



## **SLAAG/GLAAG Report 2023**

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### **College of Business**

#### **1. Undergraduate Assessment Summary: 2022-2023 Academic Year**

Per the 2020 AACSB Peer Review Team's suggestion, in Spring 2021 the College of Business (CoB) benchmarked its in-house Internally Developed Instrument (IDI) of general business knowledge against the ETS Major Field Test in Business (ETS-B), which is provided by the Educational Testing Service. In Spring 2022, a similar test with combined IDI and ETS-B questions was conducted for the sake of completeness in the benchmarking process. From Spring 2023 onwards, the CoB is moving away from external validation of its IDI against ETS-B questions because the comparison was deemed no longer necessary.

In Spring 2023, the CoB administered its own IDI knowledge-based test in the three sections of its capstone course (MGMT485 - Strategic Management) to a total of 44 students (35 in two in-person sections and 9 students in one online section). The average percentage of correct answers across the three sections was 71.64% and the median percentage of correct answer was 72%, with a standard deviation of 11.46%. Out of the 44 students, one (2.27%) scored above 90% correct answers, 11 (25%) scored between 80% and 90%, and 14 students (31.82%) scored between 70% and 80%. Overall, a total of 26 students (59.09%) performed at 70% or better on the test. Of the remaining 18 students, 14 (31.82%) scored between 60% and 70%, and 4 (9.09%) scored below the 60% threshold, indicating a need for additional analysis toward effecting improvement in student performance.

In five out of the nine subject areas, students performed better than the class average percentage of correct answers: organizational behavior (84.58%), global business (83.58%), business policy (80.52%), marketing (79.77%) and operations (74.60%). In the other four areas, students learning indicated the need for improvement in: accounting (67.29%), business law (66.80%), economics (65.80%), and finance (46.53%). In an effort to determine the next steps in effecting appropriate interventions, at the beginning of fall 2023 the detailed itemized scores of the questions will be shared with relevant host departments, and respective subject area faculty will be asked to reflect on way to improve student learning in those areas. In fall 2024, the CoB will conduct another iteration of the knowledge-based learning test to close the loop. In Spring 2023, two learning goals "leadership" and "global perspective" were assessed in MGMT 356 Leadership and Human Behavior and MGMT 251 Management of Organizations courses, respectively. Results will be summarized and shared with the faculty in fall 2023 as further effort to close the loop.

## 2. Graduate Assessment Summary: 2021-2022 Academic Year

AACSB requires each learning goal to be assessed at least twice in five years. As such, not all goals need to be assessed in a given academic year; rather assessments can be spread out during any five-year accreditation cycle. Out of the five graduate learning goals (general business knowledge, strategic integration and critical thinking, ethical reasoning, written communication, and global perspective on business), only strategic integration and critical thinking was assessed in the spring 2022 semester in the capstone course (MGMT 680 – Strategic Integration). A comprehensive, semester-long project in this required course as part of the MBA program was used for assessment of the goal. The project required students to focus on a company, collect relevant information, analyze the current situation of the firm, link financial metrics of the firm to operational practices and strategic choices, and evaluate alternative courses of action to better position the company in a competitive marketplace.

In spring 2022, the MGMT 680 course had 21 students whose individual performance was assessed by the instructional faculty via the strategic integration and critical thinking rubric, which had four criteria: 1) data collection, 2) quality of analysis and presentation, 3) degree of integration, and 4) evaluation of strategic implications and problem identification. In three of the four criteria, student mean scores were found to be higher than the expected score of 3.00, and for one criterion (degree of integration), the average score was 2.905, which is marginally lower than the expected score of 3.00. In terms of aggregate class performance, 14.29% of students were below expectation for quality analysis and evaluation of strategic implications and 23.81% and 28.57% needed to do more to meet expectation. For the degree of integration, students struggled and demonstrated the need for more support. More recently in spring 2023, data was collected in MGMT 680 and the respective faculty reported on measures taken to improve the goal of student learning and assessed whether these initiatives resulted in desired improvements to help close the loop.

### College of Education

#### 1. Undergraduate Assessment Summary: 2022 Calendar Year

The three departments in the College of Education (Educational Professions, Kinesiology, and Recreation and Parks Management) submitted data to address the undergraduate student learning goals. Educational Professions aligned their common assessments to Interstate Teacher Assessment and Support Consortium (INTASC) standards and matched the standards to the student learning goals. Each common assessment was then further disaggregated to match the elements within each of the goals. Therefore, the number of students who submitted the assessments varied from element to element within each goal (see ranges in the data provided). The Department of Kinesiology provided specific courses and assessments in the Exercise Sport Science program, which were aligned to the student learning goals. The range of students participating within the assessments was indicated by N for each goal. The Recreation and Parks Management undergraduate program monitored specific assessments that were tied to undergraduate student learning goals. The N was not shared, but the overall percentage and a breakdown of percentages for each element was provided. All three departments demonstrated proficiency in meeting each goal and the elements within each goal. The following summary provides overall data and areas for continuous improvement. The specific departmental data reports for each department are available to provide further evidence of the outcomes.

#### Goal 1: Liberal knowledge and skills of inquiry, critical thinking, and synthesis

*Educational Professions, Recreation and Parks Management, and Kinesiology departments demonstrated that students met the elements of this goal.*

Exercise Sport Science students averaged above 80% (N= 5 – 22 students) on all elements except for fall 2022, in which only 70% met the element of **using problem defining and problem-solving skills by synthesizing ideas within and across disciplines**. This element is an area for further exploration to determine if students need supplemental assistance or if assessments need to be checked for validity and reliability. Recreation and Parks Management demonstrated an 81% average on this goal. The element which was slightly below this average was **analyze complex issues and construct logical conclusions**. Recreation is discussing strategies for this element within Goal 1. Educational Professions

undergraduate programs had an overall average for Goal 1 of 95.24% (N= 23-54) for the fall 2022 and 95.94% (N=23-54) for the spring 2023 data. Elements of the goal all ranged between 93.92% to 100%.

## **Goal 2: Core skills**

*Overall, all three departments demonstrated proficiency in meeting this goal.*

Kinesiology's Exercise Sport Science averages ranged from 74% to 100% (N= 18 – 35). All elements but **comprehend and critically interpret information in written and oral form** were above 84 percent. Exercise Sport Science will be exploring strategies to increase proficiencies for comprehension and critical interpretation. Recreation and Parks Management had an overall proficiency of 96% for Goal 2. Three of the four elements were 100% with **the use of technological resources to access and communicate relevant information** still at 84 percent. Educational Professions undergraduate programs had an overall average of 88.16% (N=14-65) for fall 2022 and 90.82% (N=27-83) for spring 2023. In the fall, **the use of technological resources to access and communicate relevant information** was slightly lower with an average of 84.94 percent. The department's initial certification programs have an action plan that includes assisting students in seminar class to determine academic support in this area.

## **Goal 3: Acquisition and application of specialized knowledge**

*The three departments scored at a proficient level for this goal.*

Kinesiology's Exercise Sport Science averages ranged from 81% to 97.9% (N= 18 – 137), with one element missing data. Recreation and Parks Management's average score was 92%, with all elements ranging from 89% to 100%. For Educational Professions, extensive INTASC Common Assessments were aligned to this University Student Goal. Data demonstrated that students were proficient in Goal 3 with an overall average of 92.62% (N= 14 – 65) in fall 2022 and 89.78% (N=12 – 84) in spring 2022. The range for the spring scores hovered at 89% for each of the elements. The action plan for the department includes resources and academic support for acquiring research skills and specialized vocabulary especially for exceptional learners.

## **Goal 4: Values and social responsibilities**

*The departments within the College of Education demonstrated strength in meeting this goal.*

Exercise Sport Science's averages ranged from 87% to 100% (N= 6-45) for the elements. The lowest score was in **understanding and applying mathematical reasoning to solve quantitative problems and to evaluate quantitative information and arguments**, at 87% average proficiency. Recreation and Parks Management also scored an average of 94%. All elements ranged from 89% to 100%. Educational Professions had an average of 95.22% (N=27-73) in spring 2022 and 97.10% (N=23) in fall 2022.

## **Goal 5: Appreciation of cultural identities**

*Overall, the three departments provided assessment averages that demonstrated proficiencies in the elements of this goal.*

Exercise Sport Science ranged from 92.5% to 100% (N= 13 – 18) for the three elements. Recreation and Parks Management had an overall average of 93%. Two of the elements were a perfect 100%, with **understanding the cultural and social exercise of power** at 81%. This department has been working on Goal 5 for several years and plans to work on this element in more depth over the next year. Educational Professions' average was 91.97% (N= 23 – 37) in the fall of 2022 and 92.89% (N= 27 – 84) for all in spring 2023.

## **2. Graduate Assessment Summary: 2022 Calendar Year**

### **Overview:**

Three departments submitted data to address the graduate institutional student learning goals. Educational Professions' Master of Education (M.Ed.) program aligned their common assessments to Council for the Accreditation of Education Preparation (CAEP) Advanced Proficiency standards, which were then matched to the institutional graduate student learning goals. The number of students submitting assessments varied for each goal, based on the number of outcomes

linked to the general competency/criteria (see ranges in the data provided). The Department of Kinesiology's Athletic Training (AT) program linked the research project outcomes to the student learning goals. There were eight students participating in the first year of this graduate program. Recreation, Parks, and Sport Management graduate program monitored thesis, research project, and the practicum assessments, which were tied to the graduate student learning goals. The percentage and N were provided within the rubric. All three departments demonstrated proficiency in meeting each of the five Graduate Institutional Learning Goals. The following summary provides overall data and areas for continuous improvement. The specific data reports for each department are available as further evidence to support the conclusions of the summary.

### **Goal 1: Breadth and depth of knowledge in the field of study**

*All three departments demonstrated proficiency in meeting Goal 1.*

Recreation, Parks, and Sport Management linked the general competency to their program outcome, **to provide professional preparation training that addresses the changing needs of recreation, parks, and sports leaders in a complex and changing global society**. Students scored 50% (N=10) competent and 50% (N=10) at the exemplary level. Kinesiology's Athletic Training program candidates scored 90% or higher at the competent and exemplary level. The AT outcome, which was aligned to the general competency **integrate evidence-based practice standards when making clinical decisions and critically examine athletic training practice**. Educational Professions' M.Ed. Program connected advanced proficiencies to their research, developmental theory course assessment, cultural and technological awareness in the context of global education course assessment, and capstone research projects, which were then connected to the institutional general competency/criteria for Goal 1. Their overall average was 95.01% (N= 14 – 42), with an average approaching exemplary on the rubric.

### **Goal 2: Communication of knowledge in the field of study**

*The COE programs demonstrated proficiency in meeting Goal 2.*

Recreation, Parks, and Sport Management linked this goal to the program outcome **to emphasize the development of leadership and management skills**. Students scored 20% (N=4) at the competent level and 80% (N=16) at the exemplary level. The Athletic Training program indicated that 90% (N=8) scored at a competent or above level. Educational Profession's M.Ed. program demonstrated an overall average of 93.64% (N= 14 – 42). In a review of the disaggregated data, M.Ed. students still needed to work on sentence structure and grammar to improve their communication skills. The faculty collaborated to thread a writing proficiency rubric from the core course into all specializations to monitor and increase support for the skills of communication.

### **Goal 3: Analytical thinking in the field of study**

*All departments within the College of Education provided evidence of competency in meeting Goal 3.*

Recreation, Parks, and Sport Management connected the institutional competency to the program outcome **to develop recreation, parks, and sports professionals prepared for upper-level positions in the recreation and sports industry**. Overall, 100% of the students reached the competent level with 35% (N=7) at the competent level and 65% (N=13) at the exemplary level. In the AT program, 90% (N=8) exceeded expectations. The program linked evidence-based practice and critical examination of practices as well as synthesis of scholarship, evidence-based practice, and lifelong learning to the institution's general competency/criteria. The Educational Professions department's M.Ed. program demonstrated 97.51% (N = 14 – 42) proficiency in meeting and exceeding the competency for Goal 3, using common assessments previously described which were aligned to the general competency/criteria.

### **Goal 4: Practices, values, and ethics of the profession**

*Graduate students in the three departments achieved exemplary status for this goal.*

Recreation, Parks, and Sport Management achieved 100% (N=20) on this goal. The institutional general criterion was tied to a program outcome **to provide for cultural diversity by preparing students to work with diverse groups in recreation and sports settings**. The Athletic Training program connected several outcomes to gather data for this goal: 1) **combine and synthesize necessary skills within a complex healthcare system**, 2) **integrate professional and ethical behaviors**, and 3) **integrate state and national regulation in order to demonstrate moral and ethical judgement**. Overall, the students scored 90% (N=8) and exceeded competency for this goal. Educational Professions M.Ed. program scored 99.70% (N= 14 – 42) for goal 4. All proficiencies demonstrated a near perfect score as they connected various assessments to the institution's general competency/criteria.

#### **Goal 5: Applied knowledge and skills in the discipline**

*All COE graduate students demonstrated competency in meeting Goal 5.*

Recreation, Parks, and Sport Management achieved 30% (N=6) in competent and 55% (N=11) in exemplary categories. They observed that 15% (n=3) of the students were in the marginal category for this goal. An analysis of the assessments revealed that students were struggling to identify relevant resources for their thesis and projects. The availability of resources was determined to be the main issue, and the department increased library resources and assisted the students in skills to access appropriate materials. Athletic Training graduate students reached 90% (N=8) of the competency and higher on the program outcome. The program outcomes of **compose and integrate therapeutic intervention programs and develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life** were linked to the general institutional competency. Educational Professions' M.Ed. program goals were connected to evidence-based practices/strategies, global and technological applications, and presentations of knowledge and skills. The students scored 97.69% (N= 15 – 34) for the general competency/criteria.

### **College of Liberal Arts and Sciences**

#### **1. Undergraduate Assessment Summary: 2021-2022 Academic Year**

Reporting of undergraduate assessment was completed by nearly all units within the College of Liberal Arts and Sciences by January 2023. Life-Cycle Facilities Management, a relatively new program with one faculty member, will have 2022–2023 data. International Studies has no dedicated full-time instructional faculty members and only an interim coordinator. A plan was devised at the end of last year to collect data for the program for the 2022- 2023 report.

Exemplary assessment activities during 2021- 2022 included Liberal Studies, Social Work, and Theatre. As last year, these are highlighted because faculty in the programs have: implemented their assessment plans; utilized assessment as part of informed decision making; changed curriculum, courses, and/or assessment plans; and made continuous improvement to close the loop.

The Liberal Studies assessment report outlined the three goals for the program: (1) students will develop a rationale for their focus area/plan of study; (2) students will demonstrate research skills; and (3) students will prepare job applications for careers in their fields of study – as well as the minimum level of competence required for acceptable performance. The report described: the procedures used to measure each goal; the data by semester; an interpretation of the data; and an analysis of the same. This analytic portion of the report explains where improvements or adjustments could be made to improve the results. Further, the program closed the loop by sharing the results with members of the Liberal Studies Committee early in fall 2022.

The Social Work assessment report described nine competencies, a benchmark and the evaluation scores separately provided by field supervisors and field directors for student interns. The document also explained different data collection methods used by the two evaluator types. These data were presented visually in an easy-to-read table. Social Work faculty chose to alter the use of one intern site due to a “mismatch” with the needs of the program, which suggests that the program is fluid and adjusts based on its needs and evaluation of data collected. The unit's assessment program will necessarily be changing because the national standards for accreditation are being altered.

Theatre's assessment includes evaluation programs for three different sub-areas: Acting, Design/Technology and Theatrical Studies. Reviewers of these three individual assessment reports reported that the procedures were clearly described, the data were presented, rubrics employed were included in the report, the results were interpreted and explained, and the outcomes were shared with faculty in the unit in summer 2022 to allow time for them to close the loop and modify their instructional approaches in the three areas.

As in the past, a recurring problem in more than one document was not approaching the report writing from the perspective of what was more than likely a new assessment committee evaluator. In some cases, important information was left out - such as rubrics and procedures used to measure teaching and learning - assuming the reader would know it from past years. Another omission was clearly articulating how the loop was closed. There seemed little doubt that it was happening, but there was no statement specifically mentioning how and when the results were shared with relevant parties. Other issues included mislabeled/missing/incorrect assessment data files, not stating N-sizes, not stating the assessment venue, not articulating the minimum level of achievement expected, and not specifying goals assessed. However, there generally seemed to be fewer of these problems in 2021–2022 than the previous year.

## **2. Graduate Assessment Summary: 2021–2022**

### **Master of Science in Applied Computer Science**

In the fall of 2019, the Department of Computer Science and Information Technologies' graduate committee embarked on an endeavor to enhance the collection of assessment data. The initiative involved discussions among the graduate coordinator, the committee, and the associate provost to craft an effective solution. The committee members faced significant challenges collecting assessment data and implementing a plan throughout the Pandemic. During AY 2022-2023, the department went through a substantial transition and experienced the loss of six staff members, offset only slightly by the addition of one new member. This change significantly impacted daily operations and posed an unexpected hurdle to the implementation of the proposed assessment solution. Consequently, the direction and methods for student assessment became subjects of extensive debate within the department. In an attempt to gauge student progress, a pilot program was implemented involving assessment through various classes, including Networking 1, Software Engineering, and Web Development. However, the pilot program proved unsustainable over time, prompting a rethinking of the strategy.

Department faculty are now revisiting the idea of a capstone course and are in the process of seeking approval for it. The proposed change will require all students graduating from the program to take either COSC 700 or the new capstone course. The introduction of the Capstone course, or the existing thesis course, is designed to assess every student according to the Graduate Institutional Learning Goals rubric. The addition of the capstone course will lead to a minor adjustment in the total hours of the MACS program, increasing it from 30 credit hours to a range of 30 to 31 credit hours. For AY 2023-2024, the aim is to implement many changes, including the new capstone course, informed by suggestions from internal and external program reviews. Financing the capstone course represents an additional challenge that the department must explore in collaboration with the dean of the new college in which the department will reside starting fall 2023.

### **Master of Science in Counseling Psychology**

The program assesses students on five learning goals that cover: 1) breadth and depth of knowledge in the field; 2) communication of knowledge in the field; 3) analytical thinking in the field of study; 4) practices, values, and ethics of the profession; and 5) applied knowledge and skills in the discipline. These learning goals are evaluated through a combination of internship supervisor evaluations, written papers, responses to case studies, oral presentations, and research. All students evaluated (n = 9), achieved the highest score of 5 or “exemplary” on Learning Goals 4 and 5. Regarding Goal 2, all students except one were “exemplary” and one was “competent.” For goals 1 and 3, six students scored “exemplary” and three were rated as “competent.” Based on

the data, the faculty members in the unit met the objectives articulated for the program. The report indicated that, despite COVID, those in the program performed admirably stating that internship students faced the prospect of having their internships furloughed or being in an online modality. Additionally, many of the clients faced financial pressures and other stressors as a result of the virus. To close the loop, the scores are shared with the advisors for each student, which then in turn gets shared with the MS committee. All who teach in the program receive information about the assessment scores. Students are also communicated to about their comprehensive exam at the end during their exit interview.

### **Master of Science in Nursing – Leadership and Management Track, Education Track**

The MSN assessment plan measures student learning outcomes based on the nine American Association of Colleges of Nursing (AACN) Master's Essentials. Data were collected from the students' capstone assignments for summer and fall of 2021 and spring 2022. Data are collected in NURS 700: Capstone Project (Leadership and Management as well as Nursing Education concentrations) and in NURS 701: Transition to Practice (Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner concentration). The program is assessed by other metrics in addition to the capstone course to demonstrate student success and closing of the loop via graduate exit surveys, alumni surveys, employer surveys, preceptor evaluations of students in the practicum experience, student evaluations of preceptors and sites in the practicum experiences, employment rates, and graduation rates.

All students enrolled in the course were assessed (n = 17). The department of Nursing's Assessment Committee employed a rubric which assessed the students' achievements in meeting each of the nine AACN Master's Essentials. The benchmark set by the faculty for the assessment plan is that all students achieve a three (3) on a 1 - 4 Likert scale where 1=unsatisfactory, 2= below satisfactory, 3=satisfactory and 4=excellent performance. Results were reported in aggregate and on each of the nine AACN Essentials. The average score was 3.6, demonstrating mastery that the targets were met.

The loop was closed when results were reported to the department of Nursing. Because of the addition of the new concentrations, a change was made to the assessment process to assess student learning outcomes common to all four concentrations via a cumulative paper in the final courses (NURS 700 and NURS 701). A portfolio demonstrating the students' work throughout the program accompanies this cumulative paper. The students are required to gather an artifact from each course, upload it to the new e-portfolio application, and write one paper in the final course that combines all the essentials and how each were met.

### **Master of Medical Science in Physician Assistant Studies**

The 2021-2022 report constitutes the third assessment of graduate students in the Physician Assistant program. Overall, twenty-five students were assessed on the five program goals using the rubric developed in 2018–2019. Goal 1 is to **prepare PA students with the core medical knowledge and skills to deliver healthcare**. The Class of 2022's first-time Physician Assistant National Certifying Exam (PANCE) pass rate was 83%, representing an 11% gain over the previous year but remaining below the national average of 92 percent. The program was required to submit a mandatory report to The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) due to a first-time pass rate of  $\leq 85\%$ . Additionally, 100% of the cohort passed DPAM 709, which is the summative course for the curriculum and a proxy measure for measuring the success of Goal 1.

Goal 2 is to **matriculate and graduate students from healthcare professions shortage areas and medically underserved areas**. The Class of 2022's entrance and graduation exceeded the program's benchmark and the previous year's percentage. The Class of 2022's entrance and graduation percentage from healthcare professions shortage areas and medically underserved areas was 64%: an increase of 16% compared to the prior year.

Goal 3 is to **demonstrate the ability to make informed decisions about patient care consistent with up-to-date scientific evidence and sound clinical judgment**. This goal is evaluated by the percent completion of the DPAM 709 course, and like last year, 100% of the class completed the course. The goal is also evaluated by the preceptor evaluations of clinical problem solving at program benchmark. Preceptors rated that 91% of the class met the expectation.

Goal 4 is to **prepare graduates to meet the healthcare needs of rural and medically underserved populations**. This is evaluated by the percentage of students who have half or more of clinical practice experiences and placements in rural or medically underserved clinical sites. This year, that percentage (84%) increased by 20 percent. In summary, the program is meeting or exceeding established goals related to matriculating students from disadvantaged backgrounds and exposing them to medically underserved areas and populations, with the intent to return them back to the communities they came from. The current areas in need of improvement are related to improving the first-time PANCE pass rate.

### **Master of Science in Wildlife/Fisheries Biology & Applied Ecology and Conservation Biology**

Assessment of graduate students in the department of Biology is based on a five-point rubric developed by the department's Graduate Program Coordinator in consultation with the Provost's Office. Three AECB graduate students completed degrees during AY 2022-2023. As required for graduate programs in Biology, each student must successfully write and defend a research-based thesis, which requires a public presentation primarily attended by faculty and students in the department, followed by a closed meeting wherein the student undergoes an oral exam administered by the advisor and graduate committee. All the graduate students who completed degrees in AY 2022-23 performed exceptionally well in the classroom (GPAs of 4.0, 4.0, and 3.8), and two of the three completed excellent theses. Assessment scores averaged across the five learning goals in the rubric per graduate student ranged from 4.3 to 5.0, with an overall average score of 4.7. Average scores per learning goal ranged from 4.3 for Goal 4 (**quality of thesis research** and Goal 5 (**applicability of thesis research in contributing knowledge for solving conservation issues**) to 5.0 for Goal 1 (**breadth and depth of knowledge in the field of study** and Goal 2 (**communication of knowledge derived through research**). For Goal 3 (**analytical thinking in the field of study**), the mean score was 4.7. The graduate students all performed well with the public thesis-defense presentation and likewise responded well to questions from the audience. The quality of presentations is related to many of the graduate courses in the department having a focus on student presentations and ensuing discussion of topics relevant to natural resource conservation. Also, most graduate students have teaching assistantships, which prepare them for lecturing in front of an audience. The combination of coursework, thesis research, and teaching assistantships appears to serve well in training and enabling students to competently address and communicate science-based issues related to the conservation of natural resources.

Completing a thesis is the ultimate outcome of the department's graduate programs, with a thesis accepted by the student's graduate committee required for graduating and serving as the primary focus of the assessment. The faculty regard assessment scores  $\geq 3.5$  as preferred. For this assessment, all the students had scores  $\geq 4.00$ , with two scoring 5.0. Because quality outcomes of thesis research are the primary part of the department's assessment, there is inherently a positive association between the quality of students entering the programs and the assessment.

### **General Education Program Assessment Summary**

A summary of the results from FSU's General Education Program (GEP) student learning assessment cycle for fall 2022 and spring 2023 is found below. The full report from the GEPRC is located at [provide link to full report].

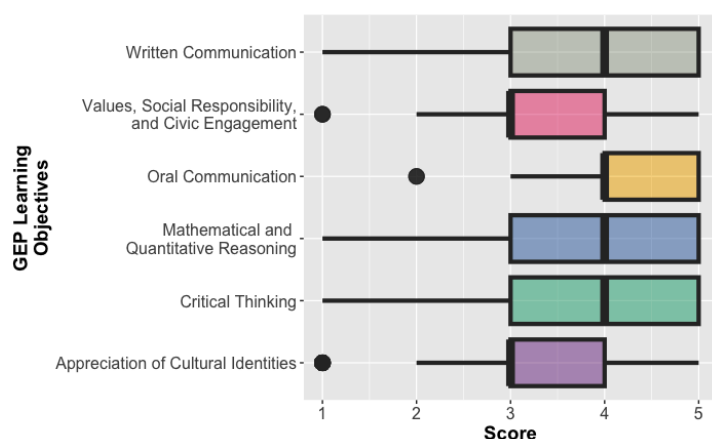
The departments conducting assessment for the 2022-2023 assessment cycle were:



GEP Learning Objective	Assessing Department
Written Communication	English & Foreign Languages
Oral Communication	Communication
Mathematical and Quantitative Reasoning	Physics & Engineering
Critical Thinking	Economics
Appreciation of Cultural Identities	Visual Arts
Values, Social Responsibility, and Civic Engagement	History

Types of artifacts used for assessment included student papers/assignments, student speeches and final exams. We did not quite hit our targets of 80 artifacts per GEP Learning Objective this past year, and we will continue to aim high for this goal as we collect artifacts across Learning Objectives.

Visualization of Assessment Results:



From the above chart, we see that, in each category, as indicated by the left side of the corresponding box, that 75% of our students meet or exceed a score of 3.0 in each category. Accordingly, we concluded in this report that our students met expectations regarding GEP learning objectives.

- Of note, this is a huge accomplishment and was shared with our Middle States Mock visit reviewer—who was very impressed with this accomplishment.

As we move forward, first we share a tremendous appreciation of our faculty who continue to be committed to the overall GEP continual improvement process. The assessing departments identified avenues by which they intend to improve their offerings and assessment protocols. In turn strengthening their work even further.

During Fall 2023, we solicited department interest in participating in the next cycle of GEP Assessment, and we are very appreciative of the following departments who agreed to support the cause in the next GEP cycle!

GEP Learning Objective	Assessing Department
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Written Communication	English & Foreign Languages
Oral Communication	Communication
Mathematical and Quantitative Reasoning	Chemistry & Physics
Critical Thinking	Economics
Appreciation of Cultural Identities	Visual Arts
Values, Social Responsibility, and Civic Engagement	History

Our [comprehensive report](#) concludes with a discussion of looking forward to what we are calling Assessment 2.0. The GEPRC is currently reflecting on past GEP Assessment reports with an eye toward developing new assessment protocols and lessons learned to inform the GEP re-envisioning process.

### **SLAAG and GLAAG Recommendations to AIEC and UAC**

1. The deans should convey student learning assessment plan to the Office of the Provost by the end of the fall 2023 term.
2. MSCHE Standard V criteria requires *clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission*. Frostburg State University currently has identified Undergraduate and Graduate Institutional Learning Goals, but these learning goals are not aligned in a data collection tool to provide evidence of overall student learning achievement across the institution. The first step would be to create a matrix demonstrating the relationship of student learning outcomes both institution-wide (e.g., general education) and for individual programs and their relationship to each other. The second step would be to report data from that alignment.