



SLAAG/GLAAG Report

2024 (Fall 2023/Spring 2023)

SLAAG Membership:

- Dr. Sharman Adams: Associate Provost, GEPRC
- Sara-Beth Bittinger, Ed.D: Associate VP Provost's Office, Chair, SLAAG
- Dr. Keith Terry: Assistant Dean, CLAS
- Dr. Janet Mattern: Assessment Coordinator, CoE
- Dr. Evan Offstein: Assessment Coordinator, CoB
- Dr. Sharman Adams: Acting Provost and Vice President for Academic Affairs
- Dr. Justin Dunmyre and Randall Lowe: Chair, CLAS Assessment Council; Chair, GEPRC

GLAAG Membership:

- Dr. Sharman Adams: Associate Provost, Student Success and Graduate Services
- Sara-Beth Bittinger, Ed.D: Associate VP, Chair, GLAAG
- Dr. Keith Terry: Assistant Dean, CLAS
- Dr. Kim Rotruck: Associate Dean, CoE
- Dr. Ali Ashraf: Associate Dean, CoB

College of Business

1. Undergraduate Assessment Summary: Academic Year 2023-2024

In particular, and to better align with AACSB, we scripted PLGs that answered the question—*what we want our students to be*. Our PLOs, in contrast, were re-written to answer the question—*what we want our students to do or demonstrate*.

Assessment Results: As we canvass our undergraduate PLGs/PLOs, we, generally, find that our students have met minimum standards of competence. On our faculty constructed Rubrics, a '3.0' constitutes *Meeting Standards* on a 5.0 scale. In AY 2023-2024, four out of five competencies were assessed at the undergraduate level; only global perspective was not assessed.

(a) Ethical reasoning was assessed in MGMT510 in Fall 2023 and Spring 2024. In all the five dimensions assessed, students performed higher than 4.00 in both the semesters that exceeded the "3.0 or Meeting Standards" benchmark. In Fall 2023 the average score was 3.40 that improved to 4.20 in Spring 2024.

(b) Leadership was assessed in MGMT356 in Spring 2024. In all the five dimensions assessed, students performed higher than 3.00 and average of 4.19, that exceeded the "3.0 or Meeting Standards" benchmark, which was however lower than Spring 2022 average score of 4.32.

(c) Tech proficiency was assessed in ACCT212 in Spring 2024, for the first time. In all the three dimensions assessed, students performed higher than 3.00 and average of 3.65, that exceeded the "3.0 or Meeting Standards" benchmark.

(d) Critical Thinking was assessed in MGMT355 in Spring 2024. In all the four dimensions assessed, students performed higher than 3.00 and average of 4.20, that exceeded the "3.0 or Meeting Standards" benchmark, which was higher than Spring 2023 average score of 4.32.

Indirect Measures of Assessment: AACSB requires business programs to advance indirect measures of assessment as supporting evidence. In this report, we present two such initiatives.

(a) During the Spring and Summer of 2024, the AoL Committee member Dr. Bradley collated indirect data from Frostburg State's Career Services. From Spring of 2022 through Spring of 2024, Career services queried and surveyed employers about business student performance at Career Fairs and internship opportunities. Data were captured virtually and in-person regarding a total of 216 students. The committee curated the qualitative data that was collected, coded, and binned and, most importantly and linked back to the PLGs/PLOs.

(b) Another prime example where the College leveraged feedback to improve assessment and learning efforts occurred in the Spring of 2022. During this semester, the College conducted exit surveys for graduating students along with surveying faculty and alumni on trends and focus areas for student enrichment. A convergent theme across these survey instruments was the need for enhanced student fluency in technology and data analysis. Based on this feedback, our technology/data analysis PLG/PLO emerged. Furthermore, and integrating both curricular and assessment domains, the College replaced two professional development courses with a business analytics course that is now part of the Core Business Knowledge (CBK) (MGMT 200—introduction to Data Analytics).

2. Graduate Assessment Summary: 2022-2023 Academic Year

In particular, and to better align with AACSB, we scripted PLGs that answered the question—*what we want our students to be*. Our PLOs, in contrast, were re-written to answer the question—*what we want our students to do or demonstrate*.

Assessment Results: As we canvass our Graduate PLGs/PLOs, we, generally, find that our students have met minimum standards of competence. On our faculty constructed Rubrics, a '3.0' constitutes *Meeting Standards* on a 5.0 scale. In AY 2023-2024, all the five competencies were assessed at the graduate level.

(a) Ethical Reasoning was assessed in MGMT510 in Fall 2023. In all the five dimensions assessed, students performed higher than 4.00 and average of 4.56, that exceeded the "3.0 or Meeting Standards" benchmark.

(b) Leadership was assessed in MGMT510 in Fall 2023 and Spring 2024. In all the five dimensions assessed, students performed higher than 4.00 in both the semesters that exceeded the "3.0 or Meeting Standards" benchmark. In Fall 2023 the average score was 4.47 that was marginally declined in Spring 2024 score of 4.38.

(c) Global perspective was assessed in ECON511 in Fall 2023. In all the five dimensions assessed, students performed higher than 4.00 and average of 3.65, that exceeded the "3.0 or Meeting Standards" benchmark.

(d) Technological proficiency was Assessed in MGMT621 in Summer 2024. In all the five criteria assessed, students performed higher than 4.00 and average of 4.28, that exceeded the "3.0 or Meeting Standards" benchmark.

(e) Critical Thinking was assessed in MGMT680 in Fall 2023. Among the four dimensions, students performed higher than 3.00 in two dimensions, but underperformed in the other two dimensions, and the average score was below "3.0 or Meeting Standards" benchmark.

Across the graduate and undergraduate level, the PLG/PLOs that deserve our collective attention is that of Critical Thinking at the MBA level. A corrective action or close-the-loop initiative will be designed and executed in the Fall 2024 semester to close this gap.

College of Education

1. Undergraduate Assessment Summary: Calendar Year 2023

The College of Education contained three departments during the 2023 calendar year: Educational Professions, Kinesiology, and Recreation and Parks Management. Each department submitted data to address the undergraduate institutional student learning goals. Educational Professions programs align their common assessments to Interstate Teacher Assessment and Support Consortium (INTASC) standards and match the standards to the student learning goals. Each common assessment is further disaggregated by criteria to match the indicators within each goal. The number of students within the assessment varies from indicator to indicator. The Department of Kinesiology has

specific courses and assessments in Exercise and Sport Science, which are aligned to the Institutional Student Learning Goals. Their data report provides the course and assessment name with number of students for each semester. The three levels are divided into “Needs Improvement” at 69% or below, “Meets Expectations” at 70% to 89%, and “Exceeds Expectations” at 90% or above on the assessments. The Department of Recreation and Parks Management developed an assessment plan to evaluate the extent to which undergraduate students meet or exceed the Institutional Student Learning Goals. Using the established plan, data were collected at the program level in Spring 2023, Summer 2023, and Fall 2023. The department used a three-point scale, with 1=needs improvement (students score 69% or below), 2=meets expectations (students score between 70% and 89%), and 3=exceeds expectations (students score between 90% and 100%) to evaluate the competencies established for the institutional learning goals. The program used various assessment tools to assess competencies, including self-evaluations, internship evaluations, exam scores, risk management plans, senior presentations, and program development plans. The specific assessment instruments used are depicted in the assessment plan developed by the department. Data for Recreation and Parks Management explained in the report shared an overall score related to these assessments.

All three departments demonstrated proficiency in meeting each goal. The following summary provides overall data and areas for continuous improvement by goal and indicator. The specific departmental data reports are available to provide further evidence of the outcomes.

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

The Educational Professions, Recreation and Parks Management, and Kinesiology departments demonstrated that students met all the indicators of this goal. Most students excelled across the programs. Students demonstrated their ability to use skills of inquiry, critical thinking, and synthesis. Programs identified various assessments linked to this goal, and data was disaggregated into three levels: Needs Improvement, Meets Expectations, or Exceeds Expectations. The following data shares a breakdown for each of the indicators. While overall they met the goal, there were indicators such as “applying different methods of inquiry...” in which the department plans to continue analyzing students, content, and pedagogy within the Exercise and Sport Science program.

- A. *Apply different methods of inquiry from various perspectives and disciplines to gather information.* Educational Professions aligned this indicator to an internship II dispositional assessment and a technology professional development plan. 206 students were assessed. 100% of the students in the Internship II assessment met the indicator, and 80.85% of the students completing the Technology Professional Development Plan met the indicator. Kinesiology aligned the indicator to a group project and marketing plan. Thirteen students completed the assessment in the spring of 2023 and achieved 87% competency for this indicator. In the fall, there were only six students completing the assessment and half of them fell below the needs improvement while the other half exceeded the expectation. Exercise and Sport Science will be reviewing the assessment to determine if the lower scores stem from the assessment, students, or the curriculum for this indicator. Recreation and Parks Management submitted only the percentage of students that meet or exceed this indicator. Seventy-one percent (71%) of the students met the indicator.
- B. *Comprehend and apply various research methods to evaluate information critically.* Forty-seven Educational Professions students completed a technology assessment tied to this indicator in the spring semester, and 51 students completed the assessment in the fall semester. Almost eighty-one percent (80.85%) met or exceeded the expectation for spring semester, while 84.31% of students met or exceeded the expectation for fall 2023 semester. Twenty Exercise and Sport Science students scored 95%, which met or exceeded expectations for the spring, and 24 students achieved 92%, which met or exceeded expectations in the fall. The Exercise and Sport Science assessment was aligned to a research project. Seventy-three percent (73%) of the Recreation and Parks Management students met the expectations for this indicator.
- C. *Analyze complex issues and construct logical conclusions.* Educational Professions had 81 students complete an internship dispositional assessment in the spring and fall with 100% of the competency was met or exceeded expectations. Exercise and Sport Science students also achieved 100% meeting or exceeding expectations through a Posture Analysis/FMS Injury Analysis task. Recreation and Parks Management students achieved 95% in meeting or exceeding expectations for their assessment.

- D. *Use problem defining and problem-solving skills by synthesizing ideas within and across disciplines.* Educational Professions students demonstrated high achievement on this indicator with 100% meeting or exceeding expectations. The assessment was an internship dispositional task. 93.83% of the spring group exceeded expectations and 96.3% of the fall group exceeded expectations. Exercise and Sport Science students completed the Needs Analysis Strength program that highlighted this indicator and 90% of the students met or exceeded expectations. Seventy percent (70%) of the fall group met or exceeded expectations. Seventy-one percent (71%) of the Recreation and Parks Management students met or exceeded expectations. The department highlighted this area as one to further analyze.
- E. *Demonstrate sustained intellectual curiosity.* Educational Professions students achieved a similar level of achievement for this indicator. One hundred percent (100%) met or exceeded expectations for the fall and spring semesters. Exercise and Sport Science students demonstrated higher scores on an internship assessment in the spring, with 100% of the 13 students meeting expectations. In the fall, seven students completed the Internship linked to the indicator, with 72% meeting the expectations. Seventy-seven percent (77%) of the Recreation and Parks Management students met or exceeded the expectation for this indicator.

Goal 2: Core skills: You will be proficient in reading, writing, speaking and listening. You will also develop quantitative literacy and technology fluency.

All three departments provided evidence of meeting and exceeding the expectation for this goal. The indicators provided evidence of their level of proficiency. The only indicator that demonstrated a need for continual improvement was in Recreation and Parks Management, in which only 62% of the students met or exceeded the expectations for “comprehend and critically interpret information in written and oral form.” This indicator was identified as an area in which the department will be supplementing instruction.

- A. *Comprehend and critically interpret information in written and oral form.* For this goal, Educational Professions tagged Lesson Planning assessments to this indicator. Over the two semesters, 82 students submitted the assessment and 97.53% of the students met or exceeded expectations in the spring. One hundred percent (100%) met or exceeded expectations in the fall. Exercise and Sport Science used Case Studies as their assessment to analyze indicator A. Seventy-four percent (74%) of the 31 students in spring met expectations, and 82% of 22 students met expectations in the spring. Sixty-two percent (62%) of the Recreation and Parks Management students met or exceeded expectations for this indicator. This is an area for improvement within that program.
- B. *Communicate information and Ideas Effectively.* Educational Professions used exit interviews and the internship assessment criteria for this indicator. Twenty-seven students were assessed in the fall and in the spring. Almost ninety-five percent (94.7%) met or exceeded expectations in the spring, while 88.89% met or exceeded expectations in the fall semester. In Exercise and Sport Science, the spring data was not submitted for this indicator, but in the fall data, 88.5% met or exceeded the expectations for the 26 students in Biomechanical analysis assessment. Recreation and Parks Management students achieved 94% met or exceeded expectations for their assessment.
- C. *Understand and apply mathematical reasoning to solve quantitative problems and to evaluate quantitative information and arguments.* Educational Professions did not have an assessment tied to this indicator. Exercise and Sport Science used a Metabolic Equation Heart Monitor Assessment to determine students' ability to meet this indicator. Eighty-seven percent (87%) of the spring students met the expectation and 87% of the fall students met the expectation. Recreation and Parks Management reported 89% of their students met the expectation for this indicator.
- D. *Use technological resources to access and communicate relevant information.* Educational Professions had two assessments tied to this indicator. The Exit Interview with 74 students in their last semester demonstrated that 89.19% of the students met or exceeded expectations. An earlier assessment in the major with a total of 98 students indicated that 85.11% met or exceeded expectations. Exercise and Sport Science students were assessed

through a discussion board and 100% of the 36 students over the year were able to communicate relevant information and use technology resources. Seventy-seven percent (77%) of Recreation and Parks Management students demonstrated meeting this indicator.

Goal 3: Demonstrate technical and analytical skills that are appropriate to your field of study.

This goal was a strength among all the programs as evidenced by the assessment outcomes for each of the indicators. Students demonstrated superior ability to use analytical skills and apply reflective practices. The programs used research skills for critical discourse and demonstrated achievement in their fields. The following data provides a breakdown of various assessment criteria used to demonstrate these attributes and skills.

- A. *Demonstrate technical and analytical skills that are appropriate to your field of study.* Educational Professions programs tied internship performance and instructional unit criteria specifically aligned to critical thinking and problem solving to this indicator. Spring 2023 (N=81) and Fall 2023 (N=28) data for the internship performance rating concluded that 98.77% of competencies met or exceeded expectations. The Unit of Instruction criteria indicated 91.56% of competencies met or exceeded expectations. Twenty-eight Exercise and Sport Science students completed Facility Design and Budget Project. 100% of the students met or exceeded expectations. Ninety-three percent (93%) of the Recreation and Parks Management students met or exceeded expectations of this indicator.
- B. *Acquire research skills and specialized vocabulary for critical discourse.* Specific connections within the Internship Performance rating were aligned to this indicator for the Educational Professions programs. One hundred and nine (109) students completed the assessment criteria, with 98.77% of competencies met or exceeded expectations. A peer review research project using Medical Terminology was aligned to this indicator for Exercise and Sport Science students. One hundred fifty-six (156) students completed the assessment in the fall and spring, with 97% and 100% respectively meeting or exceeding expectations. Ninety percent (90%) of the Recreation and Parks Management students met or exceeded expectations.
- C. *Demonstrate competencies and achievements appropriate to your field of study.* Educational Professions students completed an Exit Interview-planning, assessment, learning environment to meet this indicator. Almost ninety-five percent (94.59%) of the 74 students in the spring met or exceeded expectations. Twenty-one students completed the assessment in the fall, with 85.19% meeting or exceeding expectations. Exercise and Sport Science aligned this indicator to a testing portfolio. Of the 18 students in the spring, 94.59% of competencies met or exceeded expectations. Seven students completed the assessment in the fall and 85.19% met or exceeded the expectation. One hundred percent (100%) of the Recreation and Parks Management students met or exceeded expectations.
- D. *Apply classroom learning in a combination of reflective practices and experiential education.* A field evaluation reflection and the internship performance criteria provided data for Educational Professions programs. One hundred and eleven (111) students completed the reflection with 100% meeting or exceeding expectations. One hundred and eight (108) students in fall and spring completed the internship performance rating linked to this indicator with 97.53% and 100% respectively meeting or exceeding the competencies. A biomechanical analysis was aligned to this indicator for Exercise Sport Science. Over both semesters, 58 students completed the assessment. 86% of competencies met or exceeded expectations in the spring and 88.5% of competencies met or exceeded in the fall. One hundred percent (100%) of the Recreation and Parks Management students met or exceeded expectations.

Goal 4: Values and social responsibility.

Several indicators within this goal were strengths for the College of Education students. Making professional judgements based on ethical considerations and societal values was successfully demonstrated throughout the assessment outcomes at a high level. Along with that indicator, students were effective in exhibiting civic responsibility and leadership. Students clearly understood the value of community service and had an appreciation for their natural environment. Educational Professions instructors have been specifically working on building cultural

awareness and civic engagement in schools. The outcomes of the assessment demonstrated their efforts have been effective. Both Exercise and Sport Science and Recreation and Parks Management have been monitoring and analyzing student outcomes for respect and tolerance of other cultures and societies. Students demonstrated their ability to meet this goal, but departments are still working to create a higher level of achievement.

- A. *Demonstrate respect and tolerance for other cultures and societies.* Educational Professions aligned a dispositional assessment within the Internship Performance rating to this indicator. One hundred and seven (107) students completed the assessment and 100% met or exceeded expectations. Twenty-five graduating Exercise and Sport Science students completed a reflection paper/project over the two semesters. One hundred percent (100%) of the 18 students in the spring met or exceeded expectations. There were only seven students in the fall and 57% of the students met or exceeded expectations. This has been an ongoing area to monitor for this program. With such a small number of students it is indicative of the overall program, but it is important for the program to monitor. Recreation and Parks Management is also monitoring this indicator within their program: 68% of students met this expectation during the year.
- B. *Make professional and personal judgements based on ethical considerations and societal values.* This indicator was also tied to a professional disposition assessment for Educational Professions programs. One hundred and eight (108) students completed the assessment over the two semesters. Almost ninety-nine percent (98.77%) of the students met or exceeded expectations. Ninety Exercise and Sport Science students completed the Ethics project over the year, with 91% meeting or exceeding expectations in the spring and 98% meeting or exceeding expectations in the fall. One hundred percent (100%) of the Recreation and Parks Management students met this indicator expectation.
- C. *Exhibit civic responsibility and leadership.* The Dispositional assessment criteria was aligned to this indicator for Education Professions programs. One hundred and eight (108) students successfully completed that assessment with 100% meeting or exceeding expectations. Group Exercise criteria was aligned to this indicator for Exercise and Sport Science students. Fifty six students completed the assessment and 100% met or exceeded expectations in the spring, while 93% met or exceeded expectations in the fall. Ninety-three percent (93%) of Recreation and Parks Management students met or exceeded expectations.
- D. *Understand the purpose and value of community service in advancing society.* Once again criteria from the Professional Dispositional assessment were aligned at this indicator for Educational Professions students, with 100% meeting or exceeding expectations. Future Planning Assessment criteria was aligned to this indicator for Exercise and Sport Science students. Twenty-eight students were assessed in the fall and 100% met or exceeded expectations. Spring data was not provided. Like the other two departments, 100% of Recreation and Parks Management students also met or exceeded expectations for this indicator.
- E. *Demonstrate an awareness of an appreciation for the natural environment.* Educational Professions programs did not provide an alignment to this indicator. Exercise and Sport Science aligned the indicator to an assessment discussing Depression and natural environment. Of the 56 students assessed 100% met or exceeded the expectations in the spring and 95% met or exceeded expectations in the fall. Ninety percent (90%) of Recreation and Parks Management students met or exceeded expectations.

Goal 5: Appreciation of cultural identities.

The students in the College of Education programs demonstrated a high level of proficiency in meeting this goal. Educational Professions faculty have been building strategies for students to elevate their cultural awareness and other identities through microcredentials connected to field experiences. The final dispositional assessment confirmed that students could demonstrate knowledge, skills, and attitudes essential for communicating and cooperating with people of diverse backgrounds. They also scored well on the assessment, which points to cultural and social understanding of power and appreciating others' voices. Exercise and Sport Science students overall met these indicators. The small group assessed in the fall noted difficulties in meeting this goal, but the larger group in the spring demonstrated proficiency. Recreation and Parks Management students scored well within their ability to communicate and

cooperate with people of diverse backgrounds and appreciate arguments that are different than their own. The department is still working on creating even more understanding of cultural and social exercise of power.

- A. *Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.* One hundred and eight (108) Educational Professions students achieved 100% competency for this indicator. Exercise and Sport Science upper-level students completed a marketing plan project with criteria that matched this indicator. Ninety-two percent (92%) of the 13 students met or exceeded the expectations, but the fall group of six only had 50% who met or exceeded expectations. The results of the fall were like an earlier goal in which the percentage was low. With only six students, the overall percentage does not reflect the trend for this indicator. The program will still monitor future assessments to determine the outcomes of this indicator. One hundred percent (100%) of Recreation and Parks Management students met or exceeded expectations.
- B. *Understand the cultural and social exercise of power.* As with the previous indicator, the same assessment was aligned to this indicator with different criteria scores. Still, 100% of Educational Professions students met or exceeded expectations. A supervisor evaluation provided data for Exercise Sport Science. One hundred percent (100%) of the 18 upper-level students met or exceeded expectations for the spring semester, and 71.5% of the seven students in the fall met or exceeded expectations. Recreation and Parks Management highlighted this indicator as one they continue to monitor: 71% of the students met or exceeded expectations.
- C. *Recognize and appreciate arguments supporting perspectives different from your own.* The final indicator was again aligned with criteria from the Dispositional assessment in the Educational Professions programs. Like many of the other indicators, 100% of the 108 students over the two semesters met or exceeded expectations. Exercise and Sport Science scored their students on a seminar discussion board task related to this indicator. Similar to previous indicators, the spring group was very successful, with 100% meeting or exceeding expectations, but the fall group fell behind in overall performance with only 67% meeting or exceeding expectations. One hundred percent (100%) of Recreation and Parks Management students met or exceeded expectations.

2. Graduate Assessment Summary: Calendar Year 2023

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 the assessments varied for each goal based on the number of outcomes linked to the general competency/criteria. The Department of Kinesiology's Athletic Training program linked the research project outcomes to the student learning goals. 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. The data reports for each department are available as further evidence to support the summary's conclusions.

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

All three departments demonstrated proficiency in meeting Goal 1.

Educational Professions aligned several criteria within assessments to this goal. EDUC 603, academic writing task, EDUC 606, common assessment, and the capstone academic writing all contributed data to measure students' ability to demonstrate breadth of knowledge in the field. Both EDUC 603 and 606 students are completing these assessments as a foundation to their graduate degree. Overall, 190 students submitted data which was aligned to goal 1. The overall rating was 3.73/4 (93.21%). The capstone assessment was completed at the end of the master's program. Twenty-three students completed the assessment with 3.83/4 (95.65%). The Athletic Training program data collected

data from a Mock BOC Exam (n= 8 students). Seventy-five percent (75%) of students scored 5/5, due to two students not completing their mock exam. Athletic Training program also collected data from a Research Poster (N= 8 students) One hundred percent (100%) of students had exemplary scores on their research posters. Recreation and Parks Sport Management program aligned specific outcomes to provide professional preparation training that addresses the changing needs of recreation, parks, and sports leaders in a complex and changing global society. Ten students completed the assessment and eight (80%) students exceeded expectations. One student was competent and another was marginal.

Goal 2: Communication of knowledge in the field of study.

The COE programs demonstrated proficiency in meeting goals 2.

Educational Professions' Advanced Programs aligned several common assessments to determine graduate students' ability to communicate knowledge in their field of study. One hundred and ninety (190) students were assessed through criteria from an academic writing assignment, a group project, and the capstone research paper. Overall, the score was 3.55/4 (88.81%). The Athletic Training program connected to this goal through an assessment entitled, Social Determinants of Health Project, that synthesized how athletic training scholarship, evidence-based practice, and life-long learning supports the practice of athletic training. 8 students completed the assessment, and 100% of students scored exemplary on this project. Recreation and Parks Sport Management aligned an assessment that emphasized the development of leadership and management skills: 10 graduate students completed the assignment with 80% scoring exemplary and 20% scoring competent.

Goal 3: Analytical thinking in the field of study.

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

Educational Professions graduate students completed several tasks in which rubric criteria were aligned to Goal 3. Data was collaboratively collected by the group to support the findings related to a chosen topic. Identification of a Research Issue or Problem of Practice was another criterion. The last task compared five 21st Century Global Competencies outlined in a project. One hundred and nine (109) students completed the task. The aggregate score from the various data was 3.66/4 (91.53%). Athletic Training graduate students demonstrated their analytical thinking through a Clinical Education Final Evaluation that integrated evidence-based practice standards when making clinical decisions and critically examining athletic training practice. They also synthesized how athletic training scholarship, evidence-based practice, and life-long learning supports the practice of athletic training. One hundred percent (100%) of these students had exemplary scores on the final evaluation. Recreation and Parks Sport Management students completed a task to prepare for upper-level positions in the recreation and sports industry. This analytical task resulted in 90% of the students scoring exemplary, and 10% scoring competent on the rubric.

Goal 4: Practices, values, and ethics of the profession.

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

Educational Professions graduate students completed two tasks, which included bias-free language guidelines and a digital presentation to complete a critical comparative analysis. Thirty-seven (37) students completed the tasks with an overall average of 3.73/4 (93.30%). Athletic Training completed the Social Determinants of Health project. The project's objective was to combine and synthesize necessary skills within a complex healthcare system, including risk management, insurance, healthcare and reimbursement documentation, and facility management. They were also scored on integrating professional and ethical behaviors expected of the Athletic Trainer as a health care professional and integrating state and national government regulation to demonstrate moral and ethical judgement while practicing Athletic Training. Overall, 100% of the eight students scored exemplary on the project. Recreation and Parks Sport Management aligned Goal 4 to an assessment on cultural diversity by preparing students to work with diverse groups in recreation and sports settings. In this task, 100% of the eight students scored exemplary.

Goal 5: Applied knowledge and skills in the discipline.

All COE graduate students demonstrated competency in meeting goal 5.

Educational Professions graduate students completed several tasks that were aligned to application of knowledge and skills within their discipline. One task had students express personal identity, worldview, and how prior experiences impact perceptions and expectations, including the acknowledgement of personal biases. The students synthesized literature to prepare a paper. Additional data was extracted from the capstone research project. One hundred and eight (108) scores provided an overall rating of 3.80/4 (95.00%). Athletic Training students were assessed during their Clinical Education Final. Students needed to compose and integrate therapeutic intervention programs using clinical outcome measures and treatment goals to optimize the patients' overall health and quality of life, and they were to develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life. All eight students scored exemplary on the final tasks. Recreation and Parks Sport Management students were to use recreation and sports to deliver human service that enhances the public's quality of life. The results of the 10 students concluded 70% exemplary and 30% competent.

College of Liberal Arts and Sciences

1. Undergraduate Assessment Summary: 2023

Undergraduate assessment of programs in the college was completed in February 2024.

Exemplary assessment activities during 2023 occurred in these departments or programs: History, Liberal Studies, and Theatre-Acting Track. 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; provided relevant information to allow meta-analysis; and made continuous improvement to close the loop.

As part of the assessment plan in History, each of the four program goals were entered separately into Compliance Assist and each was connected upward to university goals. This approach, rather than submitting an entire assessment report as a Word document, allows these upward connections where the document does not. Student papers were analyzed from one 200-level course and a 400-level class. The reporting included rubrics used to evaluate the documents as well as the data, in the form of ratings measuring the program goals. The results of the analysis were shared in an August 2023 department meeting and instructional strategies were devised to address areas considered in need of improvement.

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. Goals were connected upward to those of the university, where relevant. Rubrics, used to measure attainment of the program goals, and the data, were supplied. The report also described the venue for measurement, procedures used, and an interpretation of the data. This analytic portion of the report explains where improvements or adjustments could be made to improve the results. The loop was closed at the first fall 2023 meeting of the Liberal Studies Committee where the results were shared and discussed to make improvements.

The assessment plan for the Theatre-Acting Track included specification of five program learning goals and each was connected upward to university goals. Data and rubrics were supplied showing where the data were generated, the results of measurement, goals being evaluated and an analysis of the outcomes. Further, areas in which improvement is needed and those where current practices should be continued, were highlighted. The report was clear and thorough.

Areas in need of improvement that seem to recur regularly included not supplying all of the relevant information for analysis, not clearly articulating how the loop was closed, no mention of the measurement venue, no rubrics, mislabeled/missing/incorrect assessment data files, not stating N-sizes, not articulating the minimum level of

achievement expected, and not specifying goals assessed. These will continue to be action goals for the college assessment committee leadership.

2. Graduate Assessment Summary: 2022–2023

Master of Science in Applied Computer Science

During the 2022-2023 academic year, the Computer Science and Information Technologies department went through a substantial transition due to 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, the faculty have continued to try and collect assessment information through various classes, including Networking 1, Software Engineering, and Web Development. However, the pilot program proved unsustainable over time so a re-thinking of the strategy is warranted.

Also during the 2022-2023 academic year, the Department of Computer Science and Information Technologies' Applied Computer Science program underwent a comprehensive program review. This thorough evaluation assessed the program's structure, effectiveness, and alignment with institutional goals. All stakeholders were involved in the review process, including current students, alumni, faculty, staff, and external reviewers. As a result of this rigorous review, the program's certificate was accepted by the Maryland Higher Education Commission in Fall 2023, marking it as a successfully accredited program. This recognition underscores the unit's commitment to maintaining high academic standards and continuous improvement in curriculum and assessment practices.

In light of the nonrenewal of one position and the new budget situation, the department deemed creating a new capstone class as financially unsustainable. However, with EAB now assisting with recruitment, the department hopes to have the necessary time to implement a new assessment plan. The faculty are revisiting this assessment strategy to focus on creating a valid instrument through methods such as surveys and data collection points throughout the program. This approach aims to systematically evaluate student progress and align with the Graduate Institutional Learning Goals rubric.

Timeline

September 2024

- Seek help on how to develop an assessment plan that looks at current classes and is not cumbersome to the department as it does not have a dedicated assessment person.
- Establish a collection methodology for assessment and a survey instrument.
- Establish a timeline for the survey instrument to be administered to exiting graduate students. This should be based loosely on the survey instrument that was used to collect data during the program review process.

October/November 2024

- Seek feedback on the assessment plan.

February 2025

- Implement the assessment plan.

May 2025

- Analyze data.

Summary

The faculty in the unit will attempt to create a valid assessment instrument and could use help in creating such a tool for the program. Despite continued efforts to collect assessment information through several classes, they do not yet have a viable solution for effective data collection. Assistance in developing a robust assessment tool from an FSU administrative entity, potentially through surveys and strategic data collection points, would be invaluable.

Master of Science in Counseling Psychology

In the 2023-2024 academic year, the faculty in the program assessed 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 3, 4 and 5. Regarding Goals 1 and 2, eight students except one were “exemplary” and one was “competent.” Based on the data, it would appear that the M.S. program in Counseling Psychology has met the learning objectives of the institution. Most student scores fell in the exemplary range with one falling in the competency range. This has shown some improvement from previous years with the stressors of COVID and finances being better controlled for both the interns and clients. To close the loop, the scores are shared with the advisors for each student, which then in turn get shared with the program 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 Master’s Essentials. Data were collected from the students’ capstone assignments for Summer and Fall 2022 and Spring 2023. Data are collected in NURS 700 Capstone Project (Leadership and Management and 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, alumni, and employer surveys; preceptor evaluations of students in the practicum experience; and student evaluations of preceptors and sites in the practicum experiences; employment rates; and graduation rates.

All of the students enrolled in the courses were assessed (N = 24). The Department of Nursing 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 3 on a 1 to 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 or higher demonstrating mastery; the targets were met.

The loop was closed when the 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 course (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 of the essentials and how they met each collectively.

Master of Medical Science in Physician Assistant Studies

Below is a detailed summary of the outcomes for AY 2023 in the Physician Assistant (PA) program against established goals. The goals focus on academic performance, student demographics, clinical problem-solving capabilities, and clinical training in underserved areas. Each goal's achievement is quantified and analyzed based on the latest data.

Goal 1: Academic Excellence in PANCE and Capstone Course

PANCE Ultimate Pass Rate:

- Objective: Achieve a pass rate that meets or exceeds the national average.
- Outcome: The goal was not met in 2023, with the first-time test taker pass rate at 80%, below the national average.

DPAM 709 Summative (Capstone) Course:

- Objective: Attain a 100% pass rate.
- Outcome: Successfully met, maintaining a 100% pass rate consistent with previous years.

Goal 2: Recruitment and Graduation of Students from Underserved Areas

Student Entrance and Graduation Characteristics (HPSA/MUA):

- Objective: Enroll and graduate 30% of students from HPSA/MUA.
- Outcome: The Class of 2023 achieved 44% in both entrance and graduation characteristics, exceeding the goal.

Goal 3: Competency in Research and Clinical Problem Solving

DPAM 665 Research and Evidence-Based Medicine Course:

- Objective: Achieve a 100% pass rate.
- Outcome: Successfully met, maintaining a 100% pass rate consistent with previous years.

Preceptor Evaluations:

- Objective: Average score of >3.5 in clinical problem-solving evaluations.
- Outcome: The Class of 2023 averaged a score of 3.66/4, equivalent to 92% satisfaction, surpassing the benchmark.

Goal 4: Clinical Experience in Underserved Areas

Clinical Practice Experiences:

- Objective 1: All students will have 30% or more of their clinical practice experiences in rural or underserved sites.
- Outcome: 100% of students met this target.
- Objective 2: 20% of students will have half or more of their clinical placements in these areas.
- Outcome: 96% of students met this ambitious target, demonstrating significant engagement in underserved areas.

Conclusion

The PA program has shown strong performance in several key areas, especially in clinical placements and problem-solving skills. However, the dip in the PANCE pass rate in 2023 highlights an area for immediate review and enhancement. Ongoing efforts to exceed recruitment and retention targets in underserved areas continue to be successful, aligning with the program's mission to address healthcare disparities.

The program was placed on probation in September 2023 and the program's goals and outcomes were cited. The program revised the goals in January 2024 and those goals were approved by Faculty Senate at their May 2024 meeting. The program will publish the revised goals, benchmarks, and data necessary to report on goal performance for AY 2024 on the program's website in June 2024. The program's focused site visit will commence on May 5-6, 2025, with a decision rendered by ARC-PA at their September 2025 meeting.

Master of Science in Wildlife/Fisheries Biology and 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. Four graduate students completed degrees during the 2023-2024 academic year and all were through the AECB graduate program. As required for

graduate programs in Biology, each student must successfully write and defend a research-based thesis, which requires a public presentation followed by a closed meeting wherein the student undergoes an oral exam administered by the advisor and graduate committee.

All the graduate students completing degrees for the 2023-2024 academic year performed exceptionally well in the classroom and two of the four completed excellent theses, whereas the other two students completed high-quality theses. Assessment scores averaged across the 5 learning goals in the rubric per graduate student ranged from 4.4 to 5.0, with an overall average score of 4.7. Average scores per learning goal ranged from 4.5 for Learning Goals #2, #3 and #4, to 5.0 for Learning Goals #1 and #5. 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 likely 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 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.

Graduate faculty in the unit regard assessment scores of ≥ 3.5 as preferred. For this assessment, all of the students had scores of ≥ 4.4 , with two scoring 5.0. Ultimately, because quality outcomes of thesis research is 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.

However, attracting high-quality students to participate in research-based graduate programs in the natural sciences is competitive, dependent on a faculty engaged in research, adequate stipends, and an adequate number of assistantships to support a reasonable number of graduate students to ensure dynamic interactions for intellectual and social growth. Due to changes taking place at FSU over the past few years, it is becoming increasingly more difficult for the department to continue to attract graduate students to the school and the program.

General Education Program Assessment Summary

The GEP Assessment data results for 2023-2024 indicate that students are meeting or exceeding expectations for the six broad learning outcomes assessed as detailed in this report. Mathematical and Quantitative Reasoning was the only category with a mean below 3. Of note, that particular assessment had higher than expected variation in terms of the scores coming from individual assessors, and as the assessors evaluated different artifacts, the variation could not be averaged out. The department intends to do an interrater normalization exercise for the next round of student artifacts. In addition, faculty have identified adjustments to instructional and assessment methods, and suggested changes to at least one Learning Outcomes Rubric, as detailed in Table 4, as a means to continually improve delivery and outcomes for the GEP. The GEP report presents a new analysis that may help inform Assessment 2.0 efforts, as described in the 2022-2023 report, and closing the loop for assessment in the upcoming 2024-2025 assessment cycle.

SLAAG and GLAAG Recommendations to AIEC and UAC

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. Throughout the fall 2023 and spring 2024 semesters, SLAAG members, the College Deans, and Associate Deans met to evaluate the current alignment between the program/department level goals and the institutional learning goals. Associate Deans met with Department Chairs who serve on Assessment Committees in each of the colleges. The Associate Deans have started the process of supporting the Department Chairs in developing Undergraduate Institutional Learning Goal tables which identify key assessment data housed within specific courses at the beginning of the academic programs and the end of the academic programs to capture candidates' ability to meet learning goals. The assessments identified provided the strongest alignment within the academic programs to provide evidence of meeting the indicators for each of the Undergraduate Institutional Learning Goals. Associate Deans can now aggregate the data within the SLAAG/GLAAG report to inform candidate proficiency across the institution and identify areas for continuous improvement. This process will continue in the 2024-2025 academic year. Similar tables demonstrating alignment for the Graduate Institutional

Learning Goals still need to be developed. The recommendation from SLAAG, GLAAG, and AIEC is that the university would identify a common data collection tool to provide evidence of overall student learning achievement across the institution to report data from that alignment.