SLAAG/GLAAG Report

2025 (Fall 2024/Spring 2024)

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College of Business, Engineering, and Computational & Mathematical Sciences
In Fall 2023, the legacy college of business transformed into a multidisciplinary college, and under new configuration, the College of Business, Engineering, and Computational & Mathematical Sciences (CBECMS) that now hosts ABET accredited three Engineering undergraduate programs, and COAPRT accredited undergraduate programs in Recreation and Park Management in addition to AACSB accredited business programs. In Spring 2024, the scope and membership of the college assessment committee got expanded by including representatives from all departments and programs. The college assessment committee is being led by two co-chairs, *Dr. Evan Offstein (for AACSB Business programs) and Dr. Martin Barret (non-business programs).* In the long run, the expanded assessment committee is expected to foster knowledge sharing about the best assessment practices across these premium professional accreditations.

1. **Undergraduate Assessment Summary: Academic Year 2024-2025**
For College of Business, Engineering, and Computational & Mathematical Sciences, for this Spring 2024/Fall 2024 evaluation year, we chose to report assessment initiatives and results for undergraduate programs accredited by two major accreditation bodies: (a) AACSB for business programs, and (b) COAPRT for recreations and parks management.

The Department of Recreation and Parks Management (Undergraduate Program assessment)
The Department of Recreation and Parks Management has developed an assessment plan to evaluate the extent to which undergraduate students meet or exceed the institutional learning goals. Using the established plan, data was collected at the program level in Spring 2024, Summer 2024, and Fall 2024. The department uses a 3-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.

Results:
For Spring 2024/Fall 2024 period, students have done well in meeting and exceeding expectations for Goals 3, 4 and 5.
- Goal 3: Acquisition and application of specialized knowledge: 100% of students "Meets and Exceeds Expectations".
- Goal 4: Values and social responsibility: 96% of students "Meets and Exceeds Expectations".
- Goal 5: Appreciation of cultural identities: 93% of students "Meets and Exceeds Expectations".

However, the program needs to dedicate efforts toward goal #2 (Core Skills) and Goal #1 (Liberal Knowledge and Skills of Inquiry, Critical Thinking, and Synthesis).
- Goal 1: Liberal knowledge and skills of inquiry, critical thinking, and synthesis: 88% of students "Meets and Exceeds Expectations".
- Goal 2: Core Skills: 75% of students "Meets and Exceeds Expectations". (Sub-categories: Communicate information and ideas effectively: 75%, Understand and apply mathematical reasoning to evaluate and solve quantitative information and problems: 69%)

Compared to the previous assessment results, improvements were noticed in the following areas during the current assessment period:
- Apply different methods of inquiry from various perspectives and disciplines to gather information
- Use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines
- Comprehend and critically interpret information in written and oral forms
- Demonstrate respect and tolerance for other cultures and societies
- Understand the cultural and social exercise of power

And there are further areas of improvement in:
- Understand and apply mathematical reasoning to evaluate and solve quantitative information and problems
- Communicate information and ideas effectively
- Analyze complex issues and construct logical conclusions

Closing the Loop: This academic year (2024-2025), the department has worked on revising the undergraduate learning goals, outcomes, and curricular content to ensure they align with industry and accreditation standards, current issues, emerging trends, and available data. Thus, in Spring 2025, a series of curriculum changes were proposed and approved that will be effective in Fall 2025. For example, the program added Recreation Budgeting to the curriculum, which will provide dedicated classroom time for students to apply mathematical reasoning to topics relevant to the profession. Furthermore, the RECR 440 course, Organization and Administration in Recreation, will integrate content allowing students to analyze and make decisions on complex issues.

For undergraduate Business programs, see appendix A.

2. Graduate Assessment Summary: 2023-2024 Academic Year
For College of Business, Engineering, and Computational & Mathematical Sciences, for this Spring 2024/Fall 2024 evaluation year, we chose to report assessment initiatives and results for graduate programs accredited by two major accreditation bodies: (a) AACSB for business programs, and (b) COAPRT for recreations and parks management.

The Department of Recreation and Parks Management (Graduate Program assessment)
The Department of Recreation and Parks Management has developed an assessment plan to evaluate the extent to which graduate students meet or exceed the institutional learning goals. Using the established plan, data was collected at the program level in Spring 2024, Summer 2024, and Fall 2024.

The program/discipline-specific proficiency level was measured using a 4-point scale, where 1-2=Unsatisfactory proficiency; 3=Marginal proficiency; 4=Competent Proficiency; and 5=Exemplary proficiency. Specific criteria were defined for each level of proficiency. Three faculty who supervised students during their thesis, research project, or practicum for the degree used the established criteria to assess student proficiency in relation to the stated learning goals,

competencies, and specific program outcomes. Data were collected from 25 graduate students who completed their capstone project for the degree in Spring 2024, Summer 2024, and Fall 2024 (three students completed a thesis, nine a research project, and 13 students completed a practicum).

Results:
For Spring 2024/Fall 2024 period, students have done well in meeting and exceeding expectations for Goals 2, 3 and 4.
- Goal 2: Communication of knowledge in the field of study. Competent and Exemplary: 88%
- Goal 3: Analytical thinking in the field of study. Competent and Exemplary: 88%
- Goal 4: Practices, values, and ethics of the profession. Competent and Exemplary: 92%

However, the program needs to dedicate efforts toward goal #2 (Core Skills) and Goal #1 (Liberal Knowledge and Skills of Inquiry, Critical Thinking, and Synthesis).
- Goal 1: Breadth and depth of knowledge in the field of study. Competent and Exemplary: 76%
- Goal 5: Applied knowledge and skills in discipline. Competent and Exemplary: 72%

Closing the Loop:
The assessment results from 2024 identify the same two areas for improvement from 2023. During the 2024/25 academic year, the program has implemented some changes to the capstone. Specifically, practicum students will now be required to complete capstone credits across consecutive semesters (i.e., one semester to plan the project, one semester to implement and evaluate). Thesis and research project students will now have the benefit of completing RECR 683 Thesis/Research Project Preparation across an entire 15-week semester, rather than an intensive seven-week course. These changes come into effect for the 2025/26 academic year, which we hope will enable students additional time to take a deeper dive into the theoretical and conceptual underpinnings of their capstone projects. The additional time should also provide more opportunities for students to consider how this newly acquired knowledge can be applied to future problems and issues they may encounter.

For undergraduate Business programs, see appendix B.

College of Education and Health & Natural Sciences

1. Undergraduate Assessment Summary: Calendar Year 2024

Overview:

The College of Education, Health and Natural Sciences (CEHNS) contains seven undergraduate departments: Biology, Chemistry/Physics, Educational Professions, Geography, Kinesiology, Nursing, Social Work. Health Science is an interdisciplinary major within the CEHNS consisting of coursework from various Departments across the college. 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 other Departments have utilized a **common assessment rubric** to evaluate the extent to which undergraduate students meet or exceed the undergraduate institutional learning goals (UILG). Specific courses and assessments in each program are aligned to each institutional student learning goals. Their data report provides the course and assessment name with the 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 to evaluate the competencies established for the institutional learning goals. Using the established plan, data is collected at the program level in Spring 2024, Summer 2024, and Fall 2024. The programs have 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 utilized by each department.

Previously, departments were located within separate University colleges and each utilized various assessment plans, rubrics, and reporting software such as Compliance Assist. In the fall of 2024, these seven departments transitioned into a new college together. **To promote consistency, each department applied a similar reporting format. Currently, all departments within the CEHNS demonstrate proficiency or working towards proficiency in meeting each institutional learning goal.**

Each department was actively engaged and committed to working toward proficiency with institutional learning goals. The *Department of Educational Professions*, *Nursing*, and the *Exercise and Sport Science* program provided strong evidence of meeting UILG 1 through 5. **Overall, all seven departments, including *Health Science*, contributed and aligned their program outcomes, assessment, and evidence of student learning to support UILG 1 through 5.** The Departments of *Chemistry/Physics*, *Biology*, *Geography*, *Social Work, and Health Science* have demonstrated positive progress for working towards proficiency in meeting each UILG. These departments were actively involved in aligning its activities with institutional learning goals, participated in working groups related to student learning assessment, and welcomed feedback to programmatic curriculum or assessment tool adjustments to better meet institutional goals. The *Chemistry* program demonstrated meaningful integration of institutional learning goals, particularly in its research-intensive and laboratory-based courses. While some areas such as mathematical reasoning community engagement were not assessed during this cycle, the available data shows that a majority of students are achieving at or above expectations. Strong performance in upper-level Chemistry courses, such as CHEM 304 and CHEM 491/492, further reflects student competency in both technical execution and public communication. The *Physics, Biology, and Geography Departments* have made commendable progress in integrating institutional learning goals into their curriculum. While small sample sizes are common due to the Departments' enrollment, consistent achievement at or above expectations indicates successful alignment of course activities and assessments with institutional goals.

Continuous quality improvement is an ongoing process and departments in the CEHNS are actively working to improve their practices. This demonstrates a commitment to student learning and adaptation. The Department of *Educational Professions* found one area for continuous improvement in Goal 2a *Comprehend and critically interpret information in writing and oral form.* The spring 2024 data presented a small N=7 with 71.43% meeting expectations. Fall 2024 (N=50) provided evidence of 94% of candidates meeting this expectation. The *Nursing* department noted there were no significant changes to percentages between the spring and fall semesters. The *Chemistry/Physics, Biology, and Geography* Departments noted areas with lower achievement or incomplete data represent opportunities for continued development and refinement. Future efforts will focus on developing additional assessments that are aligned with institutional goals as well as focus on UILG #5, specifically. Continued development of assessments in this area will support broader institutional alignment. Overall, *Social Work* is growing as a program and is continuously working to align student learning goals with various coursework within their program. Currently, students have demonstrated strong outcomes within learning goals 3 and 5.

The following summary provides overall data and areas for continuous improvement by goal and indicator. 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:

This goal is informed by six departments within the college. The Department of Education professions defined their indicator benchmarks as anything lower than 80% did not meet expectations. 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.

Overall, departments met this goal. The Department of *Educational Professions, Nursing, Chemistry* program, the *Exercise and Sport Science* program and *Health Sciences* demonstrated that students met all the indicators of this goal. The *Chemistry* program contributed data from CHEM 305 (Research Project), demonstrating student achievement across all indicators. The *Physics* program contributed data through PHYS 492, a Senior Research Project, demonstrating student achievement in indicators B and D. Physics is continuing to develop assessments for the remaining indicators in this goal area.

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. 140 students were assessed and 100% of the students in the Internship II assessment met the indicator and 82.14% of the students completing the Tech Professional Development Plan met the indicator. ***Exercise and Sport Science*** aligned the indicator to a group project and marketing plan. Overall, 88% of the 25 students who completed the assessment met or exceeded the competency for this indicator. In the fall 2023, only 6 students completed the assessment and 50% were reported as needing improvement. Overall, 78% of students met expectations in this area. Increased verbal and written communication about project expectations showed an improvement in academic performance from the previous year. ***Geography*** aligned this indicator with a research project in an honors section of a general education course. 82% of students met or exceeded expectations. The ***Biology Department*** aligned this indicator to an assignment in Biology 149 where students pull information from different group perspectives to gather experimental data. Overall, 88% of students met or exceeded expectations (n=114). With only 12% of students needing improvement, this learning outcome is in a good place, but pedagogy techniques will be adjusted next year to promote improved learning and understanding. ***Nursing*** aligned this indicator to the interprofessional roles assignment completed in the Professionalism in Nursing course. Overall, 205 students were assessed and 99% of the students met the indicator of 80%. The ***Chemistry*** program aligned this indicator to the CHEM 305 course and demonstrated 71% of students met or exceeded expectations (N=7). ***Health Science*** utilized a final case study presentation in a senior level course to assess all indicators within this goal. All students, 100%, met or exceeded expectations.

B. *Comprehend and apply various research methods to evaluate information critically.*

In ***Educational Professions***, 28 students completed a technology assessment tied to this indicator in the spring semester and 33 students completed the assessment in the fall semester. 82.14% met or exceeded the expectation for spring semester while 96.97% of students met or exceeded the expectation for fall 2024 semester. ***Exercise Sport Science*** aligned this indicator to a new assignment, an annotated bibliography assignment and a synopsis assignment in a first-year level course. Overall, 72 students were assessed and 94% of the students met or exceeded expectations. The ***Nursing Department*** aligned this indicator to the final research project poster and presentation in the course of Nursing Research. A total of153 students were assessed and 96% met the indicator of 80%. The ***Chemistry*** program aligned this indicator with the CHEM 305 course. Results showed that 71% of students met or exceeded expectations (N=7). In the ***Physics*** program, 100% of students met or exceeded expectations on their senior research project final report (N=1). ***Health Science*** utilized a final case study presentation in a senior level course to assess all indicators within this goal. All students, 100%, met or exceeded expectations.

C. *Analyze complex issues and construct logical conclusion.*

Educational Professions had 79 students complete an internship dispositional assessment in the spring and fall with 100% of the competency met or exceeded expectations. The ***Exercise Sport Science*** students achieved 95% meeting or exceeding expectations through two patient scenario case study assignments (CPT2 and Centenarian Decathalon). ***Nursing*** aligned this indicator to a systems-based quality improvement project that is completed throughout the semester in the course of Leadership Quality and Safety. A total of 178 students were assessed and 93% met or exceeded the indicator with 80%. The ***Chemistry*** program aligned this indicator with the CHEM 305 course research projects. Overall, 71% of students met or exceeded expectations (N=7). ***Health Science*** utilized a final case study presentation in a senior level course to assess all indicators within this goal. All students, 100%, met or exceeded expectations.

D. *Use problem defining and problem-solving skills by synthesizing ideas within and across disciplines*.

All programs demonstrated high achievement on this indicator. ***Educational Profession's*** reported 100% of students meeting or exceeding expectations. The assessment was an internship dispositional task. 98.44% of the spring group exceeded expectations, and 100% of the fall group exceeded expectations. ***Exercise and Sport Science*** students

completed the Needs Analysis Strength Program assignment that aligned to this indicator, and 94% of the students met or exceeded expectations. ***Nursing*** aligns this to several areas depending on degree type. For all programs, nursing aligned this to Nursing Research and the final project and poster presentation. A total of 153 students were assessed, and 96% met or exceeded the indicator. Nursing aligned the LPN-BSN students with this indicator to the course of Nursing Transitions and the Patient Teaching Project. A total of 79 students were assessed and 97% met the indicator. The BSN students were aligned to their Senior Practicum Evaluation. This is currently in progress as our first cohort of seniors is currently taking this course. This will be able to be reported on in 2025. The nursing department has aligned this in the BSN program to Ethics Committee Assignment in Nursing Ethics course, 98 students assessed, meeting the indicator with 100% competency met. The ***Chemistry*** Program aligned this indicator with the CHEM 305 course. Data indicated that 71% of students met or exceeded expectations (N=7). In the ***Physics*** program, students combined engineering and physics through CAD design of instruments within an upper-level physics course, PHYS 492. Overall, 100% met or exceeded expectations (N=1). ***Health Science*** utilized a final case study presentation in a senior level course to assess all indicators within this goal. All students, 100%, met or exceeded expectations.

E. *Demonstrate sustained intellectual curiosity.*

Educational Professions students achieved a similar level of achievement for this indicator. 100% met or exceeded expectations for the fall and spring semesters. The ***Exercise and Sport Science*** program aligned this indicator to senior-level internship application and professional development plan. Overall, 95% of students exceeded expectations. The ***Nursing Department*** aligned this to the course Professionalism in Nursing, Professional Development Plan. A total of 184 students were assessed and 99% met or exceeded the indicator of 80%. In the ***Chemistry*** program, an upper-level course, CHEM 305, aligned with this indicator. A total of 71% of students met or exceeded expectations (N=7).

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

All departments provided evidence of meeting and exceeding the expectation for this goal. The indicators provided evidence of their level of proficiency. The ***Chemistry and Physics Department*** demonstrated strong results in this area and assessed several indicators through upper-level courses. ***Health Science*** is working towards proficiency in this goal by aligning assessments with indicators A, B and D.

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. 100% met or exceeded expectations in the fall. ***Exercise and Sport Science*** used Case Studies as their assessment to analyze indicator A. Overall, 94% of students met expectations. ***Geography*** aligned this indicator with a response assignment to a professional article on land rights of indigenous Nicaraguans in an upper-level regional geography course. Overall, 100% of students met or exceeded expectations. For this outcome, ***Nursing*** aligned for all programs research final project and poster presentation. 153 students were assessed, 96% met or exceeded the benchmark of 80%. It was also assessed during Transitions course for the LPN-BSN students with the patient education plan where 79 students were assessed with 97% meeting benchmark of 80%. The traditional BSN students will be assessed in the future with their senior practicum evaluation. The first cohort is currently in this class now. This data will be reported in 2025. It also was aligned to ethics course and the Ethics Committee Assignment. 98 students were assessed, 100% met or exceeded the benchmark of 80%. In ***Chemistry***, 71% of students in CHEM 305 met or exceeded expectations (N=7).
Physics utilized an upper-level course, PHYS 492 literature reviews showed 100% of students met or exceeded expectations. ***Health Science*** aligned a senior-level Seminar course, HSCI 491, to assess this indicator. Each semester, 100% of students met or exceeded expectations.

B. *Communicate information and Ideas Effectively.*
Educational Professions tied Exit interviews and Internship assessment criteria to this indicator. 37 candidates in the spring and 15 candidates in the fall were evaluated for the Exit Interview. 91.8% met expectations in the spring, 100% met expectations in the fall. Internship II assessment included 64 candidates in the fall and 15 candidates in the spring. 96.88%

of fall candidates met expectations for this goal indicator, 100% of spring candidates met this expectation. In ***Exercise and Sport Science***, this indicator was aligned with group discussion boards and a biomedical analysis. Overall, 88% of students met or exceeded expectations. Geography aligned this indicator with a review of a peer-reviewed article assignment in an upper-level human geography course. 100% of students met or exceeded expectations. ***Nursing*** aligned this indicator to two assignments. The LPN-BSN and traditional nursing students met this goal in their Complex Care course within the assignment of Comprehensive Chronic Care Assignment. This is currently being taught for the first time to these two programs. It will be reported in 2025. It is also aligned to the course professionalism in Nursing for all undergraduate nursing students with the assignment IPE roles assignment. 205 students assessed, 99% met or exceeded the benchmark of 80%. In ***Chemistry***, 71% of students met or exceeded expectations in their CHEM 305 projects (N=7). Within ***Physics***, all students in PHYS 492 met or exceeded expectations in oral presentations. ***Health Science*** aligned a senior-level Seminar course, HSCI 491, to assess this indicator. Each semester, 100% of students met or exceeded expectations.

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*** aligned this indicator with two assessments from an upper-level course, EXSS 411. Metabolic Equations and a Heart Monitor Assessment were used to determine students' ability to meet this indicator. Overall, 90% of students met and exceeded expectations. ***Biology*** aligned this indicator with the Chi-square analysis of genetic outcomes in Biology 350 (Exam III). These questions required students to have quantitative literacy not only in genetics but in statistical analysis. Presenting their ideas in written format on the exam includes writing, of course, and logical organization. Seventy-two percent of students met or exceeded expectations (n=14), which is slightly below our goal of 80%. More time will be focused on these skills in Biology 350 in 2025 to help students master these skills. More students will be captured for this Learning Objective in 2025. ***Nursing*** aligned this indicator to the course of Leadership and Quality Safety and the assignment of Systems Based QI project. Overall, 178 students were assessed, 93% met the benchmark of 80%. ***Physics*** aligned upper-level courses to this indicator. Within PHYS 492, PHYS 420, and PHYS 261, 97, 100% of students met or exceeded expectations using Python, MatLab, and applied problem-solving.

D.   *Use technological resources to access and communicate relevant information.*

Educational Professions had two assessments tied to this indicator. The Exit Interview with 37 spring students in their last semester demonstrated that 94.59% of the students met or exceeded expectations. Fall included 15 students with 93.33% meeting expectations. An earlier assessment in the major with a total of 61 students indicated that 81.44% met or exceeded expectations. ***Exercise and Sport Science*** students were assessed through a discussion board and 96% of the 25 students over the year were able to communicate relevant information and use technology resources. Geography aligned this indicator with a computer lab assignment (Using Statistics to Assess Patterns) in a lower level, required core course. 80% of students met or exceeded expectations. ***Nursing*** aligned this indicator to Nursing Informatics course with the assignment Technology Innovation Project. Overall, 41 students were assessed, 100% met or exceeded the benchmark of 80%. ***Chemistry*** aligned this indicator to CHEM 305. Overall, 71% of students demonstrated competency (N=7). ***Physics*** students utilized AI tools in PHYS 492 for data collection, with 100% competency achievement. ***Health Science*** aligned a senior-level Seminar course, HSCI 491, to assess this indicator. Each semester, 100% of students met or exceeded expectations.

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. The ***Chemistry*** program provided data from upper-level courses in CHEM 305 and CHEM 304. ***Physics*** assessments demonstrated both strengths and areas for development.

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 2024* N=64 and *Fall 2024* N=15 data for the internship

performance rating concluded that 98.44% of spring candidates and 100% of fall candidates met or exceeded expectations. The Unit of Instruction criteria indicated 100% (N=54) of competencies met or exceeded expectations. **Exercise and Sport Science** students completed a Facility Design and Budget Project specific to their field of study. Overall, 97% of the students met or exceeded expectations of this indicator. **Geography** aligned this indicator with a computer lab assignment (Digital Image Analysis) in an upper-level geospatial technology course. 83% of students met or exceeded expectations. **Biology** utilized two assignments from two classes to align with this indicator. The two assignments/activities included learning the proper technique for using light microscopes (Biology 310) and completing project-based laboratory tasks in Biology 401. Students met or exceeded our expectations 100% for both assignments (n=20). For content laden curricula such as Biology, IBNH and W/F this Learning Objective has many places for assessment in the future. More assignments will be added in 2025. **Nursing** has aligned this goal for all students to Nursing Research and the final research project and poster presentation. 153 students were assessed, 96% met or exceeded the benchmark of 80%. Final ATI Exam has been aligned to this goal. This will be for LPN-BSN and traditional BSN students; this is currently in progress as our first cohort is taking this in spring 2025. RN-BSN students align to Health Assessment and Comprehensive Health Assessment, 41 students were assessed, 95% met or exceeded the benchmark of 80%. **Chemistry and Physics** aligned this indicator with upper-level courses in their major. Overall, in CHEM 305, 71% of students met or exceeded expectations (N=7). In CHEM 304, students used LabView to build a working auto-titrator and spectrometer. All students (N=5) exceeded expectations. In PHYS 492 and PHYS 261, 69% of students met or exceeded expectations. This indicator represents an opportunity for instructional refinement. **Social Work** aligned this indicator with upper-level courses in the major, SOWK 495 and SOWK 492, through mid-term and final evaluations as well as a capstone paper. All students (N=11) exceeded expectations as expected from senior-level students.

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. 79 students completed the assessment criteria with 99.22% of competencies met or exceeded expectations. The **Exercise and Sport Science Program** aligned two assessments with this indicator; a peer review research project using Medical Terminology and a peer review research project. Overall, 96% of students met or exceeded expectations. **Geography** aligned this indicator with an aerial photography interpretation assignment in a lower-level core geography course. 69% of students met or exceeded expectations. The department and instructor will review the appropriateness of this assignment in measuring this indicator and will review content and student preparation in advance of the assessment. **Nursing** has aligned this goal to Nursing Research using the assignments of the final research project and poster presentation, 153 students were assessed with 96% meeting or exceeding the benchmark of 80%. **Chemistry and Physics** aligned this indicator to upper-level courses in their majors. In CHEM 305, results showed 71% of students met or exceeded expectations. In CHEM 304, all students (N=5) successfully employed LabView terminology in project discussions. A literature search in PHYS 492 showed 100% success. **Health Science** aligned this indicator with a senior-level seminar course. Each semester, students were assessed through a final case study article presentation and 100% of students met or exceeded expectations. **Social Work** aligned this indicator with upper-level courses in the major, SOWK 495 and SOWK 492, through mid-term and final evaluations as well as a capstone paper. All students (N=11) exceeded expectations as expected from senior-level students.

C. *Demonstrate competencies and achievements appropriate to your field of study.*
Educational Professions students completed an Exit Interview-and were evaluated using the Internship II Performance Rating categories of planning, assessment, and learning environment to meet this indicator. 94.59% of the 37 students in the spring Exit Interview met or exceeded expectations. 15 students completed the assessment in the fall with 100% meeting or exceeding expectations. 98.44% of spring candidates (N=64) met this expectation on the IPR with 100% of candidates meeting the expectation in the spring. 21 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 25 students in the spring, 88% of competencies met or exceeded expectations. **Geography** aligned this indicator with the Capstone Portfolio in Geography, required of all graduating geography majors. 100% of students met or exceeded expectations. **Nursing** has aligned this goal to Leadership Quality and Safety course within the assignment of systems-based QI project. 178 students assessed with 93%, meeting the goal of 80%. It is assessed for the LPN-BSN and traditional students within the courses of Complex care and the Comprehensive Chronic Care Assignment and Population Health within the Community

Health Assessment project. These two courses are currently being taught for the first time, so this is in progress but will be reported in 2025. The RN-BSN curriculum is aligned to this goal in the course of Professionalism in Nursing and Population Health, IPE Roles assignment and Community Health Assessment. Overall, 205 students assessed, 93% met or exceeded the indicator of 80% and 100 students assessed, 87% meeting or exceeding the benchmark of 80% respectfully. In *Chemistry*, CHEM 305 results indicated 71% of students met or exceeded expectations. CHEM 304 students (N=5) demonstrated competency through completed instrumentation projects. In *Physics*, mixed results were observed: 100% of students met expectations in PHYS 492 final reports, but only 49% of students met expectations in PHYS 261 final exams. The department is reviewing assessment alignment. *Health Science* aligned this indicator with a senior-level seminar course. Each semester, students were assessed through a final case study article presentation and 100% of students met or exceeded expectations. *Social Work* aligned this indicator with upper-level courses in the major, SOWK 495 and SOWK 492, through mid-term and final evaluations as well as a capstone paper. All students (N=11) exceeded expectations as expected from senior-level students. Students are required to work towards the 9 Core Competencies of Social Work based on Educational Policy and Accreditation Standards (2022). This is assessed by the Field Instructor, Field Supervisor, and student.

    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. Overall, 80 students completed the reflection with 89.23% meeting or exceeding expectations. A total of 79 students in spring and fall completed the internship performance rating linked to this indicator with 98.44% and 100% respectively meeting or exceeding the competencies. A biomechanical analysis was aligned to this indicator for *Exercise and Sport Science*. Over both semesters, 59 students completed the assessment. Overall, 84% of competencies met or exceeded expectations. *Geography* aligned this indicator with campus geocaching activity and assessment in a lower-level core geography course. Overall, 93% of students met or exceeded expectations. *Nursing* has aligned this to Population Health Course, Community Health Assessment, for LPN-BSN and traditional nursing students. This is currently being taught for the first time. Data will be reported in the 2025 report. RN-BSN students have aligned it to Population Health, Community Health Assessment. 100 students were assessed, 87% met or exceeded this indicator. In *Chemistry*, CHEM 305 data showed 71% of students met or exceeded expectations. All CHEM 304 students (N=5) successfully applied classroom-taught methods to hardware projects. *Physics* aligned PHYS 492 methods drafts and PHYS 261 oral/written problem presentations to this indicator and showed 100% of students met expectations. *Social Work* aligned this indicator with upper-level courses in the major, SOWK 495 and SOWK 492, through mid-term and final evaluations as well as a capstone paper. All students (N=11) exceeded expectations as expected from senior-level students. Students are required to assess, synthesize, create, and employ an intervention, and evaluate the success of their intervention. They report their findings in a capstone paper (15 pages) and a class presentation on their findings.

Goal 4 - Values and social responsibility.

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. The *Chemistry* program reported on two indicators. (B and E). The *Physics* program participated in several indicators within this goal (A, B, and E). Physics is continuing to develop assessments for the remaining indicators in this goal area. *Health Science* reported on indicator B and is also continuing to develop assessments for the remaining indicators. **Departments are working on continuous quality improvement with this goal. Although not all Departments reported on each indicator, the current assessment alignments showed students demonstrated a high level of proficiency within the specific indicator.**

    A. *Demonstrate respect and tolerance for other cultures and societies.*
Educational Professions aligned a dispositional assessment within the Internship Performance rating to this indicator. Overall, 80 students completed the assessment and 100% met or exceeded expectations. Total, there were 25 graduating *Exercise and Sport Science* students completed a reflection paper/project over the two semesters. In the spring semester, 93% of students met or exceeded expectations. In the fall, 99% of the students met or exceeded expectations, which is an improvement from the previous years' 57%. This has been an area the program has been monitoring to maintain

proficiency. **Nursing** has aligned this goal to Leadership Quality and Safety course and the system-based QI project. 178 students assessed, 93% met or exceeded the benchmark of 80%. This goal is also linked to the LPN-BSN and traditional curriculum Complex Care course with the Comprehensive Complex Care Assignment, underway for the first time spring 2025. RN-BSN this goal is aligned with Professionalism in Nursing, assignments IPE Role Assignment. 205 students assessed, 99% met or exceeded the indicator of 80%. In a **Physics** course, PHYS 261, group work indicated 95% of students met expectations.

    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. 80 students completed the assessment over the two semesters. 100% of the students met or exceeded expectations. In **Exercise and Sport Science,** first-year students completed an ethics project in the fall semester (EXSS 103). Second-year students completed a professional debate in the fall semester (EXSS 306). For first-year students, only 56% of students met or exceeded expectations; however, second-year students had 100% of students exceeded expectations. During the spring semester, the program utilized a post-grad assignment for first-year students in EXSS 103. The program will continue to monitor the first-year cohort for progress and re-evaluate the alignment of the assessment tools to the indicator in EXSS 103. **Geography** aligned this indicator with an evaluation of municipal approaches to homelessness assignment in an upper-level human geography course. 100% of students met or exceeded expectations. **Biology** utilized class discussions of research papers as assessments for this indicator. Students read several research papers and presented one research paper to their classmates followed by student-led discussions. Prompts that focus on ethics, social responsibility, and scientific values lead to the topics during discussion. With a diverse set of students participating, different ideas and perspectives are shared. One hundred percent of students (n=11) met or exceeded our expectations. We are working to find/build other assignments that will assess this learning objective. **Nursing** aligned this goal to Leadership Quality and Safety Course, System-Based QI   Project. Overall, 178 students were assessed, 93% met or exceeded the indicator of 80%. In **Chemistry**, CHEM 305 literature reviews aligned with this indicator and 100% of students met or exceeded expectations (N=8). In **Physics**, PHYS 492, students engaged in peer-led discussions after research presentations. 100% met expectations. **Health Science** aligned an assessment tool from Biomedical Ethics (PHIL 313) to this indicator. During both semesters, 100% of students met or exceeded expectations.

    C. *Exhibit civic responsibility and leadership.*
The Dispositional assessment criteria were aligned to this indicator for **Education Professions** programs. Overall, 80 students successfully completed that assessment with 100% meeting or exceeding expectations. Group Exercise criteria were aligned to this indicator for **Exercise and Sport Science** students. Total, 94% met or exceeded expectations. **Nursing** aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Total, 178 students were assessed and 93% met or exceeded the indicator of 80%.

    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. Planning and participation in the Majors Fair event were aligned to this indicator for **Exercise and Sport Science** students. Overall, 89% of students met or exceeded expectations. **Nursing** has aligned this goal to Population Health and the Community Health Assessment. Data is currently available for RN-BSN, 100 students assessed, 87% of students met or exceeded the indicator of 80%. This is currently being taught for the first time in spring 2025 for LPN-BSN and traditional students.

    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 48 students assessed 92% met or exceeded expectations. **Geography** aligned this indicator with a written assignment exploring ethical values in the preservation of biodiversity in an upper-level, human-environment geography course. Overall, 100% of students met or exceeded expectations. Nursing aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Total, 178 students were assessed, 93% met or exceeded the indicator of 80%. In **Chemistry**, CHEM 321/322, Green

Chemistry Labs showed that 100% of students (N=10) met or exceeded expectations through lab work and environmental impact discussions. In *Physics*, students developed safety protocols in PHYS 492, with 100% meeting expectations.

Goal 5 - Appreciation of cultural identities

Departments are working on continuous quality improvement with this goal. Although not all Departments reported on each indicator, the current assessment alignments showed students in the college demonstrated a high level of proficiency in meeting this goal. The department is still working on creating even more understanding of cultural and social exercise of power. The *Chemistry and Physics Department* aligned indicators A and C. *Health Science* aligned indicator B. Departments are continuing to develop assessments for the remaining indicators in this goal area.

A. *Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.*

Overall, 80 *Educational Professions* students achieved 100% competency for this indicator. In *Exercise and Sport Science*, upper-level students completed a marketing plan project with criteria that matched this indicator. Overall, 88% of students met or exceeded expectations. *Nursing* has aligned this goal with the Senior Practicum Evaluation for LPN-BSN students, this is currently being taught for the first time spring 2025. RN-BSN curriculum is aligned with Capstone course, Final Education Project, 77 students were assessed, 92% met or exceeded the indictor of 80%. *Chemistry* aligned CHEM 491/492 final presentations to this indicator and reported 100% of students (N=11) met or exceeded expectations, successfully communicating their work to diverse audiences. *Social Work* aligned SOWK 495 mid-term and final evaluations to this indicator and reported 100% of students (N=11) exceeded expectations. Multiple Core Competencies of Social Work (EPAS, 2022) focuses on diversity competencies. This is assessed by the Field Instructor, Field Supervisor, and student.

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 and Sport Science*. Overall, 96% of the upper-level students met or exceeded expectations. *Geography* aligned this indicator with a Public Geographies, Homesteading, and the Cultural Landscape writing assignment in a lower-level general education course. 80% of students met or exceeded expectations. *Nursing* aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Total, 178 students were assessed, 93% met or exceeded the indicator of 80%. *Health Science* aligned a Biomedical Ethics exam to this indicator. During the spring semester, 95% of students met or exceeded expectations while 100% of students met or exceeded expectations in the fall semester. *Social Work* aligned SOWK 492 course assignment to this indicator and reported 100% of students (N=11) exceeded expectations. Students are required to research and assess the population they are interning with.

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 80 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 96% meeting or exceeding expectations, but the fall group fell behind in overall performance with only 67% meeting or exceeding expectations. In *Biology*, 100% of students met or exceeded expectations (n=17) for this indicator. The biology curricula does not specifically cover the appreciation of cultural identities; however, the Howard Hughes Medical Institute's activity on the sex verification of athletes helps show students how different cultures and organizations interpret "sex" for sporting events and competitions. *Nursing* aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Total, 178 students were assessed, 93% met or exceeded the indicator of 80%. Nursing has also aligned this with Nursing 425 Complex Care for LPN-BSN and traditional BSN   students. This is currently being taught for the first time spring 2025. In *Physics*, a group discussion in PHYS 492 following oral presentations showed 100% of students met or exceeded expectations. *Social Work* aligned SOWK 495 mid-term and final evaluations to this indicator and reported 100% of

students (N=11) exceeded expectations. Students completed internships with diverse populations and had the opportunity to process their experiences with their internship Field Instructor.

2. Graduate Assessment Summary: Calendar Year 2024

Overview:

The College of Education and Health & Natural Sciences contained five departments and graduate programs during the 2024 calendar year: **Athletic Training (Department of Kinesiology), Wildlife/Fisheries Biology (Department of Biology), Master of Education (Department of Education Professions), MS in Nursing (Department of Nursing), and Physician Assistant Studies (Department of Physician Assistant Medicine)**. The Departments utilized a **common assessment rubric** to evaluate the extent to which graduate students meet or exceed the graduate institutional learning goals. Specific courses with culminating assessments in each program were aligned to each institutional learning goal. Their data report provides the course and assessment name with the number of students for each semester. Each department 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 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. **Department of Kinesiology's Professional Master's in Athletic Training Graduate Program** linked research project outcomes and final evaluations from clinical experiences to the learning goals to demonstrate didactic competency as well as clinical proficiency. The **Department of Nursing** programs align their graduate assessments to meet the Frostburg State University student learning outcomes, American Association of Colleges of Nursing essentials and competencies, and program MSN objectives that further describe the student learning outcome or goal. Each criterion is matched to a specific course and assignment that meets this criterion. The **Department of Biology's Wildlife/Fisheries Program** aligned senior-level research to each graduate learning goal. The **Department of Physician Assistant Medicine's Physician Assistant Studies** program aligned specific program competencies utilizing both 600-level and 700-level courses to each graduate learning goal to demonstrate proficiency in the final summative course and comply with national accreditation standards.

The percentage and N were provided within the rubric. **Athletic Training, Nursing, and Physician Assistant Studies indicated set benchmarks of 80% or higher as met expectations.** All departments demonstrated proficiency and 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 five departments demonstrated proficiency in meeting Goal 1.

Athletic Training program candidates (N=5) scored 90% or higher at the competent and exemplary level on graduate research. The completion rate for mock boards exams was 100%, which was an improvement from the previous year's 75% completion rate. The AT outcome was aligned to the program competency integrating evidence-based practice standards when making clinical decisions and critically examining athletic training practice.

Wildlife/Fisheries aligned proficiencies to graduate student research in capstone projects, which were then connected to the institutional general competency for Goal 1. Overall, 71% scored competent and proficient (N=7). Specific program learning outcomes include understanding scientific methods, formulating research questions and hypotheses, reviewing

peer-reviewed published articles, critically evaluating existing literature, collecting data using appropriate methodologies and techniques, and analyzing and interpreting data to enhance knowledge and understanding.

Educational Professions' M.Ed. Program connected advanced proficiencies to their academic research paper, analysis of theoretical and historical perspectives course, and research project assessments, which were then connected to the institutional general competency/criteria for Goal 1. Their overall annual score was 79% (N= 38) met and exceeded expectations. Advanced proficiency standards included access and evaluating the literature in the discipline, understanding the current and historical theories and concepts within the field, and identification of relevant literature.

Nursing aligned advanced proficiencies to their health promotion research paper within an upper-level course. Overall, 100% of students (N=35) met or exceeded the benchmark of 80%. Program objectives included integrating critical thinking and creativity to provide higher levels of leadership and practice in nursing and healthcare systems.

Physician Assistant Studies aligned Medical Knowledge Program Competency Domain to Learning Goal 1. First, students successfully completed the DPAM 680 course, Transition to Clinical Practice, with 80% or higher, which demonstrates proficiency as they matriculate through the program. Students then passed all areas of the Summative DPAM 709 course by meeting the benchmark of 80% or higher, which also complies with accreditation standards.

Goal 2: Communication of knowledge in the field of study

The CEHNS programs demonstrated proficiency in meeting Goal 2.

Athletic Training program candidates (N=5) scored 90% or higher at the competent and exemplary level on a final project Social Determinants of Health. The AT outcome was aligned to the program competency synthesize how athletic training scholarship, evidence-based practice, and life-long learning supports the practice of athletic training.

Wildlife/Fisheries aligned proficiencies to graduate student research in capstone projects, which were then connected to the institutional general competency for Goal 2. Overall, 71% scored competent and proficient (N=7). Specific program learning outcomes include regular meetings with the research professor, presentation of the prospectus to the research committee, presentation at local and national conferences, and submission of the final thesis.

Educational Professions' M.Ed. Program connected advanced proficiencies to their capstone research project, which were then connected to the institutional general competency/criteria for Goal 2. Students' overall annual score was 100% (N= 27) met and exceeded expectations. Advanced proficiency standards include demonstrating competency in scholarly writing.

Nursing aligned advanced proficiencies to their technological innovation project and APRN roles assignment within a 500-level (N=30) and 600-level (N=25) courses. Overall, 100% of students met or exceeded the benchmark of 80%. Program objectives included implementing the use of communication and patient care technologies to coordinate the delivery of integrated care across the inter-disciplinary healthcare teams and execute effective communication to collaborate and consult with inter-professional teams to manage and coordinate care.

Physician Assistant Studies aligned Interprofessional Skills and Communication Program Competency Domain to Learning Goal 2. First, students successfully completed the DPAM 641, 642, and 643, Patient Assessment Courses, with 80% or higher, which demonstrate proficiency as they matriculate through the program. Students also successfully completed an OSCE assessment with 80% or higher in DPAM 680 Transition to Clinical Practice. Students then passed all areas of the Summative DPAM 709 course by meeting the benchmark of 80% or higher, which also complies with accreditation standards.

Goal 3: Analytical thinking in the field of study

All departments within the CEHNS provided evidence of competency in meeting Goal 3.

Athletic Training program candidates (N=5) scored 90% or higher at the competent and exemplary level on a final Clinical Education Evaluation. The AT outcome was aligned to the program competency integrate evidence-based practice standards when making clinical decisions and critically examining athletic training practice.

Wildlife/Fisheries aligned proficiencies to graduate student research in capstone projects, which were then connected to the institutional general competency for Goal 3. Overall, 71% scored competent and proficient (N=7). Specific program learning outcomes include collecting and analyzing data to assess whether it supports existing published information, formulating results and discussion, and concluding the research with new findings.

Educational Professions' M.Ed. Program connected advanced proficiencies to their global analysis project (N=46), KPD problem resolution assignment (N=86), a group project (N=62), and a research capstone project (N=27), which were then connected to the institutional general competency/criteria for Goal 3. Overall, 100% of students met or exceeded expectations. Advanced proficiency standards include demonstrating technical and analytical skills, demonstrating ability to address complex challenges, critically interpret data, and demonstrate competency in inquiry and research.

Nursing aligned advanced proficiencies to their research paper and cultural considerations paper within two 600-level courses. Overall, 100% of students (N=67) met or exceeded the benchmark of 80%. Program objectives included applying evidence-based methods, tools, performance measures, and standards that relate to the integration of quality principles within complex care settings and integrate care across the continuum to provide patient-centered, culturally appropriate services to diverse populations through evidence-based planning, delivery, management, and evaluation.

Physician Assistant Studies aligned Clinical Problem-Solving Program Competency Domain to Learning Goal 3. In the didactic year, students successfully completed the Clinical Medicine Courses, Patient Assessment Courses, Pharmacology, and Decision-Making courses, with 80% or higher which demonstrate proficiency as they matriculate through the program. Students also successfully completed an OSCE assessment with 80% or higher in DPAM 680 Transition to Clinical Practice. Students then passed all areas of the Summative DPAM 709 course, end of curriculum exam, and capstone presentation by meeting the benchmark of 80% or higher, which also complies with accreditation standards.

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

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

Athletic Training program candidates (N=5) scored 90% or higher at the competent and exemplary level on a final project Social Determinants of Health. Program candidates also scored 100% at the exemplary level on final research posters. The AT outcome was aligned to the program competency integrates professional and ethical behaviors expected of the Athletic Trainer as a health care professional.

Wildlife/Fisheries aligned proficiencies to graduate student research in capstone projects, which were then connected to the institutional general competency for Goal 4. Overall, 100% scored competent and proficient (N=7). Specific program learning outcomes include learning professional standards by participating in regular meetings with the research professor and research committee, engaging with the biology community by submitting abstracts, presenting posters, and delivering verbal presentations at conferences, and contribute to professional societies.

Educational Professions' M.Ed. Program connected advanced proficiencies to their culminating projects in KDP #1 (N=86) and #3 (N=86), which were then connected to the institutional general competency/criteria for Goal 4. Overall, 98.7% (in KDP #1) and 100% (in KDP #3) of students met or exceeded expectations. Advanced proficiency standards include demonstrating the highest ethical standards and demonstrating cultural awareness.

Nursing aligned advanced proficiencies to their health promotion paper within a 600-level course. Overall, 100% of students (N=35) met or exceeded the benchmark of 80%. Program objectives included synthesizing the impact of relationships between organizational and systems leadership as it relates to the implementation of quality and safe patient care delivery and advocating at the system level for policy transformation to improve health and health systems.

Physician Assistant Studies aligned Professionalism Competency Domain to Learning Goal 4. In the didactic year, students successfully completed the courses aligned with the Professionalism Competency Domain, with 80% or higher which demonstrate proficiency as they matriculate through the program. Students also passed their clinical year by receiving satisfactory scores (3, 4, or 5) on the Preceptor Evaluation of Student related to professionalism. Students then passed assignments for the Summative DPAM 709 course: Assessment of Professionalism, by meeting the benchmark of 80% or higher, which also complies with accreditation standards.

Goal 5: Applied knowledge and skills in the discipline

All CEHNS graduate students demonstrated competency in meeting Goal 5.

Athletic Training program candidates (N=5) scored 90% or higher at the competent and exemplary level on a final Clinical Education Evaluation. The AT outcome was aligned to the program competency develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life.

Wildlife/Fisheries aligned proficiencies to graduate student research in capstone projects, which were then connected to the institutional general competency for Goal 5. Overall, 71% scored competent and proficient (N=7). Specific program learning outcomes include applying knowledge to address research questions, and training to handle more complex scientific problems in future studies.

Educational Professions' M.Ed. Program connected advanced proficiencies to their senior-level assessments in global analysis (N=46), theoretical analysis (N=62), and global project (N= 46), which were then connected to the institutional general competency/criteria for Goal 5. Overall, 100% of students met or exceeded expectations. Advanced proficiency standards included demonstrating understanding of current and relevant knowledge, demonstrating abilities to collect, synthesize, analyze theories, and apply classroom learning through reflective practice.

Nursing aligned advanced proficiencies to their research paper within a 600-level course. Overall, 100% of students (N=34) met or exceeded the benchmark of 80%. Program objectives included execute the change agent role by integrating multidisciplinary quality evidence to resolve practice issues and improve outcomes and develop advanced nursing practice interventions that influence both direct and indirect care components to improve healthcare outcomes for individuals, populations, and systems.

Physician Assistant Studies aligned Technical Skills Competency Domain to Learning Goal 5. In the clinical year, students successfully completed DPAM 680 Transition to Clinical Practice, with 80% or higher which demonstrate proficiency as they matriculate through the program. Students then passed assignments for the Summative DPAM 709 course: Technical Skills Assessments, by meeting the benchmark of 80% or higher, which also complies with accreditation standards.

College of Arts, Humanities, and Social & Behavioral Sciences

1. Undergraduate Assessment Summary: 2024

Undergraduate assessment of programs in the college was completed in January 2025. The committee, however, has chosen to continue discussions during Spring 2025 about ways to improve communications regarding reviews of assessment. This is being done with a goal of improving assessment efforts across the college. Some programs submit reports that are missing critical information, such as venue, sample size, rubrics used, threshold for minimal performance, no connections to university learning goals, submitting single Word documents instead of individual goals and related

outcomes, and so on. This may be due to turnover in report authors or not using feedback from the most recent review of the assessment document.

Two positive assessment reports from undergraduate programs in the college are highlighted here.

For Political Science, the program learning goals were clearly stated, a plan for assessment was employed, and the threshold for acceptable performance was articulated. Rubric were provided in the goals. It also seems that discussions took place in the department as a function of what was learned in the assessment process. This "closing the loop" is critical to assessment. Each Political Science goal was entered separately and connected upward to Undergraduate Institutional Learning Goals. Additionally, an Annual Assessment Update was entered for each individual goal along with an indication of whether or not each goal was met or not met.

In Theatre & Dance, the Acting program featured five clearly articulated goals that were connected to university learning goals. There were also rubrics for evaluating performance, actions and assignments along with thresholds for minimal levels of achievement. The venues in which the measures were administered were also specified. There appeared to be a great deal of productive discussion in department meetings about the data and how to apply what was learned in classes to improve instruction and learning. The reporting could have been improved if outcomes were broken out by goal rather than lumped together into one update.

2. Graduate Assessment Summary: 2023–2024

In the 2024-2025 academic year, the faculty in the Psychology 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 ($N = 8$), achieved the highest score of 5 or "exemplary" on Learning Goals 4 and 5. Regarding Goals 1, 2 and 3, five students except one were "exemplary" and three were "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 three falling in the competency range. This has shown some slight decline, but still competent in the area of case conceptualization specifically. This shows more of a need to address case conceptualizations in multiple areas of the program before internship. To close the loop, the scores are shared with the advisors for each student and the program committee. All who teach in the program receive information about assessment scores. Students are also communicating about their comprehensive exam at the end during their exit interview.

General Education Program Assessment Summary

The GEP Assessment data results for 2024-2025 indicate that students are meeting or exceeding expectations for four of the six broad learning outcomes assessed as detailed in this report. Critical Thinking and Mathematical & Quantitative Reasoning were the only categories that did not meet expectations of 75% of students having median scores higher 3. These departments have robust and reasonable improvement plans to address the shortfall. We applaud their efforts, as this is precisely the goal of GEP assessment: continual improvement. Indeed, all departments are committed to continual improvement, and we thank them for their work. The full report can be found here: GEP Assessment Report 2024-2025.docx

SLAAG and GLAAG Recommendations to AIEC and UAC

- The university must proceed to secure a common assessment platform per the Middle States recommendation under Standard 5.

- The college leadership must complete the curriculum mapping by program to support the development of the universal and sole source of record for student learning assessment leveraging a common platform.
    - Framework is included in an attachment. (Jackie will provide.)
    - SLAAG/GLAAG must be supported in training for this upcoming year to ensure seamless transitions to the new platform.
- SLAAG/GLAAG will identify and implement closing of the loop activities as it relates to student learning assessment findings.
- Resources and leadership must support the new format for GEP closing loop forms.
- **SLAAG/GLAAG will work with Academic Leadership in coloration with the University Marketing team to identify student learning assessment results that highlight our student's work and learning to be included in appropriate university marketing materials.**

Appendix A

Student Learning Assessment Advisory Group (SLAAG) Report

AY 2024-2025

This report is a summary report highlighting major assessment activities along with assessment results occurring in the College of Business, Engineering, and Computational & Mathematical Sciences (CBECMS).

Major Wins

The AoL Committee is proud to announce several meaningful achievements from the Fall 2024 and Spring 2025 semesters. These substantive changes and initiatives speak to the maturing of a healthy and dynamic assessment program that closely aligns with the mantra of continual improvement. One of our first initial achievements was that we initiated a student exit survey in the capstone course of MGMT 485. This exit survey captured factual information such as whether the student participated in an internship or had follow-on employment or graduate school after commencement. This exit survey also captured students' affect towards their experience navigating the business curriculum and co-curricular activities. Second, a major curriculum mapping exercise was launched to ensure that we had adequate coverage over the curriculum regarding our Program Learning Goals (PLGs) and Program Learning Objectives (PLOs).

The following table indicates the manner in which the learning goals are Introduced, Reinforced, and Assessed for each course in the Business Core curriculum:

Undergraduate Course	PLG 1 Ethical Reasoning	PLG 2 Leadership	PLG 3 Global Perspective	PLG 4 Technical Proficiency	PLG 5 Critical Thinking
MGMT 200				I, A	I
ECON 201[a]			I		I
ECON 202[a]					R
ACCT 211	I			R	I, A
ACCT 212	R			R, A	R
MGMT 251	I	I	I	R	R
MKTG 261			I		R
BLAW 291	I				R
MGMT 355				R	R, A
MGMT 356	R	R, A	R		R
FINA 370				R	R
MGMT 405	R, A	R			R
MGMT 485		R	R, A[b]		R
LEGEND: I = Introduced; R = Reinforced; A = Assessed					
a. Not part of the business core curriculum. Included because all business majors are required to pass both courses. b. Purposefully assessed in the CBK					

Description of terms

Introduced: Learners are exposed to the concept for the first time. The concept is explained and discussed in class briefly.

Reinforced: The concept is reinforced through in-depth explanation, examples, analysis, and discussion.

Assessed: The concept is taught as a significant part of the course, and the learners' competency is measured through direct and indirect measures that have been recommended by AoL committee and endorsed by the college faculty.

Learning goal coverage is not limited to the core business courses. As students progress through our business curriculum, all five learning objectives are reinforced in various elective courses. To assess how well these goals are addressed outside of the core curriculum, we pulled syllabi from randomly selected electives across each department. We also included INTR 330, MGMT 357, and MGMT 450, based on their credit hour weightings.

The following table indicates the manner in which the learning goals are Reinforced for randomly selected electives found within our AACSB business programs/majors/minors.

Undergraduate Course	PLG 1 Ethical Reasoning	PLG 2 Leadership	PLG 3 Global Perspective	PLG 4 Technical Proficiency	PLG 5 Critical Thinking
ACCT 315	R				R
ACCT 325				R	R
ECON 305				R	R
ECON 460				R	R
FINA 381	R				R
FINA 475				R	R
INTR 330	R		R		R
MKTG 363	R				R
MKTG 460	R		R		R
MGMT 333	R		R		R
MGMT 357	R	R			R
MGMT 450	R		R		R
MGMT 452		R			R
LEGEND: I = Introduced; R = Reinforced; A = Assessed					

The AoL Committee further built off the success of the Fall semester with several notable milestones in Spring 2025. Specifically, this was the first time in our assessment history where we captured student-only perceptions of their own performance against our PLGs and PLOs. Of particular note, this student survey was designed and executed by our very own AoL student representative. Analysis of that data set is below. Also, a student video explaining why assessment mattered to students was created by students at FSU and shared among business discipline faculty. This is indicative of our desire to place the student at the center of our assessment efforts. Lastly, a faculty-led Student Assessment and Learning Fund was created in the Spring of 2024. In the Spring of 2025, we leveraged that fund for the first time to pay an honorarium to a recently retired professor *emeritus* from psychology who is widely recognized and respected as an international authority on critical thinking, Dr. Alan Bensley. This was timely and necessary as the AoL Committee opened a gap in Critical Thinking based on average-to-poor student performance in the Fall of 2024. Our preliminary analysis demonstrates that this intervention of two guest lectures along with several intentional conversations with the instructor of that course, Dr. Shakil Rahman (MGMT 355) was highly effective and made a statistically significant impact. Moreover, his expertly crafted slide deck was given to the course instructor and was delivered to all business discipline faculty for future use. Also, in an effort to enhance transparency and the free flow of information, we took the additional step to add our PLGs/PLOs along with our rubrics and student video to our website. That can be found here: https://www.frostburg.edu/assurance-of-learning-cobecms/assessment-of-learning-for-courses-for-business-departments.php.

Assessment Results

Broadly, our assessment efforts seek to capture student learning across two categories—core content knowledge (CBK) and skill competence. Our competence assessment involves our PLGs/PLOs and are assessed through a faculty approved Rubric. Results and, where appropriate, comments can be found below. Also, to provide some idea of trending, we included prior semesters, for additional context. Lastly, please note that a score of a '3' is indicative of a Meets Expectations. Any scoring above a '4' is indicative of Above Expectations where a score of a '5' is considered Outstanding by our faculty raters.

UNDERGRADUATE RUBRICS, Spring 2025

Leadership: MGMT 356

CRITERIA	Spr 2022 Mean (*SD*) *N* = 15	Spr 2024 Mean (*SD*) *N* = 16	F 2024 Mean (*SD*) *N* = 42
Create a vision and establish goals for the project	4.60 (.51)	4.18 (.71)	4.26 (.70)
Communicate effectively	4.27 (.59)	4.23 (.78)	4.36 (.69)
Leadership style	4.33 (.49)	3.96 (.83)	4.33 (.65)
Leader/Follower relations	4.27 (.46)	4.17 (.87)	4.33 (.72)
Teamwork	4.13 (.52)	4.41 (.68)	4.43 (.67)
Overall Score	**4.32 (.26)**	**4.19 (.69)**	**4.34 (.59)**

Ethical Reasoning: MGMT 405

CRITERIA	F 2023 Mean *(SD)* *N* = 22	Spr 2024 Mean *(SD)* *N* = 29	F 2024 Mean *(SD)* *N* = 19
Identifies ethical issues and ethical dimensions of behavior	3.43 (.86)	3.66 (1.06)	4.21 (.79)
Identifies and critically evaluates cultural assumptions underlying ethical norms, principles, and ideals	3.59 (.68)	3.59 (1.07)	4.42 (.51)
Thoughtfully reflects on personal org. experiences and identifies the roles played by one's ethical values and implicit biases in these experiences	3.62 (.46)	3.62 (1.00)	3.42 (.61)
Recognizes ethical responsibilities and implications of leadership and org. beh. (OB) for various stakeholders	3.69 (.66)	3.69 (1.09)	4.47 (.51)
Makes ethical judgments based on well-reasoned arguments and ethical standards	3.66 (.87)	3.66 (1.12)	4.37 (.60)

Overall Score	**3.40 (.52)**	**4.20 (.54)**	**4.18 (.38)**

Technological Fluency: MGMT 200

CRITERIA	Spr 2024[1] Mean (SD) N = 22	Fall 2024[2] Mean (SD) N = 81	Spr 2025[3] Mean (SD) N = 53
Electronic or online communication tools	3.74 (1.08)	4.64 (.58)	4.25 (.78)
Research and information fluency	3.61 (1.04)	4.38 (.64)	4.17 (.78)
Use of a variety of electronic resources to enhance employment skills	3.58 (1.07)	4.25 (.77)	4.00 (.86)
Overall Score	**3.65 (1.01)**	**4.42 (.57)**	**4.14 (.13)**

[1] Assessment occurred in ACCT 212.

[2] Assessment occurred in ACCT 212 and MGMT 200.

[3] Assessment occurred in MGMT 200.

Critical Thinking & Problem Solving: MGMT 355

CRITERIA	Spr 2023 Mean (SD) N = 21	Spr 2024 Mean (SD) N = 27	F 2024 Mean (SD) N = 41	Spr 2025 Mean (SD) N = 49
Definition of issue, context of problem	4.19 (1.10)	4.66 (.49)	4.51 (.42)	4.18 (.73)
Identify strategy to remediate problem	3.95 (1.03)	4.29 (.56)	4.38 (.58)	4.14 (.56)
Explain how strategy would be implemented	3.69 (1.02)	4.12 (.67)	3.93 (.78)	4.32 (.55)
Identify barriers to implementation of strategy and/or resolution of problem	0.79 (.99)	3.75 (1.09)	2.20 (1.28)	3.37 (1.26)
Overall Score	**3.15 (.91)**	**4.20 (.54)**	**3.75 (.61)**	**4.00 (.43)**

This PLG/PLO deserves some explanation. It was here that we opened a gap for Critical Thinking based on prior poor scoring across semesters. Our corrective action, as mentioned above, leveraged the skills and abilities of Dr. Alan Bensley involving two targeted guest lectures along with several conversations with the AoL Coordinator, Dr. Evan Offstein, and lead course professor, Dr. Rahman. We are enthusiastic about the potency of this intervention as scores markedly improved, especially in regard to implementation of critical/creative problem solving. Here, we saw the score improve over one full point.

We are pleased to report on enhanced learning outcomes as it relates to our content knowledge/Core Body of Knowledge (CBK). As a reminder, our undergraduate CBK exam consists of a total pool of 136 items that were created, reviewed, and approved by faculty. Of this pool of items, 50 questions are randomly drawn and delivered via Canvas in the MGMT 485 course, Business Policy & Strategy. In Spring of 2024, we identified several content questions that called in to question student mastery of the material. More specifically, we highlighted questions where students scored less than 60%. For these questions, gaps were opened with AoL faculty partnering with their colleagues in their respective departments to create and execute corrective actions for those items. Examples of a corrective action/close-the-loop activity are reproduced below:

Corrective Action/Close-the-Loop Activity
October 2024-4

An AOL Committee review of the CBK exams from Spring 2024 and Summer 2024 reveals that ≤ 60% of our students answered the following exam item correctly. Please review and respond accordingly.

Item	% correct	# respond-ing	Correct Response	Incorrect Response 1	Incorrect Response 2	Incorrect Response 3
BLAW - A company in West Virginia manufactures military rockets and munitions. The factory blows up, and debris damages some residential houses. The residential house owners have a cause of legal action in the theory of:	**35%**	17	strict liability	breach of contract	breach of bailment	negligence

Note: "*# Responding*" refers to the number of students who received and responded to the item on the CBK exam.

1. Is the **item still valid/important** (e.g., do you still teach this content)?   **Yes**   No
   If NO, do you **recommend the item be removed** from the CBK exam?   Yes   No

2. Do the **phrasing** of the item and/or the **response options** need to be revised?   **Yes**   No
   If YES, please **describe the revision(s)** needed.

   The question points to strict liability, but maybe not strongly enough since it doesn't exactly eliminate negligence. If an industry is employed in an unusually dangerous activity (which munitions/rockets would be) that implies there is going to be a question on strict liability, but I'm not sure how much my students will remember this, since we focus more on negligence in class. The way the question is worded, there still could be negligence here, which is probably the most popular answer. This material will also be emphasized in class.

   Modifying the question to include something, like "All state and federal regulations are followed in the handling of hazardous materials" would help to eliminate negligence as a potential source of confusion.

3. Assuming the item's content is still valid/important (e.g., you still teach the content), **describe the Corrective Action you plan to take** to increase students' knowledge of the content represented by the item (e.g., extra time spent in class on the content, an added quiz item on the content):

   Emphasize in class & **modify the question:**

   I teach strict liability, but the textbook generally discusses strict liability in a products liability context (basically, you can sue anyone in the chain of commerce for a faulty product even if they had nothing to do with causing the fault). I will emphasize other situations where strict liability applies. The two other most common situations are extremely dangerous industries (which this question uses—I mention a dynamite factory in my lectures) and owning wild animals as pets. We spend more time on negligence in class, but I can spend a bit more time on strict liability and include questions on strict liability in quizzes and tests.

A company in West Virginia manufactures military rockets and munitions. All state and federal regulations are followed in the handling of hazardous materials. The factory blows up, and debris damages some residential houses. The residential house owners have a cause of legal action in the theory of:

Answer: **strict liability**

4. Please **sign**:

Michael Wehrman (BLAW 291 adjunct)   11-13/24 via email

Faculty member (Michael Wehrman)   Date

Faculty member (if applicable)   Date

Faculty member (if applicable)   Date

 Sudipto Sarkar   (via email)   11/14/2024

AOL committee member (indicates receipt/acceptance of plan)   Date

Corrective Action/Close-the-Loop Activity
October 2024-1

An AOL Committee review of the CBK exams from Spring 2024 and Summer 2024 reveals that ≤ 60% of our students answered the following exam item correctly. Please review and respond accordingly.

ITEM	% Correct	# Respond-ing	Correct Response	Incorrect Response 1	Incorrect Response 2	Incorrect Response 3
ACCT - On January 1, 20X1, Guard Security Service purchased an alarm monitoring system for $80,000. The system is expected to be used for 4 years, after which it can be sold for $16,000 (residual). If Guard uses the straight-line method of depreciation, what is the book value of the equipment on December 31, 20X1?	50%	12	$64,000	$80,000	$60,000	$16,000

Note: "# Responding" refers to the number of students who received and responded to the item on the CBK exam.

1. Is the **item still valid/important** (e.g., do you still teach this content)? **Yes**   No
   If NO, do you **recommend the item be removed** from the CBK exam?   Yes   No

2. Do the **phrasing** of the item and/or the **response options** need to be revised? **Yes**   No
   If YES, please **describe the revision(s)** needed.

   Question: On January 1, 20X1, Guard Security purchased an alarm monitoring system for $80,000. The system is expected to be used for 4 years, after which it can be sold for $16,000 (residual). If Guard uses the straight-line method of depreciation, what is the depreciation expense for the first year?

   Answer Choices: **$16,000** $80,000 $20,000 $60,000

3. Assuming the item's content is still valid/important (e.g., you still teach the content), **describe the Corrective Action you plan to take** to increase students' knowledge of the content represented by the item (e.g., extra time spent in class on the content, an added quiz item on the content):

   We will spend 15 minutes of extra lecture time on this topic. Also, we will include more in-class and homework questions on this topic.

4. Please **sign:**

   _____   _10/18/24_____
   Faculty member   Date

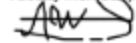   _Chelsea Schrader_____   _10-21-24_____
   Faculty member (if applicable)   Date

   _____   10/23/2024_____
   Faculty member (if applicable)   Date

Without question, we saw across the board improvements regarding content knowledge. Please see the improvements between Spring 2024 and Fall 2025.

Changes in Undergraduate CBK Scores

CBK Exam Item	Spring 2024 % Correct	Spring 2024 # Responses	Fall 2024 % Correct	Fall 2024 # Responses
ACCT - Overallocated manufacturing ...	56%	12	89%	19
ACCT - When a company declares ...	33%	12	92%	12
ACCT - On January 1, 20X1, Guard ...	50%	9	83%	12
BLAW - The General Data Protection ...	35%	17	25%	12
BLAW - Enoch Saltzpritcher is a renowned...	45%	11	100%	5
BLAW - A company in West Virginia ...	35%	17	100%	9
FINA - The following investment ...	47%	19	56%	16
FINA - The largest source of long-term ...	10%	10	25%	12
FINA - You are considering buying ...	33%	12	100%	12
FINA - Which of the following is NOT ...	58%	12	100%	13
ORG - Which of the following stages ...	50%	8	100%	8
ORG - The unfreezing step of the ...	44%	9	83%	6
POL - Intensity of competition ...	57%	7	83%	12
POL - ROA and ROE are ...	58%	12	55%	11
POL - The allocation and reallocation ...	57%	14	60%	10
POL - Which strategy seeks to increase...	80%	10	43%	7
OPS - Which of the following is not an...	67%	15	45%	11

Spring 2024: Students scored below the 60% threshold on 15 (11.1%) of the 135 items.
Fall 2024: Students scored below the 60% threshold on 6 (4.4%) of the 135 items : 4 from Spring & 2 new ones.

The steady improvement of content knowledge continued into the Spring of 2025. Please see below:

Undergraduate CBK Exam

Subject	# of Items	Fall 2024 $N = 30$ students	Spring 2025 $N = 30$ students
Accounting	15	91.6%	98.5%
Business Law	15	90.0%	98.4%
Economics	15	91.0%	99.3%
Finance	14	90.0%	87.6%
International Business	14	96.0%	97.6%
Marketing	15	97.0%	97.9%
Operations Management	15	92.0%	98.3%
Organizational Behavior	19	95.0%	100.0%
Strategic Management/Policy	14	85.0%	92.8%
Mean	**136**	**91.3%**	**96.9%**

Fall 2024: Section 1: 13 students; Section 2: 17 students. Spring 2025: Sec 1: 18, Sec 2: 12

Student Self-Report Data

As mentioned, this was the first time in our 20 years of accreditation that we captured students' own perceptions and affect toward their own performance against our PLGs/PLOs. In a way, this is a step toward convergent validity as we have two groups (faculty and students) assessing learning outcomes as it relates to our PLGs/PLOs. Preliminary information and descriptive data can be found below:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ETHICS	102	2	5	4.49	.609
LEADERSHIP	102	1	5	3.97	.789
INTL	102	1	5	3.65	.816
TECH	102	2	5	4.26	.730
CRITTHINK	102	2	5	4.21	.722

COBMajor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	11	10.8	10.8	10.8
	yes	91	89.2	89.2	100.0
	Total	102	100.0	100.0	

MINOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NONE	55	53.9	53.9	53.9
	COB	35	34.3	34.3	88.2
	non-COB	12	11.8	11.8	100.0
	Total	102	100.0	100.0	

YEAR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	19	18.6	18.6	18.6
	Sophomore	11	10.8	10.8	29.4
	Junior	33	32.4	32.4	61.8
	Senior	33	32.4	32.4	94.1
	Transfer	6	5.9	5.9	100.0
	Total	102	100.0	100.0	

Student_Orgs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	67	65.7	65.7	65.7
	yes	35	34.3	34.3	100.0
	Total	102	100.0	100.0	

While this fails to meet the scientific standard in terms of inferential statistics, on-the-face, it appears that further emphasis may be warranted towards our global/international PLG/PLO. Of course, more inquiry is needed but it is affirming to witness our students own perceived performance as it relates to our PLGs/PLOs.

Indirect Measures of Assessment

AACSB requires colleges of business that are accredited or seeking accreditation to advance indirect measures of assessment as supporting evidence of assessment findings. The College's AoL Committee firmly believes that capturing indirect measures is one of the global strengths of our AoL program. Accounting professor, Dr. Kiersten Bradley, heads up efforts to collect, collate, and analyze indirect measures. Two thumbnails are presented below that speak to indirect measures of assessment inclusive of our newly designed Exit Survey for students in MGMT 485.

Indirect Measures

- Marketing Club received outstanding chapter awards for professional development, fundraising, and chapter planning at the 2024 AMA ICC Conference.
- Society for Human Resource Management (SHRM) received first place at the Human Resource Case Study Competition in Virginia in 2024.
- Logan Folmer, Accounting Student, completed in an internship through the Washington Center
- Economics student, William Malley, participated in the 2nd Annual Regional Bobcat Innovation Launch Pad competition, held from November 1-3, 2024. His team won first place, earning an award of $2,500.

Career and Professional Development Center

Fall 2024 Virtual Career Fair

Attendance: 35 Business Students

Feedback from Alumni:

- "Students had great questions with specific focus"
- "The majority of students were well dressed and had a resume in hand"
- "They had thoughtful questions about internships"
- "The students were amazing-prepared, engaged, and so friendly"
- "All were friendly and professional"

Exit Survey

- Changes to Survey
  - Added a section on participation in extra-curricular activities
  - Added a section to capture graduate program attendance
  - Added a section on recommendation of FSU
  - Added a section on sharing an impactful moment at FSU

- Highlights from Fall 2024 Exit Survey
  - 9 of 15 students completed an internship
  - 10 of 15 students had a job upon graduation
  - 13 of 15 students stated they would recommend FSU
  - 1 student was attending graduate school at the University of Mississippi

- Notable responses:
  - "FSU provided me with the tools for the future to achieve success"
  - "They helped prepare me for technical skills and expanding on and helping me with things I didn't think I was capable of"
  - "They have prepared me more than I thought, and I realized I am more ready now than I was before"
  - "This program has provided me with the necessary knowledge needed to succeed, and it helped me ralize my passion for strategic management and planning that I will use at my job. The professors also cared about my learning and connected me with opportunities to improve my resume and gain experiences."

Self-Identified Findings & Roadmap Forward

The AoL Committee is encouraged with many of the results. There are a few CBK/content knowledge questions that deserve further attention. Also, we are, broadly, concerned with assessment inflation, which is not entirely unlike grade inflation. While there is not an immediate remedy to this pervasive issue, raising awareness is a step in the right direction. We also believe that we should remain proud but not satisfied. Put differently, we should aspire to improve on many of our scores even if they meet a '3' or Meets Expectation. Standards matter, and we believe that they can continue to be raised regardless of current day scoring.

Graduate Learning Assessment Advisory Group (GLAAG) Report

AY 2024-2025

This report is a summary report highlighting major assessment activities occurring in the College of Business, Engineering, and Computational & Mathematical Sciences (CBECMS).

Major Wins

By far, the most significant win over the last several years was the overhaul of the content knowledge or Core Body of Knowledge (CBK) exam at the graduate level. After a self-assessment identified that our CBK exams were too similar across the undergraduate and graduate curriculum, we moved forward with a major initiative. This initiative called for a majority of graduate faculty to reexamine their curriculum and the key content that they wanted students to learn upon earning their degree. This involved each discipline crafting 10 new questions per course. These questions were then sent to the AoL Chair and reviewed by the entirety of the AoL Committee for final approval. Armed with markedly new and different and more relevant questions aimed at the graduate level, the results are encouraging.

Assessment Results

Competence assessment involves our PLGs/PLOs and are assessed through a faculty approved Rubric. Results and selective comments can be found below. To provide some idea of trending, we included prior semesters. Please note that a score of a '3' is indicative of a Meets Expectations. Scoring above a '4' is indicative of Above Expectations where a score of a '5' is considered Outstanding by our faculty raters.

GRADUATE RUBRICS, Spring 2025

Leadership: MGMT 510

CRITERIA	F 2023 Mean (*SD*) *N* = 25	Spr 2024 Mean (*SD*) *N* = 20	F 2024 Mean (*SD*) *N* = 16
Plans for and responds to contemporary issues in leadership, such as diversity, sexism, & discrimination	4.60 (.49)	3.80 (1.75)	4.69 (.70)
Critically reflects on leadership trends and practices, including their inherent challenges	4.28 (.78)	4.76 (.30)	4.50 (.82)
Understands personality's influence on leadership and followership	4.52 (.70)	4.25 (.90)	4.81 (.54)
Demonstrates the ability to balance key business interests and goals with social responsibility	4.52 (.57)	4.36 (.89)	4.50 (.82)
Recognizes the role of leadership vision and purpose in motivating followers	4.44 (1.02)	4.75 (.54)	4.31 (1.49)
Overall Score	**4.47 (.26)**	**4.38 (.56)**	**4.56 (.56)**

Ethical Reasoning: MGMT 510

CRITERIA	F 2023 Mean (*SD*) *N* = 25	F 2024 Mean (*SD*) *N* = 16
Identifies ethical issues and ethical dimensions of behavior	4.80 (.98)	4.81 (.54)
Identifies and critically evaluates cultural assumptions underlying ethical norms, principles, and ideals	4.08 (1.44)	4.63 (1.02)
Thoughtfully reflects on personal org. experiences and identifies the roles played by one's ethical values and implicit biases in these experiences	5.00 (.00)	4.56 (1.03)
Recognizes ethical responsibilities and implications of leadership and organizational behavior (OB) for various stakeholders	4.56 (.64)	4.53 (.83)
Makes ethical judgments based on well-reasoned arguments and ethical standards	4.36 (.89)	4.19 (.98)
Overall Score	**4.56 (.79)**	**4.53 (.44)**

Technological Fluency: MGMT 621

CRITERIA	F 2022 Mean (*SD*) *N* = 16	Smr 2024 Mean (*SD*) *N* = 9	F 2024 Mean (*SD*) *N* = 24
Computer literacy	4.69 (.58)	4.44 (.50)	4.90 (.32)
Electronic or online communication tools	4.56 (.70)	4.67 (.47)	4.70 (.48)
Research and information fluency	4.50 (.87)	4.22 (.42)	4.80 (.42)
Use of a variety of electronic resources to enhance employment skills	4.44 (.86)	3.78 (.42)	4.60 (.70)
Overall Score	**4.55 (.75)**	**4.28 (.30)**	**4.75 (.37)**

Global Perspectives: ECON 511

CRITERIA	F 2023	F 2024	Spr 2025

	Mean (SD) N = 25	Mean (SD) N = 23	Mean (SD) N = 22
Apply Supply/Demand (S/D) fundamentals to explain an example of equilibrium and comparative statistics in a market important to the global economy	3.84 (1.05)	3.83 (.89)	3.65 (.81)
Identify the role of market failure in a market important to the global economy	3.44 (1.17)	3.22 (.74)	3.91 (1.15)
Discuss an example of how the US Fed and its decisions on monetary policy impact the global economy	3.96 (.77)	4.17 (.89)	4.45 (.51)
Discuss an example of US fiscal policy that has specific consequences for the global economy	3.36 (.93)	2.18 (.41)	3.60 (1.27)
Overall Score	**3.65 (.66)**	**3.33 (.42)**	**3.90 (.39)**

Students faired poorly on describing and discussing the impact that U.S. fiscal policy has on the global economy. A corrective action or close-the-loop activity was initiated to close this gap. It was the perception of the professor involved in assessment activities that the low student performance on this question was due to the increased reliance on Chat GPT to complete assignments which meant students were not putting enough time into learning the course material.

While the professor concluded that she asked students throughout the course to use course material and interesting examples (either from the articles they read or their own experience) to answer the Discussion Board prompts, she did not emphasis this enough in the grading of their work. She chose to be more explicit in asking for this kind of specific evidence. Moreover, she evaluated all of their writing assignments with a specific rubric that showed her students more clearly that submitted written answers without the required evidence will have a large impact on their grade. This was meant to urge them to engage more deeply with the course material in all their work. Coincidentally and perhaps, a true artifact of our times, the initiation of major U.S. tariffs with our global trading partners by the Trump administration, without precedent and not seen for almost a century, may have increased the salience and visibility of this issue. Regardless, student performance on this dimension increased by over a full point.

Critical Thinking: MGMT 680

CRITERIA	Spr 2022 Mean (SD) N = 21	F 2023 Mean (SD) N = 19	F 2024 Mean (SD) N = 23	Spr 2025 Mean (SD) N = 20

Data collection: Skills in gathering specified data and complementing them with other relevant information	4.20 (.68)	3.16 (.67)	3.70 (1.26)	4.45 (.60)
Quality of analysis and its presentation: Appropriate demonstration of knowledge in specific required components of the assignment	4.00 (.84)	3.11 (.55)	3.65 (1.27)	4.10 (.64)
Degree of integration: Demonstrated understanding of inherent ties among the firm's financial metrics and strategic/operational practices	2.90 (1.04)	2.74 (.91)	3.43 (1.20)	4.00 (.73)
Evaluation of strategic implications and problem identification: Use of required analyses in deriving strategic implications and identifying problems	3.50 (.99)	2.58 (.75)	3.52 (1.24)	4.00 (.65)
Overall Score	**3.60 (.73)**	**2.89 (.65)**	**3.58 (1.20)**	**4.14 (.21)**

Critical thinking continued to improve after weak performance several semesters back.

Discipline based content knowledge is collected in the capstone Strategy course, MGMT 680. 50 questions are generated from an 80-item question bank. As previously discussed, this was among the notable improvements at the graduate level as an entirely new exam was reconstituted. In Spring, we initiated corrective actions/close-the-loop activities for items in which students, as a whole, scored under 60% correct on a given question. Examples of some corrective actions are below:

Corrective Action/Close-the-Loop Activity
February 2025: GRAD, ECON (1 item)

1. Is the **item still valid/important** (e.g., do you still teach this content)?
If NO, do you **recommend the item be removed** from the CBK exam?

Yes, this question is extremely important as students need to understand that Price causes a movement along the Demand curve, it does not shift Demand.

2. Do the **phrasing** of the item and/or the **response options** need to be revised?
      If YES, please **describe the revision(s)** needed.

      Yes, the phrasing could be changed on the exam to replace the word "change" with the word "shift." I was hoping graduate students would recognize "change" as a "shift" in the entire curve, but this change in phrasing could make the correct response clearer.

3.   Assuming the item's content is still valid/important (e.g., you still teach the content), **describe the Corrective Action you plan to take** to increase students' knowledge of the content represented by the item (e.g., extra time spent in class on the content, an added quiz item on the content).

   The difference between Demand and Quantity demanded is covered in a course video and I repeat this distinction in my review session before the final exam. I think it would be good to see if the results improve by revising "change" to "shift."

ECON 511

   1. Which of the following does not change demand in the supply/demand model:
         a.   consumer income.
         b.   tastes and preferences.
         c.   price.
         d.   price of a related good.

      Fall 2024: **54%** of our students got the above item correct

Corrective Action/Close-the-Loop Activity **February 2025: GRAD, TECH (1 item)**

1. Is the **item still valid/important** (e.g., do you still teach this content)?
YES

2. Do the **phrasing** of the item and/or the **response options** need to be revised?
      NO.

3.   Assuming the item's content is still valid/important (e.g., you still teach the content), **describe the Corrective Action you plan to take** to increase students' knowledge of the content represented by the item (e.g., extra time spent in class on the content, an added quiz item on the content).
Extra time spent in class on the content, and a quiz question.

MGMT 621: TECH

1. Which of the following is not correct?
   - A.   A dummy variable is a 0-1 coded variable for a specific category.
   - B.   Opinion variables coded on a 1-10 scale are numerical data.
   - C.   Meaningful arithmetic can be performed on numerical data.
   - D.   Date-type data is neither a numerical variable nor a categorical variable.

<u>Fall 2024</u>: **20%** of our students got the above item correct

Initial results are, indeed, encouraging and corrective actions and close-the loop activities are on-going. Please see below:

Graduate CBK Exam

Subject	# of Items	Fall 2024 $N = 25$ students	Spring 2025 $N = 20$ students
Accounting	10, 9[1]	87.90%	95.4%
Economics	10	79.9%	93.0%
Leadership	10	86.5%	92.0%
Marketing	10	78.00%	92.6%

Finance	10	74.10%	83.7%
Technology	10	78.90%	86.1%
Organizational Behavior	10	91.10%	87.9%
Ethics	10	86.30%	90.1%
Mean	**80, 79[1]**	**82.80%**	**91.0%**

[1] The item "The decision process that has managers select from among several acceptable investment proposals to make the best use of limited funds is known as…" was inadvertently left off of the Spring 2025 exam.

Area for Improvement (AFI) & Conclusion:

The AoL Committee will continue to trend and monitor all skill competencies (rubric data) to ensure that corrective actions continue to demonstrate efficacy. Also, the AoL Committee will continue to trend and monitor results from the MGMT 680 CBK exam given its new and revised nature. Also, while the AoL Committee does an admirable job in securing indirect measures at the undergraduate level, we have yet to demonstrate that same level of excellence at the graduate level. Hence, our AFI.