



## SLAAG/GLAAG Report

2026 (Fall 2025/Spring 2026)

### SLAAG Membership:

- Dr. Sharman Adams: Associate Provost, GEPRC
- Sara-Beth Bittinger, Ed.D: Associate VP Provost's Office, Chair, SLAAG
- Dr. Keith Terry: Assistant Dean, College of Arts, Humanities, and Social & Behavioral Sciences
- Dr. Janet Mattern: Assessment Coordinator, College of Education and Health & Natural Sciences
- Dr. Jackie Durst: College of Education and Health & Natural Sciences
- Dr. Evan Offstein: Assessment Coordinator, College of Business, Engineering, and Computational & Mathematical Sciences
- Dr. Justin Dunmyre: Chair, GEPRC

### GLAAG Membership:

- Dr. Sharman Adams: Associate Provost, Student Success and Graduate Services
- Sara-Beth Bittinger, Ed.D: Associate VP, Chair, GLAAG
- Dr. Keith Terry: Assistant Dean, College of Arts, Humanities, and Social & Behavioral Sciences
- Dr. Anh-Dung Nguyen: Interim Assistant Dean
- Dr. Lei Ye: Interim Assistant Dean, College of Business, Engineering, and Computational & Mathematical Sciences

### Introduction

The 2025–2026 academic year marks an important period of transition for Frostburg State University as we implement the HelioCampus Assessment platform as our unified, university wide system for assessment management. As outlined in the Middle States self-study, the adoption of a single, centralized assessment platform is essential to strengthening our institutional effectiveness, supporting continuous improvement, and advancing a cohesive culture of learning assessment across all academic programs.

During this one year transition, departments affected by the recent college realignment are asked to submit any available assessment reports and coordinate closely with their Dean's Office and the respective college assessment committee. The Student Learning Assessment Advisory Group (SLAAG) and the Graduate Learning Assessment Advisory Group (GLAAG) will review submitted materials throughout the Spring 2026 term as part of ongoing evaluation and planning.

The expansion of our partnership with HelioCampus represents a significant step forward in integrating assessment, learner success, and data-informed decision-making. The unified platform will provide consistent structures, enhanced reporting capacity, and improved transparency across all academic departments, including the General Education Program. This implementation reflects the University's commitment to empowering educational impact and fostering authentic, lifelong learning for all students.

This report summarizes our current assessment activities during the transition year and outlines the steps being taken to align departmental practices with the new HelioCampus system.

## **HelioCampus Assessment Platform Project Update and Implementation Plan**

### *Project Implementation Status: Helio Assessment at Frostburg State University*

Frostburg State University has completed the initial phase of implementing the Helio assessment platform. System configuration is complete, and training for the pilot programs has concluded successfully. Members of both the institutional core assessment team and the pilot program faculty have demonstrated strong engagement with the platform, and pilot programs have made substantial progress entering and organizing their curricular and assessment information within Helio. This milestone represents a significant step forward in establishing a centralized, sustainable assessment infrastructure for the University.

Following training, pilot programs actively moved into implementation. These programs have successfully established program structures within Helio and have made major headway in curriculum mapping and assignment linking. Their work has provided important validation of the platform's ability to support Frostburg's curricular frameworks and outcomes-based assessment processes. The progress achieved during this phase confirms that Helio is well-suited to support both program design and ongoing assessment activities when fully implemented.

The pilot phase also allowed the core assessment team to refine documentation, training materials, and support processes based on real-world use. Common questions and workflow challenges were identified and addressed, resulting in clearer guidance and more efficient setup practices. These refinements position the University for a smooth and consistent rollout as Helio use expands beyond the pilot group.

### *Implementation Plan Moving Forward*

With pilot program training complete and initial implementation underway, the project is now transitioning to institution-wide rollout. A meeting with the Deans in April formally launched campuswide implementation and outlined expectations, timelines, and available support. Beginning in April, academic programs across the University will begin setting up their program structures, completing curriculum maps, and linking assignments within Helio.

The Deans will play a crucial role in supporting this phase of implementation by encouraging timely program engagement and reinforcing expectations for participation. Programs will work in collaboration with the core assessment team to ensure consistent setup, alignment with institutional assessment practices, and efficient use of the platform. Ongoing support—including training sessions, consultations, and troubleshooting—will continue throughout the rollout period.

The goal of this phase is to have all academic programs fully configured in Helio by the end of the 2026 Summer term, enabling the University to begin systematic assessment activity within the platform in Fall 2026. By that time, all programs are expected to have program structures, curriculum maps, and assignment links in place so that assessment data collection and analysis can proceed without delay.

As Helio becomes fully embedded in institutional practice, the platform will support increased transparency, improved alignment between curriculum and learning outcomes, and more effective use of assessment results to inform program improvement and decision-making across the University.

### **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 2025

### COLLEGE OF EDUCATION, BEHAVIORAL & HEALTH PROFESSIONS UNDERGRADUATE STUDENT LEARNING ASSESSMENT CALENDAR YEAR 2025 Report March 2026

#### Executive Summary:

The College of Education, Behavioral & Health Professions (CEBHP) contains 4 undergraduate departments: Educational Professions, Kinesiology & Recreation, Nursing, and Psychology & Social Work. Each department submitted data to address the undergraduate institutional learning goals (UILG). These included undergraduate programs in ***Educational Professions, Psychology, Nursing, Exercise and Sport Science, Recreation and Parks Management, and Social Work***. Specific courses and assessments in each program are aligned to each institutional student learning goal. The data report provides the course and assessment name with the number of students for each semester. To promote consistency across departments, 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 (noting that some departments, such as Nursing and Educational Professions, use an 80% benchmark for meeting expectations, which has been harmonized here for reporting). Using the established plan, data is collected at the program level in Spring 2025, Summer 2025, and Fall 2025. The programs have used various assessment tools to assess competencies, including self-evaluations, internship evaluations, exam scores, risk management plans, specialty area projects, presentations, and program development plans. The specific assessment instruments used are depicted in the assessment plan utilized by each department. Currently, all departments within the CEBHP demonstrate proficiency or are 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 programs of ***Educational Professions, Nursing, Psychology, Exercise and Sport Science, Recreation and Parks Management, and Social Work*** provided strong evidence of meeting UILG 1 through 5. Overall, all five programs contributed and aligned their program outcomes, assessment, and evidence of student learning to support UILG 1 through 5. The Departments of ***Educational Professions, Nursing, Psychology, Exercise and Sport Science, and Recreation and Parks Management*** have demonstrated positive progress for working towards proficiency in meeting each UILG. These programs were actively involved in aligning their 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. While some areas such as mathematical reasoning and community engagement were not assessed by all programs during this cycle, the available data shows that a majority of students are achieving at or above expectations. Strong performance in upper-level courses across programs further reflects student competency in both technical execution and public communication.

Continuous quality improvement is an ongoing process and programs in the CEBHP are actively working to improve their practices. This demonstrates a commitment to student learning and adaptation. The Department of ***Educational Professions*** found areas for continuous improvement in Goal 2D (technology use), with efforts to develop new rubrics. The ***Nursing*** department noted there were no significant changes to percentages between the spring and fall semesters, but highlighted ***Nursing*** Research as an area of rigor with slightly lower results (89%). The ***Psychology*** department emphasized strengths in critical thinking from early courses and opportunities for hands-on research, with plans for additional focus on mathematical reasoning. The ***Exercise and Sport Science*** program noted improvements from prior years in several indicators (e.g., Goal 1A and Goal 5A) and is reviewing assessments for areas like Goal 4C (no data due to course cancellation) and Goal 4E (69% meeting expectations). The ***Recreation and Parks Management program*** demonstrated particular strength in Goals #4 (95%) and #5 (91%), as well as Goal #3 (88%), while identifying Goal #1 (78%) as the area needing the most attention; curriculum revisions effective Fall 2025 (including a new Recreation

Budgeting course) were implemented to strengthen quantitative reasoning, analysis of complex issues, and communication skills. The **Social Work** program overall reports that learning outcomes are exceeding expectations, particularly in 400-level courses where most students exceed expectations in core areas. In 300-level courses, 100% of students meet expectations, though fewer exceed them in select indicators (e.g., 53–55% exceeding in areas tied to quantitative inquiry, communication, and research skills). The program notes a need to bolster quantitative-focused assignments while recognizing the profession's emphasis on qualitative aspects of human experience. Practicum and capstone evaluations (SOWK 495, 492) showed 100% exceeding expectations or successful completion across multiple indicators.

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 all programs within the college. 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, programs met this goal. The program of **Educational Professions, Nursing, Psychology, Exercise and Sport Science, Recreation and Parks Management, and Social Work** demonstrated that students met all the indicators of this goal.

*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. Ninety-seven (97) students were assessed and 96.25% (spring 2025) and 88.24% (fall 2025) of the students in the Internship II assessment met or exceeded the indicator and 96.81% of the students (N=63) completing the Tech Professional Development Plan met or exceeded the indicator. **Psychology** aligned this to PSYC 155 – Critical Evaluation of Pseudoscience or Conspiracy Paper, with 95% of students meeting or exceeding expectations. **Nursing** aligned this indicator to the interprofessional roles assignment that they complete in Professionalism in **Nursing** course NURS 403. Two hundred and twenty-five (225) students were assessed and 96% of the students met the indicator of 80%. **Exercise and Sport Science** aligned the indicator to a group project and marketing plan. Overall, 100% of the 20 students who completed the assessment met or exceeded the competency for this indicator. This was an improvement from last year's 88% of students who met or exceeded expectations. Increased verbal and written communication about project expectations showed an improvement in academic performance from the previous year. **Recreation and Parks Management** reported 98% of students met or exceeded expectations. **Social Work** aligned this to SOWK 471 (Reflection #2), N=9, with 33% met and 67% exceeded expectations.

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

Twenty-nine (29) **Educational Professions** students completed a technology assessment tied to this indicator in the spring semester and 34 students completed the assessment in the fall semester. 96.55% met or exceeded the expectation for spring semester while 97.06% of students met or exceeded the expectation for fall 2025 semester. **Psychology** aligned this to PSYC 201 – Research Proposal, with 91% meeting or exceeding expectations. **Nursing** aligned this indicator to the final research project poster and presentation in the course of **Nursing** Research. One hundred and ninety-one (191) students were assessed and 89% met the indicator of 80%. Though this meets the benchmark it is our lowest result. This course is challenging and has higher rigor. It is comparable to past years. **Exercise and Sport Science** aligned this indicator to an assignment within a first-year course and a second-year course to assess student learning over time. First year students completed an annotated bibliography assignment, and second-year students completed a synopsis assignment. Overall, 62 first-year students were assessed, and 29 second-year students were assessed. Within both groups, 94% met or exceeded expectations. **Recreation and Parks Management** reported 65% of students met or exceeded expectations. **Social Work** aligned this to SOWK 350 (Annotation and Reflection #2), N=11, with 45% met and 55% exceeded expectations.

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

**Educational Professions** had 97 students complete an internship dispositional assessment in the spring and fall with 92.25% of the competency met or exceeded expectations. **Psychology** aligned this to PSYC 155 – Exam #1, with 93% meeting expectations. **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. Two hundred and twenty-seven (227) students were assessed and 97% met or exceeded the indicator with 80%. The **Exercise and Sport Science** students achieved 100% meeting or exceeding expectations through a patient scenario case study assignment (Centenarian Decathlon project). **Recreation and Parks Management** reported 44% of students met or exceeded expectations. **Social Work** aligned this to SOWK 351 (Annotation and Reflection 2), N=15, with 26% met and 67% exceeded expectations (7% needs improvement).

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

**Educational Profession's** students demonstrated high achievement on this indicator with 92.25% meeting or exceeding expectations. The assessment was an internship dispositional task. 96.25% of the spring group exceeded expectations and 88.24% of the fall group exceeded expectations. **Psychology** did not provide a direct alignment for this indicator in the report. **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. One hundred and ninety-one (191) students were assessed, 89% 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. Sixty-two (62) students were assessed and 97% met the indicator. BSN students were aligned to their Senior Practicum Evaluation. Twenty-one (21) students completed this, 95% met benchmark. The **Nursing** department has aligned this in the BSN program to Ethics Committee Assignment in **Nursing** Ethics course, 101 students assessed, meeting the indicator with 100% competency met. **Exercise and Sport Science** students completed a Needs Analysis Individual Strength Program assignment that aligned to this indicator. Total, 51 senior-level students were assessed and 88% of the students met or exceeded expectations. **Recreation and Parks Management** reported 98% of students met or exceeded expectations. **Social Work** aligned this to SOWK 470 (Assessment Part 2), N=8, with 25% met and 75% exceeded expectations.

*E. Demonstrate sustained intellectual curiosity.*

**Educational Professions** students achieved a similar level of achievement for this indicator. 92.25% met or exceeded expectations for the fall and spring semesters. **Psychology** aligned this to the Growth of **Psychology** Research Lab, noting an increase from 2-3 to 7 undergraduate research assistants, with student presentations at symposia and conferences. **Nursing** aligned this to the course of Professionalism in **Nursing**, Professional Development Plan. Two hundred and twenty-five (225) students were assessed, 97% met or exceeded the indicator of 80%. The **Exercise and Sport Science** program aligned this indicator to senior-level internship application and professional development plan. Overall, 100% of students exceeded expectations. **Recreation and Parks Management** reported 83% of students met or exceeded expectations. **Social Work** aligned this to SOWK 371 (Policy Analysis paper), N=6, with 17% met and 83% exceeded expectations.

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

*A. Comprehend and critically interpret information in written and oral form.*

For this outcome, **Educational Professions** tagged the final Internship Performance Rating assessments to this indicator. Over the two semesters, 97 students submitted the assessment and 100% of the students met or exceeded expectations in the fall and spring 2025 semesters. **Psychology** aligned this to PSYC 155 – Critical Thinking Journal, with 91% meeting or exceeding expectations. **Nursing** aligned for all programs research final project and poster presentation. One hundred and ninety-one (191) students were assessed, 89% 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 62 students were assessed with 97% meeting benchmark of 80%. Traditional BSN students are assessed with their senior practicum evaluation, 21 students completed this with 95% meeting competence. It is also aligned to ethics course and the Ethics Committee Assignment. One hundred and one (101) students were assessed, 100% met or exceeded the benchmark of 80%. **Exercise and Sport**

**Science** used Case Studies and a Supplements & Ergogenic Aids project as their assessments from junior-level courses to analyze the indicator. Overall, 92% of students met expectations. **Recreation and Parks Management** reported 90% of students met or exceeded expectations. **Social Work** aligned this to SOWK 371 (Policy Analysis paper final), N=6, with 1 needs improvement, 5 met expectations (17%), and 83% exceeded expectations.

*B. Communicate information and Ideas Effectively.*

**Educational Professions** Internship II Performance assessment criteria to this indicator. Internship II assessment included 16 candidates in the fall and 78 candidates in the spring. 100% of fall candidates met or exceeded expectations for this goal indicator, 94.87% of spring candidates met or exceeded this expectation. **Psychology** aligned this to PSYC 394 – Active learning activity creation and classroom discussion, with 100% meeting 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. Forty-one (41) students completed this with 99% meeting competency. It is also aligned to the course professionalism in **Nursing** for all undergraduate **Nursing** students with the assignment IPE roles assignment. Two hundred and twenty-five (225) students assessed, 96% met or exceeded the benchmark of 80%. In **Exercise and Sport Science**, this indicator was aligned with group discussion boards and a biomedical analysis. Overall, 91% of students met or exceeded expectations. This was a slight improvement from last year. **Recreation and Parks Management** reported 90% of students met or exceeded expectations. **Social Work** aligned this to SOWK 473 (Final Assessment & Reflection of Forming and Sustaining groups), N=17, with 8 met expectations (47%) and 53% exceeded expectations.

*C. Understand and apply mathematical reasoning to solve quantitative problems and to evaluate quantitative information and arguments.*

The Department of **Educational Professions** does not have an assessment tied to this indicator. **Psychology** aligned this to PSYC 301 – Exam #3, with 71% meeting or exceeding expectations. **Nursing** aligned this indicator to the course of Leadership and Quality Safety, and the assignment of Systems Based QI project. Two hundred and twenty-seven (227) students were assessed, 97% met the benchmark of 80%. **Exercise and Sport Science** aligned this indicator with two assessments from an upper-level course that is offered both semesters. Metabolic Equations and a Heart Monitor Assessment were used to determine students' ability to meet this indicator, 96% of students met and exceeded expectations. **Recreation and Parks Management** reported 68% of students met or exceeded expectations. **Social Work** aligned this to SOWK 350 (Annotation & Reflection #2), N=11, with 5 needs improvement, 6 met expectations (45%), and 55% exceeded expectations.

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

**Educational Professions** had two assessments tied to this indicator. The Exit Interview was changed to a symposium in the fall semester. The evaluation tool for this experience is under development. The Technology Professional Development plan captured early in the program provides evidence of this indicator. Spring data demonstrated that 86.2% of the students (N=29) met or exceeded expectations. Fall included 34 students with 88.24% meeting expectations. **Psychology** aligned this to PSYC 301 – Quiz #3, with 100% meeting or exceeding expectations. **Nursing** aligns this indicator to **Nursing** Informatics course with the assignment Technology Innovation Project. Two hundred and four (204) students were assessed, 94% met or exceeded the benchmark of 80%. **Exercise and Sport Science** students were assessed through a discussion board and 96% of the 50 students over the year were able to communicate relevant information and use technology resources. **Recreation and Parks Management** reported 83% of students met or exceeded expectations. **Social Work** aligned this to SOWK 371 (Policy Analysis paper final), N=6, with 1 needs improvement, 5 met expectations (17%), and 83% exceeded expectations.

**Goal #3 – Demonstrate technical and analytical skills that are appropriate for your field of study.**

*This goal was a strength among all the programs as evidenced by the assessment outcomes for each of the indicators.*

*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 2025 N=80 and Fall 2025 N=17 data for the internship

performance rating concluded that 96.25% of spring candidates and 100% of fall candidates met or exceeded expectations. The Unit of Instruction criteria indicated 95.07% (N=81) of spring candidates and 94.12% (N=17) of fall candidates met or exceeded expectations. **Psychology** aligned this to PSYC 301 – Statistical Analysis Project, with 91% meeting or exceeding expectations. **Nursing** has aligned this goal with for all students to **Nursing** Research and the final research project and poster presentation. 191 students were assessed, 89% met or exceeded the benchmark of 80%. Final ATI Exam has been aligned to this goal. Sixty (60) students were assessed, 88% met benchmark. Though this meets our benchmark it is a high-stake assessment. This has been evaluated by the department and additional support has been established in terms of personalized tutoring within the department. Additional strategies to update curriculum are being discussed. RN-BSN students align to Health Assessment and Comprehensive Health Assessment, 98 students were assessed, 94% met or exceeded the benchmark of 80%. **Exercise and Sport Science** students completed a Facility Design and Budget Project specific to their field of study and completed an exam covering financial management content within the field. Overall, 81% of the students met or exceeded expectations of this indicator. This is a mid-level course completed by sophomores and juniors. **Recreation and Parks Management** reported 79% of students met or exceeded expectations. **Social Work** aligned this to SOWK 495 (Final Practicum Evaluation), N=19, 100% exceeded expectations (pass/fail grading).

*B. Acquire research skills and specialized vocabulary for critical discourse.*

**Educational Professions** has aligned this goal to Internship Performance rating. Eighty (80) students in the spring 2025 semester completed the assessment criteria with 100% of competencies met or exceeded expectations. Fall data reveal that 94.12% of candidates (N=17) met or exceeded expectations. **Nursing** has aligned this goal to **Nursing** Research using the assignments of the final research project and poster presentation, 191 students were assessed with 89% meeting or exceeding the benchmark of 80%. The **Exercise and Sport Science** program aligned two assessments with this indicator: a Medical Terminology assignment and a peer review research project. Both assignments were from 300-level courses within the major. Overall, 95% of students met or exceeded expectations. **Recreation and Parks Management** reported 100% of students met or exceeded expectations. **Social Work** aligned this to SOWK 350 (Annotation & Reflection #2), N=11, with 5 needs improvement, 6 met expectations (45%), and 55% exceeded expectations.

*C. Demonstrate competencies and achievements appropriate to your field of study.*

**Educational Professions** students were evaluated using the Internship II Performance Rating categories of planning, assessment, and learning environment to meet this indicator. 100% of the 80 students in the spring met or exceeded expectations. Seventeen (17) students completed the assessment in the fall with 94.12% meeting or exceeding expectations. 100% of candidates (N=97) met this expectation on the Professional Dispositions assessment rubric line “all responsibilities.” **Psychology** aligned this to PSYC 497 – Capstone Paper, with 100% meeting or exceeding expectations. **Nursing** has aligned this goal to Leadership Quality and Safety course within the assignment of systems-based QI project. Two hundred and twenty-seven (227) students assessed with 97%, 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. Forty-one (41) students were assessed, 98% meeting benchmark. The RN-BSN curriculum is aligned to this goal during Professionalism in **Nursing** and Population Health, IPE Roles assignment and Community Health Assessment. Two hundred and twenty-five (225) students assessed, 96% met or exceeded the indicator of 80% and 64 students assessed, 98% meeting or exceeding the benchmark of 80% respectfully. The RN to BSN students also completes the community health assessment, 86 students completed this with 94% success, meeting the benchmark of 80%. **Exercise and Sport Science** aligned this indicator to a testing portfolio. Of the 20 students assessed, 90% of students met or exceeded expectations. **Recreation and Parks Management** reported 90% of students met or exceeded expectations. **Social Work** aligned this to SOWK 495 (Final Practicum Evaluation), N=19, 100% exceeded expectations (pass/fail grading).

*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. Eighty-one (81) students completed the reflection in the spring with 93.83% meeting or exceeding expectations. 100% of candidates (N=17) in the fall semester met or exceeded expectations for this indicator. Eighty (80) students in spring and 17 students in the fall completed the internship performance rating linked to this indicator with

97.5% and 100% respectively meeting or exceeding the competencies. **Nursing** has aligned this to Population Health Course, Community Health Assessment, for LPN-BSN and traditional **Nursing** students. Sixty-four (64) students completed this with 98% success. RN-BSN students are evaluated in NURS 491, 86 students assessed with 94% success, meeting 80% benchmark. A biomechanical analysis and an activity analysis were aligned to this indicator for **Exercise and Sport Science**. These assessments were from a 300-level and 400-level course. The addition of the 400-level course assessment was a new addition this year to assess the indicator at different levels within the program. Over both semesters, 51 students completed the assessment. Overall, 86% of competencies met or exceeded expectations. **Recreation and Parks Management** reported 84% of students met or exceeded expectations. **Social Work** aligned this to SOWK 492 (Capstone Paper), N=19, 100% completed exceeding expectations.

#### **Goal #4 - Values and social responsibility.**

##### *A. Demonstrate respect and tolerance for other cultures and societies.*

**Educational Professions** aligned a dispositional assessment within the Internship Performance rating to this indicator. Ninety-seven (97) students completed the assessment and 100% met or exceeded expectations. **Nursing** has aligned this goal to Leadership Quality and Safety course and the system-based QI project. Two hundred and twenty-seven (227) students assessed, 97% 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, 41 students evaluated, 98% met or exceeded the benchmark. RN-BSN this goal is aligned with Professionalism in **Nursing**, assignments IPE Role Assignment. Two hundred and twenty-five (225) students assessed, 96% met or exceeded the indicator of 80%. Total, 20 graduating **Exercise and Sport Science** students completed a reflection paper/project over the two semesters and 90% of students met or exceeded expectations. The program plans to re-evaluate the assessment tool for this indicator to better align student learning outcomes to the University's criterion. **Recreation and Parks Management** reported 90% of students met or exceeded expectations. **Social Work** aligned this to SOWK 495 (Final Practicum Evaluation), N=19, 100% exceeded expectations (pass/fail grading).

##### *B. Make professional and personal judgements based on ethical considerations and societal values.*

**Educational Professions** aligned this indicator to a professional disposition assessment. Ninety-seven (97) students completed the assessment over the two semesters. One hundred percent (100%) of the students met or exceeded expectations. **Psychology** aligned this to PSYC 340 – Topic Article Summary, with 95% meeting or exceeding expectations. **Nursing** aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Two hundred and twenty-seven (227) students were assessed, 97% met or exceeded the indicator of 80%. In **Exercise and Sport Science**, first-year students completed an ethics project in the first year of the program. A total of 63 students were assessed and 86% of those students met or exceeded expectations. **Recreation and Parks Management** reported 91% of students met or exceeded expectations. **Social Work** aligned this to SOWK 471 (Reflection #2), N=14, with 5 needs improvement, 9 met expectations (35%), and 65% exceeded expectations.

##### *C. Exhibit civic responsibility and leadership.*

The Dispositional assessment criteria was aligned to this indicator for Education Professions programs. Ninety-seven (97) students successfully completed that assessment with 100% meeting or exceeding expectations. **Nursing** aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Two hundred and twenty-seven (227) students were assessed, 97% met or exceeded the indicator of 80%. Previously, the Group Exercise course assessments were aligned to this indicator for **Exercise and Sport Science** students. Unfortunately, the program had to cancel this course for the fall and spring semesters due to not having an instructor and no data was collected for this indicator. Moving forward the program will review additional courses that could be used to assess this indicator. **Recreation and Parks Management** reported 100% of students met or exceeded expectations. **Social Work** aligned this to SOWK 495 (Final Practicum Evaluation), N=19, 100% exceeded expectations (pass/fail grading).

##### *D. Understand the purpose and value of community service in advancing society.*

Criteria from the Professional Dispositional assessment were aligned at this indicator for **Educational Professions** students with 100% meeting or exceeding expectations. **Nursing** has aligned this goal to Population Health and the Community Health Assessment. RN-BSN, 86 students assessed, 94% of students met or exceeded the indicator of 80%.

LPN-BSN and traditional students are assessed in NURS 423 with the community health assessment assignment, 64 students assessed, 98% met or exceeded competency. Assessments of junior and senior level courses were aligned to this indicator for **Exercise and Sport Science** students. Assessments included a leadership project, planning and participation in the Majors Fair event, and a group wellness project. A total of 67 students were assessed and 86% of students met or exceeded expectations. **Recreation and Parks Management** reported 100% of students met or exceeded expectations. **Social Work** aligned this to SOWK 371 (Attend and observe a public meeting... reflection), N=6, with 1 needs improvement, 5 met expectations (17%), and 83% exceeded expectations.

*E. Demonstrate an awareness of an appreciation for the natural environment.*

**Educational Professions** programs did not provide an alignment to this indicator. **Nursing** aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Two hundred and twenty-seven (227) students were assessed, 97% met or exceeded the indicator of 80%. **Exercise and Sport Science** aligned the indicator to an assessment discussing Depression and natural environment. Of the 39 students assessed 69% met or exceeded expectations, which is a decrease from last year's outcome data. The program is reviewing the course project, assessment tool, and potential changes to course content. **Recreation and Parks Management** reported 100% of students met or exceeded expectations. **Social Work** aligned this to SOWK 495 (Final Practicum Evaluation), N=19, 100% exceeded expectations (pass/fail grading).

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

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

Ninety-seven (97) **Educational Professions** students achieved 100% competency for this indicator. **Psychology** aligned this to PSYC 489 – Psychopathology Project, with 95% meeting or exceeding expectations. **Nursing** has aligned this goal with the Senior Practicum, 21 students were assessed, 95% met or exceeded benchmark. RN-BSN curriculum is aligned with Capstone course, Final Education Project, 91 students were assessed, 96% met or exceeded the indicator of 80%. In **Exercise and Sport Science**, upper-level students completed a marketing plan project with criteria that matched this indicator. Overall, 100% of students met or exceeded expectations, which is an increase from last year's 88%. **Recreation and Parks Management** reported 88% of students met or exceeded expectations. **Social Work** aligned this to SOWK 495 (Final Practicum Evaluation), N=19, 100% exceeded expectations (pass/fail grading).

*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. **Nursing** aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Two hundred and twenty-seven (227) students were assessed, 97% met or exceeded the indicator of 80%. A supervisor evaluation provided data for a senior-level course in **Exercise and Sport Science** as well as an additional assessment (a course exam) from a junior-level course. Within the senior course, 100% of the upper-level students met or exceeded expectations. Within the junior-level course, 84% of the competencies met or exceeded expectations. **Recreation and Parks Management** reported 98% of students met or exceeded expectations. **Social Work** aligned this to SOWK 492 (Assignment 1: Assessment), N=19, 100% completed exceeding expectations.

*C. Recognize and appreciate arguments supporting perspectives different from your own.*

The final indicator was again aligned with criteria from the Dispositional assessment in the **Educational Professions** programs. Like many of the other indicators, 100% of the 97 students over the two semesters met or exceeded expectations. **Psychology** aligned this to PSYC 155 – Final Paper, with 86% meeting or exceeding expectations. **Nursing** aligned this goal to Leadership Quality and Safety Course, System-Based QI Project. Two hundred and twenty-seven (227) students were assessed, 97% met or exceeded the indicator of 80%. **Nursing** has also aligned this with **Nursing 425** Complex Care for LPN-BSN and traditional BSN students. Forty-one (41) students assessed, 98% met or exceeded benchmark. **Exercise and Sport Science** scored their students on a seminar discussion board task related to this indicator and 100% of students met or exceeded expectations for this indicator. A debate and discussion board assessment were added from junior-level courses. Overall, 100% of students met or exceeded expectations for this indicator. **Recreation**

**and Parks Management** reported 88% of students met or exceeded expectations. **Social Work** aligned this to SOWK 371 (Policy Analysis paper final), N=6, with 1 needs improvement, 5 met expectations (17%), and 83% exceeded expectations.

## 2. Graduate Assessment Summary: Calendar Year 2025

### Executive Summary:

The College of Education, Behavioral & Health Professions contained five departments, with six graduate programs during the 2025 calendar year: **Athletic Training (Department of Kinesiology)**, **Master of Education (Department of Educational Professions)**, **MS in Nursing (Department of Nursing)**, **Physician Assistant Studies (Department of Physician Assistant Medicine)**, **Counseling Psychology (Department of Psychology and Social Work)**, and **Recreation, Parks and Sport Management (Department of Kinesiology)**. The Departments utilized culminating program assessments aligned to the five graduate institutional learning goals. Specific courses, capstones, summative evaluations, internships, OSCEs, research projects, practicum evaluations, and clinical assessments were used to provide evidence of candidate proficiency.

**Educational Professions' Master of Education (M.Ed.) Program** aligned common assessments to Council for the Accreditation of Educator Preparation (CAEP) Advanced Proficiency standards, which were then matched to the Institutional Graduate Learning Goals. The Department set 80% Met Expectations as the benchmark. The **Department of Nursing** aligned graduate assessments to Frostburg State University student learning outcomes, American Association of Colleges of Nursing (AACN) essentials and competencies, and MSN program objectives. The benchmark was set at 80%. The **Master of Science in Athletic Training** program linked research posters, Social Determinants of Health projects, Mock BOC exams, and final clinical/preceptor evaluations to the learning goals. The **Physician Assistant Studies** program aligned summative evaluations in DPAM 709 (including OSCEs, PAEA End of Curriculum exam, technical skills, and professionalism assessments) to each goal in compliance with ARC-PA standards. Benchmark performance was  $\geq 80\%$ . **Counseling Psychology** utilized internship supervisor final evaluations and exit interview/case study assessments. **Recreation, Parks and Sport Management** utilized capstone (thesis, research project, practicum) rubrics aligned to the institutional goals.

**Athletic Training, Nursing, Physician Assistant Studies, and Educational Professions** indicated set benchmarks of 80% or higher as met expectations. All departments demonstrated strong proficiency across the five graduate institutional learning goals in 2025. In calendar year 2025, CEBHP graduate programs demonstrated strong to exemplary performance across the five institutional learning goals. Clinical and education programs consistently met or exceeded 90–100% benchmarks on the large majority of measures. Ethics and professionalism (Goal 4) and applied clinical/counseling skills (Goal 5) were areas of particular strength.

The following summary provides overall data. The individual program reports are available as further evidence.

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

*All CEBHP programs 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 posters and achieved 100% completion on Mock BOC exams (improved from prior year). **Nursing** aligned this goal to the Health Promotion Paper in NURS 605; 100% of candidates (N=31) met the benchmark. **Educational Professions' M.Ed. Program** connected advanced proficiencies to academic writing research paper, analysis of

theoretical/historical perspectives, and capstone literature identification assessments. Spring and fall data showed 91.67%–100% met or exceeded expectations across multiple measures (combined N ≈ 30–60). **Physician Assistant Studies** aligned the Medical Knowledge Competency Domain; 95.83% (N=24) of candidates met the PAEA End of Curriculum exam benchmark ( $\geq 1471$ , 1 SD below national mean), with 25% exemplary and 70.83% competent. **Counseling Psychology** candidates demonstrated strong performance on internship supervisor ratings of theoretical conceptualization and clinical assessment (average 4.63/5, mostly exemplary). **Recreation, Parks and Sport Management** capstone assessments showed 55% at competent or exemplary levels (22% exemplary, 33% competent); area identified for improvement.

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

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

**Athletic Training** program candidates (N=5) scored 90% or higher at the competent and exemplary level on the Social Determinants of Health project. **Nursing** aligned this goal to the Technological Innovation Project (N=16) and APRN Role Assignment (N=36); 100% met the benchmark. **Educational Professions' M.Ed. Program** connected advanced proficiencies to capstone research project scholarly writing; 96.78% (spring N=31) and 100% (fall N=6) met or exceeded expectations. **Physician Assistant Studies** aligned Interprofessional Skills and Communication Competency Domain; OSCE components showed 95.83%–100% success on history/physical, assessment/plan, interpersonal skills, and oral presentation/hand-off (written documentation lower at 62.6% with remediation). **Counseling Psychology** candidates achieved near-perfect performance on written case study/report and oral exit interview (average 4.88/5). **Recreation, Parks and Sport Management** capstone assessments showed 89% at the exemplary level.

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

*All departments within CEBHP 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 final Clinical Education Evaluations. **Nursing** aligned this goal to Research Paper (NURS 602, N=25) 100% and Cultural Considerations Paper (NURS 605, N=31) 97%. **Educational Professions' M.Ed. Program** connected advanced proficiencies to global analysis project (100%, N=34), KPD problem resolution (100%), and capstone inquiry/research (90.32%–100%). **Physician Assistant Studies** aligned Clinical Problem-Solving Competency Domain; OSCE assessment/plan, capstone, and interpersonal skills all 100%. **Counseling Psychology** candidates showed strong performance on case conceptualization (average 4.88/5). **Recreation, Parks and Sport Management** capstone assessments showed 92% competent or exemplary (61% exemplary).

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

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

**Athletic Training** program candidates (N=5) scored 90% or higher on Social Determinants of Health and 100% satisfactory/exemplary on research posters. **Nursing** aligned this goal to Healthcare Issues Analysis (91%, N=11) and SWOT Analysis (100%, N=14). **Educational Professions' M.Ed. Program** connected advanced proficiencies to KPD #1

Professionalism (100%) and KPD #3 Cultural Awareness (100%). **Physician Assistant Studies** aligned the Professionalism Competency Domain; 100% success in summative and ongoing assessments. **Counseling Psychology** candidates all scored exemplary (5/5) on application of APA ethical standards during internship. **Recreation, Parks and Sport Management** capstone assessments showed 100% exemplary.

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

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

**Athletic Training** program candidates (N=5) scored 90% or higher on final Clinical Education Evaluations. **Nursing** aligned this goal to capstone poster (NURS 700, N=3) 100% and NURS 701 (N=19) 100%. **Educational Professions' M.Ed. Program** connected advanced proficiencies to global analysis project; 94.74%–100%. **Physician Assistant Studies** aligned Technical Skills Competency Domain; most procedures 100%, urinary catheterization 95.83%, splinting 66.7% (remediation applied). **Counseling Psychology** candidates all scored exemplary (5/5) on applied counseling/clinical skills during internship. **Recreation, Parks and Sport Management** capstone assessments showed 67% competent or exemplary (45% exemplary); area identified for improvement.

### College of Humanities, Arts and Sciences

#### **1. Undergraduate Assessment Summary: 2024 - 2025**

Undergraduate assessment of programs in the college was completed in April 2026. The committee is also discussing methods for making the results of assessment reviews, by the same body, more impactful. 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 and no connections to university learning goals. 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.

In Environmental Science, a program within the Department of Physical and Environmental Sciences, there were five program learning goals articulated and each of these were linked, or connected, to university learning goals. Additionally, the author of the report clearly described the portfolio review assessment process, the reviewers, the assessment venue, the rubrics used, the sample size, the review process, the threshold for acceptable performance and more. Further, the outcomes and data were shared with faculty members in the unit fall 2025.

A similar assessment process was employed in Geography and Earth Sciences; they are all housed in the same academic area.

In Emerging Media, now part of the Department of Digital Media and Visual Arts, the assessment process was reviewed for its scope, clarity and utility. Four learning goals were described and linked upward to institutional objectives. Additionally, the assessment venue was described as were the various methods used to determine the levels of student learning and instruction. Measurement rubrics were included with the data. The threshold for the minimal level of acceptability was also stated. Data from the previous year and the year of review were specified to show trends. The results and data were shared with faculty members fall 2025. Included were self-identified considerations for upcoming reviews including mid-cycle assessments and urging more students to engage in internships and other experiential learning opportunities.

Problems that seem to recur regularly included not supplying all of the relevant information for analysis, not clearly articulating how the loop was closed, no mention of the measurement venue, no rubrics, mislabeled/missing/incorrect assessment data files, not stating N-sizes, not articulating the minimum level of achievement expected, and not specifying goals assessed. These will continue to be action goals for the college assessment committee leadership.

## **2. Graduate Assessment Summary: 2024–2025.**

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

The Biology graduate program assessments for both the Applied Ecology and Conservation Biology (AECB) and Wildlife and Fisheries Biology (W&F) programs are based on a 5-point rubric developed by Dr. Tom Serfass in consultation with the Provost's Office. This rubric was first implemented during the 2017–2018 academic year.

From fall 2024 through spring 2025, the Biology master's programs had 5.5 student assistantships, all of which were allocated to the AECB program. This allocation was due in part to several faculty members preparing for retirement and, therefore, being unable to commit to advising graduate research students. During the 2024–2025 academic year, two students completed their degrees.

The Biology Department currently only offers thesis-based master's programs that require students to complete coursework, conduct research, and publicly present their findings, typically within two years, as assistantships are generally limited to this timeframe. Students who were unable to graduate within two years were permitted to continue taking research credits until degree completion without assistantships. In addition, all students must complete a closed oral examination administered by their advisor and thesis committee, focusing on their thesis research.

The students who completed their degrees achieved assessment scores across the five learning goals ranging from 4.0 to 5.0, with an overall average of 4.7. Average scores by learning goal ranged from 4.5 for Learning Goals #2, #3, and #4 to 5.0 for Learning Goals #1 and #5. The threshold for minimum proficiency is a 3.5.

Students performed strongly in their public thesis presentations and responded effectively to audience questions. This success likely reflects the Department's emphasis on student presentations and discussion in graduate coursework, as well as the experience gained through Teaching Assistantships, which help prepare students for public speaking and instruction. Overall, the combination of coursework, thesis research, and assistantship responsibilities effectively prepares students to communicate and address science-based issues related to natural resource conservation.

Students also complete an oral qualifying exam during their first semester and submit a thesis proposal to the thesis and Biology Graduate Committee in their second semester. Completion of a thesis is the primary outcome of the Department's graduate programs and serves as the central component of assessment. Scores above 3.5 are considered acceptable; in this assessment, both students scored above 4.0, with one student achieving a perfect score of 5.0. Because thesis quality is the primary focus of assessment, outcomes are closely tied to the academic preparation and research potential of incoming students.

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

During 2025–2026, assessment efforts also played a critical role in informing the development of the new General Education Program (GEP) Framework. Faculty and staff used assessment findings to reflect on the alignment of outcomes, curriculum, and measures, and to identify areas where the framework could more effectively promote student learning and coherence across the program. This year of focused work on the new GEP Framework demonstrates how assessment not only evaluates student learning, but also guides programmatic decision-making and long-term improvement. Indeed, all departments remain committed to continual improvement, and we thank them for

their sustained engagement in this work.

### GEP Assessment: New Data on Information Literacy

The Library Faculty recently constructed updated rubrics for Information Literacy, which is evaluated in ENGL 101. The results are summarized below. Each objective lists the percent scores that are at least 3, on a 5-point scale, in alignment with our definition of success in the learning outcome. The university target is to have each category have at least 75% of students meeting expectations. In Fall 2025 students met expectations in all four learning outcomes, see Table 1, below.

Outcome	Fall 2024 (n=49)	Spring 2025 (n=23)	Fall 2025 (n>=124)
Evaluation of Information	53%	78.3%	97.6%
Topic Discovery	98.2%	100%	96.1%
Strategic Searching	91.5%	88.1%	81.4%
MLA Citation	76.8%	72.2%	86.6%

Table 1: Summary of Success in Information Literacy Learning Outcomes

For the last three semesters, the teaching of information literacy has shifted organizationally to allow more exposure to library sessions with three of the 4 sessions taught in person for ENGL 101 students. As English instructional faculty have become more familiar with the Embedded Library Program, its objectives, and its impact, student outcomes have improved.

The library faculty are committed to continual improvement. Indeed, in summer of 2025, improvements were made to the MLA Citation module, which have led to improvements in that learning outcome. Moreover, the Library faculty are attending to adjustments to the assessment itself, to allow for more narrative responses.

While work continues in the spirit of continual improvement, the results shown here allow the Library to focus effort elsewhere, while continuing to monitor success on these outcomes.

### GEP Assessment 2.0

On April 1, 2026, the Faculty Senate approved a new GEP plan. This new plan seeks to improve upon our GEP assessment process. We briefly describe it here, with full details available [here](#).

Briefly, the plan puts all learning outcomes on a rotation for assessment, so that they are considered multiple times within any 7-year window. This allows for closing the loop while not requiring every objective to be evaluated every year, which was difficult to sustain. The rotation is framed in terms of calendar years, which should help the GEPRC carry out the GEP assessment.

Another departure from current practice is the notion of housing assessment within rotating departments. Instead, when it is time for an objective to be assessed, artifacts will be drawn from random samplings of classes using the university's new universal assessment platform. This attends to a weakness in our current protocol, allowing us to draw more complete conclusions about student learning outcomes. It will be a requirement that GEP courses have a student artifact identified in their Canvas course that would be appropriate for later assessment. We emphasize that the GEP assessment comes later than what the faculty member does to render a student grade, that is, we do not expect that faculty will apply the corresponding GEP assessment rubric *in situ*.

The GEPRC has discussed for several years the need to be able to identify potential course drift. The assessment plan therefore calls for rubrics to be applied to course artifacts, such as syllabi and assignment instructions to verify that the courses continue to meet the criteria that put them into the GEP in the first place. By developing rubrics for categories (e.g. Humanities, or Social Sciences), we will be able to level the playing field for new courses to enter those categories and remain in them.

Overall, the new GEP lays out an assessment plan that is both robust in its assessment of learning outcomes and mindful of faculty workload expectations.

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

- **HelioCampus Assessment Implementation**

The university must dedicate sufficient time and institutional commitment to fully implement the HelioCampus Assessment Platform. This includes ensuring that assessment results are reported at multiple levels (course, program, college, and university) and leveraging HelioCampus data visualizations/graphics to communicate outcomes effectively. The senior research analyst within the AIR office will lead the project and provide project management.

- **Curriculum Mapping and System of Record**

College leadership must complete curriculum mapping at the program level to support the development of a single, comprehensive system of record for student learning assessment using a common platform.

- SLAAG/GLAAG must be supported with targeted training during the upcoming academic year to ensure a smooth and effective transition to the new platform.

- **GEP Closing the Loop Process**

Institutional resources and leadership must support implementation of the revised format for General Education Program (GEP) "closing the loop" forms.

- **Assessment Communication and Marketing (Carryover)**

SLAAG/GLAAG, in collaboration with Academic Leadership and University Marketing, will identify and highlight student learning assessment results that showcase student work and achievement. These results should be incorporated into appropriate university marketing and communication 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		PLG 1	PLG 2	PLG 3	PLG 4	PLG 5
Course		Ethical Reasoning	Leadership	Global Perspective	Technical Proficiency	Critical Thinking
MGMT 200					I, A	I
ECON 201 <sup>a</sup>				I		I
ECON 202 <sup>a</sup>						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 <sup>b</sup>		R
LEGEND: I = Introduced; R = Reinforced; A = Assessed						
a.	b. 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	PLG 1	PLG 2	PLG 3	PLG 4	PLG 5
Course	Ethical Reasoning	Leadership	Global Perspective	Technical Proficiency	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	<b>Spr 2022</b>	<b>Spr 2024</b>	<b>F 2024</b>
	Mean ( <i>SD</i> )	Mean ( <i>SD</i> )	Mean ( <i>SD</i> )
	<i>N</i> = 15	<i>N</i> = 16	<i>N</i> = 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)
<b>Overall Score</b>	<b>4.32 (.26)</b>	<b>4.19 (.69)</b>	<b>4.34 (.59)</b>

## Ethical Reasoning: MGMT 405

CRITERIA	<b>F 2023</b>	<b>Spr 2024</b>	<b>F 2024</b>
	Mean ( <i>SD</i> )	Mean ( <i>SD</i> )	Mean ( <i>SD</i> )
	<i>N</i> = 22	<i>N</i> = 29	<i>N</i> = 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)

<b>Overall Score</b>	<b>3.40 (.52)</b>	<b>4.20 (.54)</b>	<b>4.18 (.38)</b>
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### Technological Fluency: MGMT 200

<b>CRITERIA</b>	<b>Spr 2024<sup>1</sup></b> Mean ( <i>SD</i> ) <i>N</i> = 22	<b>Fall 2024<sup>2</sup></b> Mean ( <i>SD</i> ) <i>N</i> = 81	<b>Spr 2025<sup>3</sup></b> Mean ( <i>SD</i> ) <i>N</i> = 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)
<b>Overall Score</b>	<b>3.65 (1.01)</b>	<b>4.42 (.57)</b>	<b>4.14 (.13)</b>

<sup>1</sup> Assessment occurred in ACCT 212.

<sup>2</sup> Assessment occurred in ACCT 212 and MGMT 200.

<sup>3</sup> Assessment occurred in MGMT 200.

### Critical Thinking & Problem Solving: MGMT 355

<b>CRITERIA</b>	<b>Spr 2023</b> Mean ( <i>SD</i> ) <i>N</i> = 21	<b>Spr 2024</b> Mean ( <i>SD</i> ) <i>N</i> = 27	<b>F 2024</b> Mean ( <i>SD</i> ) <i>N</i> = 41	<b>Spr 2025</b> Mean ( <i>SD</i> ) <i>N</i> = 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)
<b>Overall Score</b>	<b>3.15 (.91)</b>	<b>4.20 (.54)</b>	<b>3.75 (.61)</b>	<b>4.00 (.43)</b>

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  $\leq 60\%$  of our students answered the following exam item correctly. Please review and respond accordingly.

Item	% correct	# responding	Correct Response	Incorrect Response 1	Incorrect Response 2	Incorrect Response 3
<b>BLAW</b> - 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:	<b>35%</b>	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.

Modified Question:

**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  $\leq 60\%$  of our students answered the following exam item correctly. Please review and respond accordingly.

ITEM	% Correct	# Responding	Correct Response	Incorrect Response 1	Incorrect Response 2	Incorrect Response 3
<b>ACCT</b> - 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.

- 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? No
- 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

- 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.

- Please **sign**:



Faculty member

10/18/24

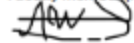
Date



Faculty member (if applicable)

10-21-24

Date



Faculty member (if applicable)

10/23/2024

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		Fall 2024	
	% Correct	# Re-sponses	% Correct	# Re-sponses
ACCT - Overalllocated 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	Spring 2025
		<i>N</i> = 30 students	<i>N</i> = 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%
<b>Mean</b>	<b>136</b>	<b>91.3%</b>	<b>96.9%</b>

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

### COB Major

		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 realize 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.

## Appendix B

### 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	Spr 2024	F 2024
	Mean (SD) N = 25	Mean (SD) N = 20	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)
<b>Overall Score</b>	<b>4.47 (.26)</b>	<b>4.38 (.56)</b>	<b>4.56 (.56)</b>

### Ethical Reasoning: MGMT 510

CRITERIA	F 2023	F 2024
	Mean ( <i>SD</i> ) <i>N</i> = 25	Mean ( <i>SD</i> ) <i>N</i> = 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)
<b>Overall Score</b>	<b>4.56 (.79)</b>	<b>4.53 (.44)</b>

### Technological Fluency: MGMT 621

CRITERIA	F 2022	Smr 2024	F 2024
	Mean ( <i>SD</i> ) <i>N</i> = 16	Mean ( <i>SD</i> ) <i>N</i> = 9	Mean ( <i>SD</i> ) <i>N</i> = 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)
<b>Overall Score</b>	<b>4.55 (.75)</b>	<b>4.28 (.30)</b>	<b>4.75 (.37)</b>

### Global Perspectives: ECON 511

CRITERIA	F 2023	F 2024	Spr 2025

	Mean ( <i>SD</i> ) <i>N</i> = 25	Mean ( <i>SD</i> ) <i>N</i> = 23	Mean ( <i>SD</i> ) <i>N</i> = 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)
<b>Overall Score</b>	<b>3.65 (.66)</b>	<b>3.33 (.42)</b>	<b>3.90 (.39)</b>

Students fared 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 emphasize 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

	<b>Spr 2022</b>	<b>F 2023</b>	<b>F 2024</b>	<b>Spr 2025</b>
<b>CRITERIA</b>	Mean ( <i>SD</i> ) <i>N</i> = 21	Mean ( <i>SD</i> ) <i>N</i> = 19	Mean ( <i>SD</i> ) <i>N</i> = 23	Mean ( <i>SD</i> ) <i>N</i> = 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)
<b>Overall Score</b>	<b>3.60 (.73)</b>	<b>2.89 (.65)</b>	<b>3.58 (1.20)</b>	<b>4.14 (.21)</b>

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)**

Results of the CBK exam from Fall 2024 indicate that < 60% of our students answered the following exam item correctly. Please review and send back to your AOL committee rep by **Friday, Feb. 14, 2025**. Thanks.

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)

Results of the CBK exam from Fall 2024 indicate that < 60% of our students answered the following exam item correctly. Please review and send back to your AOL committee rep by **Friday, Feb. 14, 2025**. Thanks.

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.

Fall 2024: **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	Spring 2025
		<i>N</i> = 25 students	<i>N</i> = 20 students
Accounting	10, 9 <sup>1</sup>	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%
<b>Mean</b>	<b>80, 79<sup>1</sup></b>	<b>82.80%</b>	<b>91.0%</b>

<sup>1</sup> 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.