be used to gather input from the faculty and communities of interest to determine need to revise the mission philosophy or goals/objectives.	Faculty Organization minutes indicate discussion and recommendations regarding feedback from faculty persons and/or communities of interest.	<b>Fall Semester:</b> Review will occur every 3 years 2003, 2006. Recommended changes will be adopted by the end of respective semester.	Curriculum Committee Chair	Findings, analysis recommendations be documented in the Faculty Organization and the Nursing Curriculum and Standards Adv Committee minutes
	Exiting students and alumni	Questions on learning	<b>Fall Semester:</b>	Evaluation and	Minutes of the Faculty

	will complete the AACN/EBI nursing Student Survey.  Questions on this survey related to learning outcomes will be used as indicators that curriculum reflects professional standards.	outcomes will have a mean response rate of at least 5.5 on a 7-point Likert Scale.  Membership on the Nursing Community Advisory Committee will demonstrate community of interest representation.	Results of the surveys will be compiled and analyzed.	Assessment Committee Chair	Organization & Nursing Curriculum and Standards Committees' reflection reports & recommendations. Nursing Curriculum and Standard's membership roster demonstrates community of interest representation.
<b>I-C</b> Documents and publications accurately reflect the program's mission, philosophy and goals/objectives.	An analysis of the SCSU catalog, the Nursing Science Student Handbook, the Web site, course syllabi and materials in the Student Application Packet will be conducted.	Information will be clear, current, consistent and accurate.	<b>Fall Semester:</b> Annually before printing new application packets and the Nursing Science Handbook. <b>Spring Semester:</b> Bi-annually before printing the SCSU catalog.	Admissions, Progression and Advising Committee Chair	A summary of findings and changes is documented in committee meeting minutes.
<b>I-D</b> The roles of the faculty and students in program governance are clearly defined and enable meaningful participation.	A list of faculty and student membership and participation on SCSU, Nursing Science and related committees will be developed and reviewed to assure representation and participation.	Each full-time nursing faculty member will serve on at least one Nursing Science Faculty Organization committee  Nursing faculty on SCSU committees will be tracked.	<b>Fall Semester:</b> The faculty list will be reviewed at the fall FOR and membership will be determined for the AY. <b>Spring Semester:</b> Student participation on program committees will be solicited.	Department Chair Committee Chairs	Bylaws detail policies and procedures. A table notes membership AY & is included in Faculty and Student Handbooks.  Committee minutes document faculty and student participation in governance.
<b>II-A</b> The parent institution and the program provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission and philosophy of the program.	Review the IFO contract language for policies that support teaching, scholarship, service and practice.  Review Faculty Data sheets regarding participation.	Workload, sabbatical, consultation and research policies will support faculty participation in scholarship, service and practice.	<b>Spring Semester:</b> During the annual Article 22 review process, faculty as a whole will recommend & plan opportunities for participation in scholarship, service and practice for the next academic year.	Individual Nursing Faculty	IFO contract language Article 22 Section 20002-03.  Nursing Faculty Organization and Evaluation and Assessment Committee minutes.  Faculty Data Sheets  Faculty Handbook
<b>II-B</b> Resources are sufficient to enable the program to fulfill the mission, philosophy, and	Complete a graph comparing the program budget (personnel & operation funds) with several other SCSU departments and nursing	The program will have fiscal resources equal to the medium level of resources in other state funded nursing programs.	Analysis is conducted annually		The Chairs Budget Preparations Report will be summarized with the graph attached to the Nursing Faculty Organization minutes



				Resource Committee Chair Department Chair	Committee minutes
<p>II-B <b>continued</b></p> <p>Academic support services are improved and upgraded on a regular basis</p>	<p>EBI exit interview</p> <p>Student Course Evaluations will survey student satisfaction with support services.</p>	<p>-no less than 5.5 on resource satisfaction questions based on a 7 point Likert scale</p> <p>Student satisfaction with academic support services will receive a mean rating of no less than a 2.5 on a 4 point Likert Scale.</p>	<p><b>Fall Semester:</b> Reported at annual fall FOR</p> <p>Faculty Course Evaluations will analyze student responses for each course.</p> <p>A summary of the student input from the previous year will be given to the Nursing Faculty Organization.</p> <p>Recommendations will be forwarded to respective departments for</p>	<p>Evaluation and Assessment Committee chair</p> <p>Evaluation and Assessment Committee Chair</p> <p>Level Coordinators</p> <p>Evaluation and Assessment Committee Chair</p>	<p>Fall FOR minutes</p> <p>Course &amp; Level meeting minutes.</p> <p>Nursing Faculty Organization minutes</p> <p>Committee minutes</p> <p>Course &amp; Level meeting minutes</p>

			review. <b>Spring Semester:</b> Course Evaluations will analyze student responses.	Evaluation and Assessment Committee Chair	
<b>II-C</b> The chief nursing administrator is qualified to lead the program in pursuit of accomplishment of the mission, philosophy, goals/objectives and expected results.	A comparison for congruence between the chief nursing administrator's CV & the position description & mission, philosophy & goals/objectives is completed.	The Chair is academically and experientially qualified to lead the program and has sufficient time within her/his workload to efficiently manage the developing programs.	Before hiring for the position.  During annual evaluation	Search Committee  Dean, College of Science & Engineering	Search committee minutes.  Personnel file
<b>II-D Faculty members are qualified and sufficient in number to accomplish the mission, philosophy and goals/objectives and expected results of the program.</b>	A Faculty Data Table will be analyzed to assure members are academically and experientially qualified for course assignments. Table details numbers, licensure, credentials, rank, tenure status and continuing education.	75% of faculty will be full-time probationary faculty.  Article 22 will reflect quality faculty. Faculty Resource Questionnaire will identify needs. Faculty workload assignments will be assessed each semester.	<b>Spring Semester:</b> Faculty data sheets, analyze and make recommendations regarding new faculty member recruitment	Department Chair Executive committee  Dean, College of Science and Engineering  Individual Faculty	Nursing Faculty Organization minutes  Committee minutes  Nursing Faculty Handbook.
<b>II-E</b> Faculty roles in teaching, scholarship, service and practice are identified clearly and correlate to the mission, philosophy, goals/objectives and expected results of the program.	Faculty Data Table shows Teaching scholarship, service, practice and continuing education. This information will be compared to the mission, philosophy and goals/objectives during the evaluation process.	Definitions and standards of performance will be developed by faculty for quality and excellence in service, practice and scholarship. These will be used by faculty and administrators as targets for annual performance review. Department review of each faculty's PDP.	<b>Fall Semester:</b>  Each faculty member will address the criteria within the process detailed in the IFO contract: Article 22, Section D, 2002-03.	Individual faculty member  Dean, College of Science and Engineering  Nursing Faculty Organization	Faculty Data Table  Individual faculty member's professional development plan.  Personnel files
<b>II-F</b> Documents and publications accurately reflect resources available to the program.	The SCSU Catalog, the Nursing Science Student Handbook, the Faculty Handbook, the Web site will be analyzed to assure integrity.	Information will be clear, current, consistent and accurate.	<b>Fall Semester:</b> Annually before printing the Nursing Science Handbook. Faculty handbook <b>Spring Semester:</b> Bi-annually before the SCSU Catalog printing.	Evaluation and Assessment Committee  Executive Committee	A summary of findings and changes is documented in committee meeting minutes.

<p><b>III -A</b> <i>The curriculum is based upon clear statements of expected results for students derived from the mission, philosophy and goals/objectives of the program.</i></p>	<p>Review and analyze statements of outcome. Compare them to: Essentials of Baccalaureate Education for Professional Nursing practice (AACN, 1998) and student outcome data from the Capstone course and graduate, alumni and employer survey results.</p>	<p>Student outcome data will demonstrate congruence with stated mission, philosophy and goals/objectives</p>	<p><b>Fall Semester:</b> At the annual fall FOR, the mission, philosophy and goals/objectives will be reviewed following the Evaluation and Assessment Committee's report on the analysis of the previous summers alumni, employer graduate survey results.</p>	<p>Curriculum Committee Capstone Course Evaluation and Assessment Chair Department chair</p>	<p>Faculty Organization meeting minutes Nursing Science Evaluation and Assessment Manual</p>
<p><b>III-B</b> <i>The baccalaureate nursing program builds upon a foundation of the arts, sciences and humanities, which is essential to professional nursing.</i></p>	<p>Concept maps will be developed to identify and trace foundational concepts through the university core courses that serve as prerequisites for the nursing curriculum  Meetings with support course faculty.</p>	<p>Foundational courses to the nursing curriculum will meet University core requirements, will enhance nursing courses without duplication and will support the mission, philosophy goals/objectives of the University and nursing.</p>	<p>Annually as needed</p>	<p>Curriculum Committee Chair</p>	<p>Annual Curriculum Committee meeting minutes</p>
<p><b>III-C</b> <i>The curriculum, teaching learning practices and teaching environments foster behaviors consistent with professional standards and guidelines.</i></p>	<p>Review and analyze statements of outcome. Compare them to: Essentials of Baccalaureate Education for Professional Nursing practice (AACN, 1998) and student outcome data from the Capstone course and graduate, alumni and employer survey results.</p>	<p>All students will exhibit behaviors consistent with professional standards and guidelines.</p>	<p>Annually as needed</p>	<p>Evaluation and Assessment committee  Capstone Coordinators</p>	<p>Evaluation and Assessment committee minutes Capstone portfolio projects Graduate, alumni and employer surveys</p>
<p><b>III-D</b> <i>Curriculum and teaching practices consider the needs and expectation of the community of interest.</i></p>	<p>A survey will be used An evaluation form to gather input from internal and external communities of interest to evaluate the need to strengthen curriculum</p>	<p>Analysis of data from the programs internal and external communities of interest will be reflected in the curriculum and teaching practices,</p>	<p><b>Fall Semester:</b> Data analysis and recommendations will be offered at fall FOR <b>Spring Semester:</b> Beginning 2003, the Nursing Science Advisory Committee and Board will provide written and verbal input at their spring meetings.</p>	<p>Evaluation and Assessment Committee  Department Chair</p>	<p>Faculty Organization minutes  Nursing Community Advisory Committee minutes</p>

			<p>Clinical facility representatives will be asked to participate in a clinical facility survey to provide data re: to curriculum and teaching practice.</p> <p>Employer survey</p> <p>Capstone Preceptors</p> <p>Nursing Committees</p>	<p>Course Coordinators</p> <p>Evaluation and Assessment Committee</p> <p>Capstone Instructors</p> <p>Committee chairs</p>	<p>Nursing Advisory Board minutes</p> <p>Evaluation and Assessment Comm minutes</p>
<p><b>III-E</b> The Curriculum and teaching-learning practices are reviewed on regularly scheduled intervals to foster ongoing improvement.</p>	<p>Confidential student course evaluation at the end of a course will evaluate theory and clinical and faculty teaching-learning practices.</p>	<p>Annual course, curriculum and instructional refinements are based on evidence from program outcome and benchmark assessment and feedback from the internal and external community of interest. Changes to strengthen the program are documented in minutes and reports.</p>	<p><b>Fall Semester:</b> Courses are evaluated following written policies and procedures.</p> <p><b>Spring Semester:</b> Courses are evaluated following written policies and procedures. Analysis of the past years theory and clinical evaluation data is analyzed and reported to Faculty Organization at the spring FOR</p>	<p>Course Coordinators</p> <p>Individual faculty member</p> <p>Course Coordinator</p> <p>Curriculum Committee</p>	<p>Level meeting min</p> <p>Nursing Science Evaluation and Assessment Manu</p> <p>Personnel file</p> <p>Level meeting min</p> <p>Nursing Science Evaluation and Assessment Manu</p> <p>Faculty Organizati meeting minutes</p>

					Curriculum Comm Reports
<i>III-F The curriculum is sequentially and logically organized to facilitate student achievement of expected results: the curriculum incorporates content and learning experiences essential to performance in advanced nursing roles.</i>	The curriculum committee will compare the four year plan with the mission, philosophy and goals/objectives as measured by standardized tests, graduate and employer satisfaction and NCLEX results.	The curriculum flows from simple to complex, incorporates content and learning experiences essential to performance in advanced nursing roles and demonstrates the faculties beliefs regarding nursing, person, health and environment.	Spring Semester Critical Thinking and RN Assessment results are reviewed, analyzed, summarized and shared with faculty Fall Semester.  Curriculum Committee will review AACN/EBI Nursing student, Alumni Survey and NCLEX result.	Curriculum Committee Evaluation Chair  Assessment Committee Chair  Curriculum Committee Chair	Curriculum Minu  NFO
<i>III-G Academic policies related to students are fair, equitable, published and are revised and necessary</i>	Academic policies are reviewed and revised in the Admission Progression and advising Committee with the participation and input of student representation. Students are asked for input into policies.	Students are provided with multiple ways to identify student policies, are involved in the development of policies and are provided with the justification for individual policies at APA or Curriculum.  Policies in syllabus. Policies are published in the syllabus, University Catalog, and the Nursing Science Student handbook.  Current policies are on the WEB and any change in policy is noted there, and shared verbally in class.  Policies are reviewed extensively at Orientation and in the first nursing course. Policies are applied consistently and fairly.  Every 5 years or after significant changes (2003, 2008, 2013) policies are reviewed by the college legal advisor.	<b>Fall Semester:</b> During new student orientation.    Previous to publication of the Nursing Science Student Handbook.  Previous to publication of University Catalog  <b>Spring Semester:</b> Immediately before the semester begins and during the first week of class.  New students sign agreement – have read and accepted.	Admissions, Progression and Advising Committee    Chair  NFO	University Catalog  Nursing Science Student Handbook          Course Syllabus
<b>III-H Academic</b>	Academic policies are	Variances in policies are	<b>Spring Semester:</b>	Admissions,	Admissions,

<p>policies are justifiable. Academic policies relate to and support the mission, philosophy and goals/objectives of the program and institution.</p>	<p>analyzed by examining congruency between University and Department policies on an annual basis. A grid is developed demonstrating differences.</p>	<p>justified due to professional standards, client safety, clinical facility requirements or state or federal law.</p>	<p>A side by side analysis with rationale for differences is prepared and presented at the fall FOR</p>	<p>Progression and Advising Committee</p>	<p>Progression and Advising Committee and Faculty Organization meeting minutes</p>
<p><i>IV -A Student performance is evaluated by the faculty, reflecting achievement of expected results.</i></p>	<p>Analysis of aggregated results from evaluation tools that evaluate individual student progress in achieving expected results will be conducted:                      1. Clinical Evaluation Tool address program goals/objectives, nursing standards and nursing abilities.                      2. Educational Resources Inc. (ERI) Standardized exams including:  <input type="checkbox"/> The Net  <input type="checkbox"/> Critical Thinking Process  <input type="checkbox"/> RN Assessment will address critical thinking, nursing process, client needs, pharmacology and managing care.</p>	<p>Progression through the curriculum is dependent upon satisfactory achievement (as defined by each level) of required objectives identified in the clinical evaluation tool.                      1. Student achievement as noted on the clinical evaluation tool is a valid and reliable indicator of expected results will be successfully demonstrated.                      2. Analyzed results evaluate student achievement in meeting expected results, target remediation and determine areas within curriculum that need review/change.</p>	<p>Students meet with clinical instructor for formative evaluations as stated in course syllabi.                      Curriculum committee reviews course reports for fall and spring semester.  <b>Spring Semester:</b>                      NET, Critical Thinking and RN Assessment results are reviewed, analyzed, summarized and shared with faculty at spring FOR accompanied by recommendations related to curriculum.</p>	<p>Individual faculty members                      Course Coordinators                      Curriculum Committee                      Evaluation and Assessment Committee                      NFO</p>	<p>Course meeting minutes                      Curriculum Committee meeting minutes                      Faculty Organization meeting minutes                      Nursing Science Evaluation and Assessment Manual</p>
<p><b>IV- A Continued</b>                      Grading policies</p>	<p>3. ERI Total Testing Package                      4. Benchmark assignments are designed using an evaluation rubric to assess student performance toward multiple program</p>	<p>3. 75% of students will score at or above the national average.                      4. Progression through the curriculum is dependent upon satisfactory achievement of required outcomes as identified on sequenced</p>	<p>3. At completion of each content area.                      4. At completion of each content area                      A Report summarizing results</p>	<p>3. Respective Course coordinators Assessment and Evaluation committee to track aggregate data.                      4. Individual faculty member</p>	<p>3. ERI Total Testing Package student re Evaluation and Assessment Resource Manual Course, level, and committee meeting minutes                      4. Student Course Grades Student assignment Curriculum Committee Respective course</p>

<p>are defined and consistently applied.</p>	<p>outcomes.</p> <p>5. Nursing course syllabi are reviewed to assure they contain the official grading policy and the means of achieving required points or behavioral objectives</p>	<p>activities.</p> <p>5. All nursing course syllabi include the official department's grading policy. Required assignments and the means of achieving required points or behavioral objectives are published in each nursing course syllabi. Grading policies are applied consistently and fairly.</p>	<p>of sequenced activities is prepared and presented to Faculty Organization during the spring FOR</p> <p><b>5. Fall Semester:</b> Spring semester course syllabi are reviewed before printing. <b>Spring Semester:</b> Fall semester course syllabi are reviewed before printing.</p>	<p>Curriculum committee Respective Course Coordinators</p> <p>5. Respective Course Coordinator</p>	<p>minutes NFO meeting minutes</p> <p>5. Curriculum Committee Respective Course minutes Faculty Organization meeting minutes Student files</p> <p>Student files</p>
<p><b>IV-B</b> Surveys and other data sources to collect information about student alumni, employer satisfaction and demonstrated achievements of graduates are used to provide evidence of program effectiveness.</p> <p>Data gathered about demonstrated achievements includes but is not limited to graduation rates, NCLEX scores and job placement rates.</p>	<p>1. Alumni will be surveyed one year &amp; five years post-graduation utilizing the AACN/EBI Nursing Alumni Survey to assess program outcome. The survey will assess: - graduate' employment rates, performance and accomplishments.</p> <p>2. Exiting seniors will be surveyed using the AACN/EBI Nursing Student Survey to assess graduate nurse placement, program satisfaction, and attainment of program goals/objectives.</p> <p>3. Employers will be surveyed to assess graduate performance. Questions will address programs' goals/objectives.</p>	<p>1. In the aggregate, graduates will rate the program at a level of 5.5 or greater (based on 7 point Likert Scale) on questions evaluating satisfaction and attainment of program outcomes. 90% of graduates will be employed in nursing or graduate education within one year of graduation. At the five year mark: 75% of returned surveys will demonstrate leadership. Alumni will pursue lifelong learning.</p> <p>2. Seniors will rate the program at a level of 5.5 or greater based on a 7 point Likert Scale on questions evaluating program satisfaction and attainment of program outcomes. 25% of graduates will have graduate nurse positions.</p> <p>3. In the aggregate, employers will rate graduates at a level of 2.5 or greater (based on a 4 point Likert Scale) on questions evaluating student outcomes.</p>	<p><b>1. Fall Semester:</b> Beginning summer 2005 alumni will be surveyed <b>Spring Semester:</b> Beginning spring 2006, during the spring FOR results of the alumni and employer surveys will be analyzed &amp; reported to the Faculty Organization.</p> <p>2. Seniors will surveyed in April. Results will be analyzed &amp; reported to Faculty in the fall.</p> <p>3. Employers will be surveyed in the</p>	<p>1. Evaluation and Assessment Committee Chair</p> <p>2. Evaluation and Assessment Committee</p> <p>3. Evaluation and Assessment</p>	<p>1. Nursing Science Evaluation and Assessment Manual NFO minutes</p> <p>2. Evaluation and Assessment Manual Nursing Faculty Organization minutes</p> <p>3. Faculty Organization &amp; Evaluation Committee Minutes.</p>

	<p>4. A Senior Capstone Portfolio will be completed by students to assess attainment of Department goals/objectives/student accomplishments.</p> <p>5. Student accomplishments will be recorded to determine effectiveness in meeting goals/objectives</p> <p>6. Student course evaluations will be used to assess student satisfaction with nursing courses</p> <p>7. End of Course Summary Reports will be used by faculty to evaluate how courses lead to attainment of program outcomes.</p> <p>8. Attrition rates will be identified and analyzed by tracking students from admission through graduation. Exit interviews will be conducted with all exiting students to track reasons for withdrawal.</p>	<p>4. 100% of graduating seniors will have evidence of attainment of all Department goals/objectives.</p> <p>5. 10% of students will be involved in community service, political activity, and/or professional service</p> <p>6. Students will rate all criteria at a 2.5 or greater on a 4 point Likert scale.</p> <p>7. 10% of summary reports will report progression to or attainment of program outcomes.</p> <p>8. 80% of graduates will complete the program within 5 consecutive semesters.</p>	<p>spring and analyzed results brought to faculty in the spring.</p> <p>4. Spring Capstone Course</p> <p>5. Annual survey reported at Fall FOR</p> <p>6. At completing of each course</p> <p>7. At completion of each course</p> <p>8. <b>Spring Semester:</b> At the first meeting of the semester, a report of student attrition will be given to the Faculty Organization</p>	<p>Committee</p> <p>4. Capstone Course Coordinator</p> <p>5. Evaluation, Assessment Committee</p> <p>6. Course coordinators</p> <p>7. Course coordinators</p> <p>8. Executive committee Student Services Advisor Chair</p>	<p>Evaluation and Assessment Comm Manual</p> <p>4. Course Grades Capstone Portfolio</p> <p>5. Evaluation and Assessment Manu</p> <p>6. Course meeting minutes Curriculum Comm Minutes Evaluation and Assessment Manu</p> <p>7. Course meeting minutes Curriculum comm minutes Evaluation and Assessment Manu</p> <p>8. Executive Committee</p>
<p><b>IV-B</b> Continued</p>	<p>9. Achievement of program goals/outcomes will be analyzed by reviewing</p>	<p>9. 75% of May 2004 graduates will - pass the NCLEX- RN on first attempt.</p>	<p><b>9. Spring Semester:</b> NCLEX Summary Report</p>	<p>9. Evaluation Committee</p>	<p>9. Faculty Organiz &amp; Evaluation Committee</p>

	graduate results on the NCLEX-RN as reported in the NCLEX-RN Summary Report	2005 and after – Program Passing rate will be at or above the National Average.	results shared with faculty at NFO		Minutes. Evaluation Manual
<b>IV-C</b> Faculty accomplishments in teaching, scholarship, practice and service demonstrate program effectiveness and reflect the process of ongoing improvement.	<p>Faculty Professional Development and Evaluation portfolios that address teaching effectiveness, creative achievement or research, evidence of continuing preparation and study and service to the university and community are reviewed.</p> <p>A table summarizing accomplishments in teaching, scholarship, practice and service and listing awards will be updated on annual basis</p> <p>The Nursing Science Faculty Development and Evaluation Forms provide a confidential process for student feedback on teaching effectiveness in the classroom and clinical setting. Each faculty member will survey a minimum of two theory &amp; clinical courses/year..</p>	<p>Faculty portfolios will demonstrate accomplishment in teaching, scholarship, practice and service.</p> <p>Faculty will provide the Evaluation Committee with an annual listing of their accomplishments, service and awards.</p> <p>Faculty will address any element receiving less than a 2.5 on a 4-point Likert Scale in their professional development plan.</p>	<p>Faculty will be evaluated according to appointment type, tenure and the evaluation schedule published in Article 22 of the IFO contract.</p> <p><b>Spring Semester:</b> Information is solicited at first faculty meeting of semester. Faculty members will complete their summary by March. A completed table will be presented at the last faculty meeting.</p> <p>Information included in evaluation process occurs according to appointment type, tenure and schedule as published in Article 22 of IFO contract. Each faculty member chooses which course to request student feedback and alerts Evaluation</p>	<p>Associate Dean, Fine Arts and Humanities Evaluation Committee</p> <p>Individual faculty members</p> <p>Individual faculty members</p> <p>Evaluation Committee</p> <p>Associate Dean, Fine Arts and Humanities</p> <p>Evaluation Committee</p> <p>Individual faculty member</p>	<p>Personnel file</p> <p>Evaluation Comm minutes</p> <p>IFO Contract</p> <p>Faculty Data Sheet</p> <p>Evaluation Comm minutes</p> <p>Faculty Summary Report</p> <p>Nursing Science P &amp; Procedures for Evaluation Survey</p> <p>Personnel file</p> <p>Evaluation Comm minutes</p>

<p><i>IV-D Records of student satisfaction and formal complaints are reviewed as part of the process for ongoing improvement.</i></p>	<p>An annual review of confidential input including student complaints and how they were addressed.  Summaries of student feedback included in student course evaluations</p>	<p>Students will be afforded a process to provide confidential input including complaints, concerns, or noted commendations that will be used to improve program effectiveness.</p>	<p>Committee to choices.  <b>Fall Semester:</b> The chair will present a summary of student feedback from the last two semesters at the first faculty meeting.</p>	<p>Department Chair</p>	<p>Student Feedback Dept. Chair and yo report.  Student Handbook  Faculty Organizati minutes</p>
<p><b>IV-E</b> Current documents and publications distributed, accurately reflect student performance and satisfaction as well as faculty accomplishments.</p>	<p>The Web site will be reviewed.  COSE Faculty Research Directory.  Nursing Brochure  E-folios</p>	<p>Information will be clear, current, consistent and accurate.</p>	<p>Annually before printing</p>	<p>All Nursing Faculty  Course Coordinator</p>	