

Program Assessment Results Fall 2022

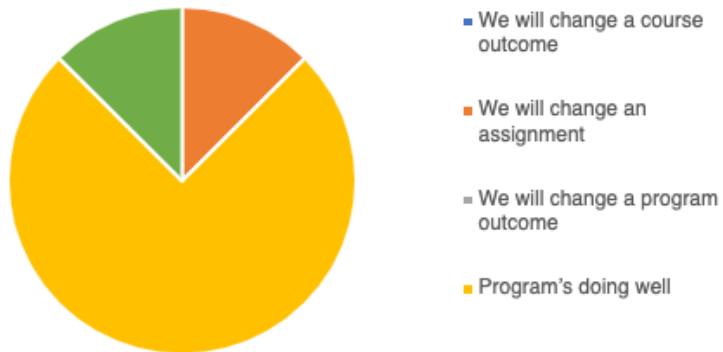
School: Arts, Humanities, and Social Sciences

Program	Page
Applied Psychology	
Communication Studies	
Creative Writing	
English as a Second Language	
Library Technical Assistant	No Report
Media Production	
Psychology	
Social Work	

Total Artifacts: 80

Total Passing: 74 (92.5%)

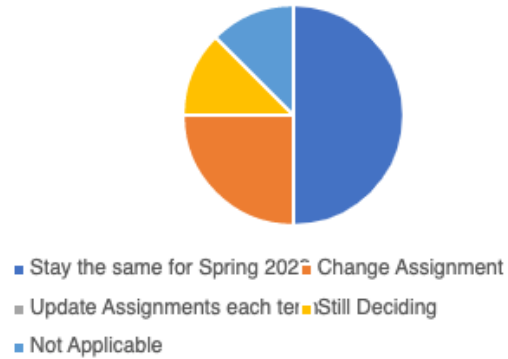
What will your program do because of this semester's GEN ED assessment?



COMMENTS:

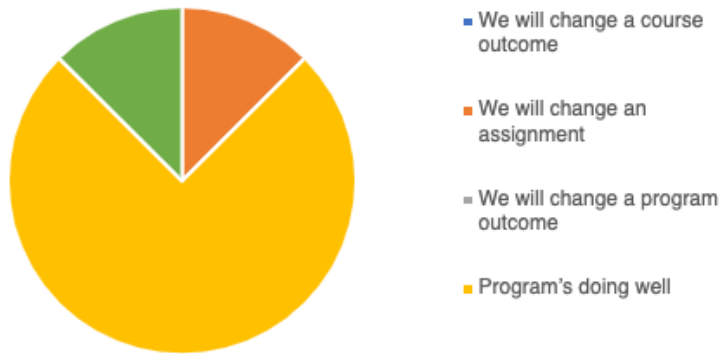
- We haven't discussed this as a department yet

Describe your program's GEN ED change or improvement



ACTIONS:

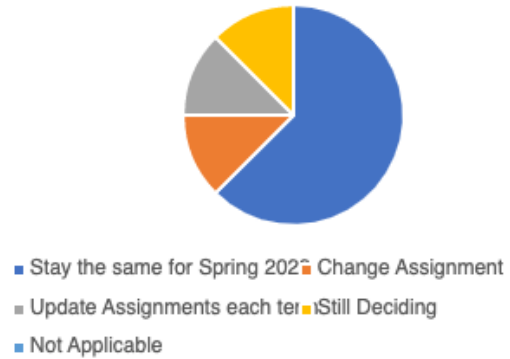
What will your program do because of this semester's PROGRAM assessment?



COMMENTS:

- We haven't discussed this as a department yet

Describe your PROGRAM's change or improvement



ACTIONS:

Program Name: Applied Psychology

Faculty Lead: Jen Bradley

General Education outcome(s) assessed: **Analyze and Solve Problems:** Students are able to see and solve the problems around them, using solid data to draw and communicate reasonable conclusions.

Program outcome(s) assessed: Distinguish between normal and abnormal developmental processes and behaviors, and correctly identify these processes and behaviors when observing clients.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan								
<p><input type="checkbox"/> 3. Essay: Neurodiversity: In Beyond Behaviors and in Right From... Points: 20</p> <p>Question</p> <p>In Beyond Behaviors and in Right From The Start, the books' authors discuss the importance of recognizing sensory differences in neurodiverse individuals.</p> <p>2.1 Interception in our eight senses</p> <table border="1" data-bbox="310 548 604 641"> <tr> <td>1. Sight</td> <td>5. Hearing</td> </tr> <tr> <td>2. Smell</td> <td>6. Proprioception</td> </tr> <tr> <td>3. Taste</td> <td>7. Vestibular</td> </tr> <tr> <td>4. Touch</td> <td>8. Interoception</td> </tr> </table> <p>For this question, select two of the eight senses (above). Explain how sensory processing can be challenging for neurodiverse individuals. Provide specific examples of these challenges for the two senses you selected. State how you would intervene to support an individual with these sensory processing challenges.</p> <p>Answer</p> <p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students completed a written reflection question in the culminating assignment in PSAP 250: Positive Behavior Support for Individuals with Neurodevelopmental Disorders. This program outcome was assessed for the purpose of examining students' ability to identify sensory issues in individuals with neurodevelopmental disorders.</p> <p>This gen ed outcome was assessed for the purpose of examining students' ability to correctly pair a positive behavior support approach to the specific issues they identified. This required them to recognize and correctly</p>	1. Sight	5. Hearing	2. Smell	6. Proprioception	3. Taste	7. Vestibular	4. Touch	8. Interoception	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>13 artifacts were scored. 15 students were initially registered in the course. 1 student dropped the course and another did not complete this assignment. All students were from the one course section of PSAP 260 offered at NCC in the fall 2022 semester.</p> <p>On this assignment, All 13 students received an "advanced" rating for their ability to identify and clearly articulate specific sensory issues that individuals with neurodevelopmental disorders experience. 12 students received an "advanced" rating for (1) their ability to recognize the characteristics of a diverse individual and identify the impact on their functioning, and (2) their ability to analyze the issue using one or method; 1 student received a score of "needs improvement." The student with the low score provided only a partial answer, and did not demonstrate that she could pair an issue with an appropriate intervention.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Because there was only one section of the course running this year, there was limited ability to discuss results. This faculty member reflected on the results and considered their implications.</p> <p>For the most part, it appeared that students who did not score well did not devote adequate effort to the assignment. Previous assessment of students' ability to understand the importance of sensory processing issues, and their ability to pair appropriate interventions with specific needs, was assessed earlier in the course through quizzes and discussion assignments. Students performed very well on these earlier assignments. A different approach in future semesters may be to assess this ability more comprehensively at numerous junctures or earlier in the semester, so as to more accurately determine student competence.</p>
1. Sight	5. Hearing									
2. Smell	6. Proprioception									
3. Taste	7. Vestibular									
4. Touch	8. Interoception									

<p>label the problem, use information about positive behavior support interventions, to correctly determine the effectiveness of a given intervention for a particular sensory issue.</p> <p>This assessment was chosen as a good representation of students' ability to apply concepts they had learned about sensory processing differences in individuals with neurodevelopmental disorders. This is an essential skill for Applied Psychology graduates, and one they will apply with actual clients in the capstone course in the program.</p>	<p>Students showed variable ability to draw insightful conclusions related to the issue being assessed. 8 students received an "advanced" score, 4 students received an "acceptable" score, and 1 student received a "needs improvement" score. As above, the student who received the "needs improvement" score provided only a partial answer to the question. The students who received an "acceptable" score were able to connect issues to interventions, but struggled to explain the significance of meeting the client's needs in this way.</p>	
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Program Name: Communication Studies

Faculty Lead: Christine Armstrong

General Education outcome(s) assessed: Identifies and Clearly Articulates an Issue, Thesis or Problem, Uses One or More Method to Organize/Analyze the Issue, Thesis or Problem, Draws Insightful Conclusions Related to the Issue, Thesis or Problem

Program outcome(s) assessed: *Demonstrate effective use of communication skills and experience to be an effective group member and/or leader*

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will create a project proposal, and create a resource, advocacy program or community service project for NCC students or our community. Then the group will create a group presentation about their group process that applies concepts to demonstrate their understanding of leadership, group roles, decision making and conflict management in the group as their final project in the course.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>3 group presentations on their group service project.</p> <p>Delivery (20pts):</p> <ul style="list-style-type: none"> Professional Appearance Confidence Vocal projection Eye contact Appropriate body language Manages visual aid <p>Overall length: (25-35 minutes)</p> <p>Organization(20pts):</p> <ul style="list-style-type: none"> Intro: attention getting device, purpose of group Main ideas: leadership, group roles, decision making and conflict management Transitions between group members and topics Flow: logical, relevant Conclusion: restate goals, evaluates group cohesiveness 	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p>

	<p>Visual Aids(10pts): PPT: key points only, PPT: use of pictures Creativity</p> <p>Content (40pts): Used 10-12 terms from the text Defined and explained terms Provided an example for each term from their group experience</p> <p>Peer Evaluation of fellow Group Members (10pts)</p> <p>100 pts total</p> <p>11/11 passed</p> <p>Overall, the students did a good job of identifying issues or needs in their communities and working as a team to accomplish their goals creatively and present confidently as a group.</p> <p>Areas where the groups could use improvement are citing sources for their research and organizing their information consistently within the body of the presentation.</p> <p>General Ed Outcome: At least 80 percent success rate, but some students needed</p>	
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	<p>improvement in clearly identifying their thesis and drawing conclusions.</p> <p>Program Outcome: At least 80 percent success rate, but some students, but students could still improve on evaluating teammate contributions and giving them honest feedback for improvement. All the groups practiced their presentations and there were clearly group members that did not put as much effort into their portion of the assignment, but group members were sometimes hesitant to provide constructive feedback. (I recommend a more detailed required group outline and sample outlines to provide more clarity on the structure of the presentation, currently these items are provided and encouraged but not required.)</p>	
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Program Name: Creative Writing

Faculty Lead: Michael Pogach

General Education outcome(s) assessed: Students should understand both the creative process and how works of human imagination and thought from diverse cultures, places, and times express varieties of human experience.

Program outcome(s) assessed: Create and revise original creative works that use varied literary techniques and are ready for publishing consideration.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment asked for a revision of a previous creative writing project along with a statement about what the student wanted to achieve via their revisions. My goal was to see how well students understand the idea of revision on both micro and macro levels.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>8 students submitted the assignment. 6 students scored mostly 3s and 4s. One student got mixed results. And one student did not engage the idea of revision with much of a critical intention or result. Students seem to think much more on a micro level than a macro level, which is pretty much as expected in the creative writing field. The idea of removing or replacing large portions of content (vs. sentence level “correcting” is a difficult one even for experienced authors. That said, these students largely showed a strong eye for wanting to produce focused macro-level revisions, even if the final product often fell a little short of those goals.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>I was the only creative writing faculty in the discussion, but in conversation with other faculty from disciplines in the humanities and social sciences, there was a general agreement that students often tend toward linear thought within an assignment than global or critical thought.</p>

Program Name: ESL
 Faculty Lead: Marketa Scott and Katie Selness
 General Education outcome(s) assessed: 1 - Identifies and Clearly Articulates an Issue, Thesis or Problem;
 2 - Uses One or More Method to Organize/Analyze the Issue, Thesis or Problem
 3 - Draws Insightful Conclusions Related to the Issue, Thesis or Problem
 Program outcome(s) assessed: Students will be able to read and respond to assignments regarding what they have read.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p><i>Even though ESL classes are not GenEd courses, we decided to use the GenEd outcomes to assess an assignment from ESLL133 ESL Reading IV (highest level ESL reading class).</i></p> <p><i>We hoped to determine whether students exiting ESL have mastered academic skills necessary for success in GenEd courses.</i></p> <p><i>We used the same assignment to assess a Program Outcome to identify any potential gaps or weaknesses of the ESL Program.</i></p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>14 essays from ESLL133-01 ESL Reading IV</p> <p><i>Katie and Marketa met to read all artifacts together and agreed on all assigned scores.</i></p> <p><u>Findings:</u> <i>GenEd outcome: 1</i> <i>Average score: 2.92</i></p> <p><i>GenEd outcome: 2</i> <i>Average score: 3.21</i></p> <p><i>GenEd outcome: 3</i> <i>Average score: 3.21</i></p> <p><i>Program Outcome:</i> <i>Average Score: 4.0</i></p> <p>0 students scored below 2 for any of the outcomes assessed.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><i>We learned that on average ESL students in ESLL133 ESL Reading IV possess the necessary skills to perform successfully in GenEd courses.</i></p> <p><i>Since the score for GenEd outcome 1 was the lowest, we will focus more attention on different strategies to teach students how to clearly articulate their thesis which is the one area that needs improvement.</i></p> <p><i>This assignment demonstrated that ALL students in ESLL133 ESL Reading IV course met the assessed Program Outcome.</i></p>

	<ul style="list-style-type: none">- 4 students out of 14 received the score of 2 for GenEd outcome 1 (28%).- 2 students out of 14 received the score of 2 for GenEd outcome 2 (14%)- Only 1 student out of 14 received the score of 2 for GenEd outcome 3 (7%)	
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Program Name: ESL
 Faculty Lead: Marketa Scott and Katie Selness
 General Education outcome(s) assessed: 1 - Identifies and Clearly Articulates an Issue, Thesis or Problem;
 2 - Uses One or More Method to Organize/Analyze the Issue, Thesis or Problem
 3 - Draws Insightful Conclusions Related to the Issue, Thesis or Problem
 Program outcome(s) assessed: Students will be able to read and respond to assignments regarding what they have read.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p><i>Even though ESL classes are not GenEd courses, we decided to use the GenEd outcomes to assess an assignment from ESLL133 ESL Reading IV (highest level ESL reading class).</i></p> <p><i>We hoped to determine whether students exiting ESL have mastered academic skills necessary for success in GenEd courses.</i></p> <p><i>We used the same assignment to assess a Program Outcome to identify any potential gaps or weaknesses of the ESL Program.</i></p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>14 essays from ESLL133-01 ESL Reading IV</p> <p><i>Katie and Marketa met to read all artifacts together and agreed on all assigned scores.</i></p> <p><u>Findings:</u> <i>GenEd outcome: 1</i> <i>Average score: 2.92</i></p> <p><i>GenEd outcome: 2</i> <i>Average score: 3.21</i></p> <p><i>GenEd outcome: 3</i> <i>Average score: 3.21</i></p> <p><i>Program Outcome:</i> <i>Average Score: 4.0</i></p> <p>0 students scored below 2 for any of the outcomes assessed.</p> <ul style="list-style-type: none"> - 4 students out of 14 received the score of 2 for GenEd outcome 1 (28%). 	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><i>We learned that on average ESL students in ESLL133 ESL Reading IV possess the necessary skills to perform successfully in GenEd courses.</i></p> <p><i>Since the score for GenEd outcome 1 was the lowest, we will focus more attention on different strategies to teach students how to clearly articulate their thesis which is the one area that needs improvement.</i></p> <p><i>This assignment demonstrated that ALL students in ESLL133 ESL Reading IV course met the assessed Program Outcome.</i></p>

	<ul style="list-style-type: none">- 2 students out of 14 received the score of 2 for GenEd outcome 2 (14%)- Only 1 student out of 14 received the score of 2 for GenEd outcome 3 (7%)	
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Program Name: Psychology AA/Dental Hygiene

Faculty Lead: Gina Turner

General Education outcome(s) assessed:

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>PSYC: Ethics and Moral Problems: Critical Thinking</p> <p>DENTAL HYGIENE: Tobacco case based assignment</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Essay Rubric: All passed (n = 5)</p> <p>It was good to see this outcome being achieved in a non-psyc class for the major</p> <p>Writing assignment rubric: Students are not achieving intended outcomes</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We can feel confident in the value of the course.</p> <p>Changing future assignment to a debate, as this will better assess the intended outcomes.</p>

Program Name: Social Work
 Faculty Lead: Hope Horowitz
 General Education outcome(s) assessed: Analyze and Solve Problems
 Program outcome(s) assessed:

1. Demonstrate the ability to think critically using a liberal arts foundation to articulate problems and solutions orally and in written communication
2. Demonstrate comprehension of the structure and complexities of societal systems and how they affect the person in his or her environment

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The Psychosocial Assessment Assignment is designed to give students the opportunity to look at a client from a theoretical perspective. Students are required to find a scholarly source to support their theoretical choice. In addition, students collect data about the client and determine how to assess the case. They provide how they would intervene to assist the client. This is a group project requiring an oral class presentation and a written group paper.</p> <p>Most students will be preparing to graduate so being able to do this assignment prepares them for a BSW program. I want to know how many students are capable of doing this level of work so they are prepared for a BSW program.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>The artifacts were the final paper and the oral presentation.</p> <p>12 students began the course; 1 student withdrew</p> <p>7 students received 4 2 students received 3 1 student received 2 1 student did not complete assignment</p> <p>Nine out of 11 students did the required work and are prepared to move to a BSW program. One student did not provide enough depth to her part of the paper so is not prepared. Once student did not do the assignment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Most students taking this level course are serious about moving into a BSW program and put their energy into doing well. I also tell them while a C grade is passing for NCC transfer, a minimum of a B grade in the course is needed as this course may count toward advanced standing when a student applies for an MSW.</p> <p>I will tweak the assignment and overall it does allow me to know if students are prepared to move to a BSW program.</p>

Arts, Humanities, and Social Sciences

Spring 2023 Program and Gen Ed Reporting Form

PROGRAM	Program Head	INCLUDED IN PDF
Applied Psychology	Jen Bradley	YES
Architecture	Joe Biondo	YES
Communication Design	Jason Zulli	NO
Communication Studies	Christine Armstrong	YES
Creative Writing	Michael Pogach	YES
Criminal Justice	John Spirk	YES
Criminal Justice	Vertel Martin	YES
ESL	Marketa Scott	YES
Fine Art	Rachael Gorchov	NO
General Education	Catherine Given	YES
Global Studies	Anita Forrester	NO
Interior Design	Dan Ebner	YES
Journalism	Jaime Gallagher	YES
Liberal Arts	Abby Michelini	YES
Library Tech	Sandra Sander	NO
Media Production	Mario Acerra	YES
Multimedia	Mario Acerra	YES
Psychology	Karin Donahue	YES
Publishing for Writers	Melissa Koberlein	NO
Social Work	Hope Horowitz	YES
Theatre	Bill Mutimer	NO
Web	Mark Koberlein	NO

Program Name: Applied Psychology

Faculty Lead: Jen Bradley

General Education outcome(s) assessed: You select and ethically use appropriate technology to create, communicate and discover.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 321 722 386">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 427 722 565">Students complete a presentation about a particular psychological disorder. This assessment focused on evaluating the students' skills in developing a polished narrated powerpoint presentation.</p>	<p data-bbox="751 321 1373 427">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 467 1373 995">68 artifacts were evaluated. Each artifact was evaluated using a 4-point scale from the "Uses Technology" core abilities rubric. Evaluation for the first two areas in the "Uses Technology" core ability were assessed based on the quality of the students' powerpoint presentations. Scores for "Effectively uses the appropriate technology to accomplish specific goals" averaged 3.6, with 96% of students above passing the minimum score of 2. Scores for "Student discovers or learns new technologies" averaged 3.6, with 99% of students above the minimum score of 2. These results indicate that students are developing the technological proficiency needed to create and communicate appropriately, using technology.</p> <p data-bbox="751 1036 1373 1487">Evaluation for the third area of the "Uses Technology" Core ability was assessed based on students' performance in online discussions. These scores averaged 3.3, with 76% of students scoring above the minimum score of 2. These scores were significantly lower than the other areas, because a different assignment type was used. Student completion rates for the discussion assignment were much lower than for the presentation, explaining the overall lower score for this component of the "Uses Technology" core ability. This measure does not indicate that students are not capable of using technology appropriately, but</p>	<p data-bbox="1402 321 2003 427">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 467 2003 849">Faculty were pleased with the results of the assessment for using technology to accomplish specific goals and discovering/learning new technology. Students are clearly developing these core abilities. The results of the assessment for actively and responsibly participating in online communities appears to reflect student completion rates for assignments, rather than core abilities. This assessment will be repeated to determine if different results are found upon replication.</p> <p data-bbox="1402 963 2003 1027"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 1068 2003 1312">No changes are planned at this time. Faculty will continue to use the presentation assignment as a powerful demonstration of student learning, both with course content and technology skills. Online discussions will also continue to be used, with the hope that students will participate more actively in future semesters.</p>

	more so highlights students' low completion rate for assignments.	
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Program outcome(s) assessed: # 1 Distinguish between normal and abnormal developmental processes and behaviors, and correctly identify these processes and behaviors when observing.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Faculty assigned a narrated presentation assignment to students, as a means of assessing their learning regarding distinguishing normal and abnormal developmental processes and behavior. Students researched and presented on a specific psychological disorder of their choosing. They identified developmental processes that go awry to generate the chosen disorder, consider variations across individuals, the lived experience of those diagnosed with the disorder, and the typical developmental trajectory for those with the disorder. This is a comprehensive assessment of students' understanding of normal vs. abnormal developmental processes.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>36 artifacts were evaluated. The average scores was 2.9, with 72% of the artifacts scoring above a minimum score of 2. Scores on presentations in this semester were overall lower than in previous semesters, as many students did not provide all of the required content in their presentations. This data is difficult to interpret, because it reflects an absence of information, rather than an indication that insufficient learning has occurred for the 27% of students who scored below 2.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Faculty were already aware that student completion rates for assignments was unusually low this semester. This assessment will be repeated in a future semester to provide a more informed response.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We are wondering why students are having noticeably more difficulty completing their work than in other semesters. We'd like to see if this is a one-off or a new pattern.</p>

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Program Name: Architecture

Faculty Lead: Jeff Gendell

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <u>What did you think about or change because of last semester's results?</u>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. <i>This exercise involved the re-creation of the Loblolly House by Architects Kieren Timberlake. Provided an understanding of building systems, pre fabrication systems and an introduction to material detailing. The final deliverable was a digital model, presentation board</i>	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. <i>4 artifacts were reviewed; 3 were above average and one was exceptional. Comments were made related to completeness of model, graphic composition/clarity/readability of presentation board and line weights.</i>	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <i>We believe the project and results were very successful. It represented an advanced -final thesis project with a good balance of design and tectonics. We will continue to issue the project.</i> <u>What did you think about or change because of last semester's results?</u> <i><u>We will manage student modelling time with final product and conduct periodic reviews</u></i>

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Program Name: Communication Studies

Faculty Lead: Chris Armstrong

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will write a research paper that integrates a communication theory with a particular communication phenomenon (a communication behavior or event). In this paper they demonstrate their understanding of theory by applying it to a specific communication phenomenon.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>9 research papers (5 SP23, 4 SU 23)</p> <p>6/9 passed</p> <p>Overall, the students did a good job of</p> <p>Areas where the students could use improvement are citing sources for their research, organizing their thoughts within the body of the paper, and fully explaining ideas.</p> <p>General Ed Outcome: Effectively select and use the appropriate technology applications or resources to accomplish specific goals. 59% of the students were successful in this outcome. Despite multiple drafts, there were continued challenges in APA formatting.</p> <p>Be an active and responsible participant in online communities. 89% of the students succeeded in this outcome. Students were generally very active, respectful, and engaged in online discussions.</p> <p>Understand the legal and ethical facets of technology in a global society. 59% of the students were successful in this outcome. Students had trouble with appropriate citation and attribution.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>In order to improve student's facility with formatting and citation, we would like to more fully incorporate library guides, tutorials, sessions, and embedded librarians for this course.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will write a research paper that integrates a communication theory with a particular communication phenomenon (a communication behavior or event). In this paper they demonstrate their understanding of theory by applying it to a specific communication phenomenon.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>9 research papers (5 SP23, 4 SU 23)</p> <p>6/9 passed</p> <p>Overall, the students did a good job of</p> <p>Areas where the students could use improvement are citing sources for their research, organizing their thoughts within the body of the paper, and fully explaining ideas.</p> <p>Program Outcome: Students achieved only a 56% success rate in this outcome. This was assessed via student's organization and explanation of central concepts. Students struggled with clarifying ideas and supporting them with research as well as connection those ideas together clearly.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>In order to improve students' clarity of thought, explanation, and organization with relation to our program outcome, we should require a more detailed outline and provide a more detailed example. Sample, successful, papers should also be provided for guidance.</p>

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Program Name: Creative Writing

Faculty Lead: Michael Pogach

General Education outcome(s) assessed: Students will effectively use current technology as a tool for productive and professional communication and academic work.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 280 722 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 386 663 557">The assignment asked students to utilize online resources to identify a publication outlet for a project they wrote, and to explain/justify that choice based on the publication outlet's fit and legitimacy.</p>	<p data-bbox="751 280 1373 378">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 423 1373 662">9 students submitted the project. 8 passed at a score of 3 (acceptable). 1 failed with a score of 1 (minimally evident). None scored a 4 (advanced). But scoring a 4 was not expected or required. This is a strong set of results showing the majority of students understand key concepts effective fit and source credibility.</p>	<p data-bbox="1402 280 1982 378">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 423 1982 483">The project indicated that students are generally achieving this program outcome.</p> <p data-bbox="1402 565 1969 625"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 670 1682 699">No changes at this time</p>

Program outcome(s) assessed: Demonstrate an understanding of the publishing industry, trustworthy resources in the publishing process, and various options for seeking publication of their creative works.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 961 722 1026">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 1066 722 1305">The assignment asked students to revise one of their projects with the goal of having it publish-ready for a specific literary journal. They had to research journals on their own and choose one that would be a good fit for the story and explain their choice and how they revised the story to fit that journal's desires.</p>	<p data-bbox="751 961 1373 1058">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 1104 1373 1278">2 students from the creative writing program completed the assignment. 1 passed with a score of 3 (acceptable). 1 failed with a score of 1 (minimally evident). This is a small sample size for drawing conclusions.</p>	<p data-bbox="1402 961 1982 1058">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 1104 1982 1196">Because the sample size is so small, there are no changes being made at this time due to these results.</p> <p data-bbox="1402 1278 1969 1338"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 1351 1997 1448">No changes at this time, but as the program grows changes may become necessary to keep up with industry evolution. This will be watched</p>

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Program Name: Criminal Justice

Faculty Lead: Vertel Martin

General Education Outcome(s) Assessed: Use of Technology

Program Learning Outcome(s) Assessed: CJST Program Learning Outcomes #s 7 & 8

[PLO # 7] Apply the ability to think critically & analytically in various criminal justice work settings.

[PLO # 8] Develop excellent professional writing & communication skills.

CJST121g-Sections 03 & 05-Sp-23-Criminology Assessment

Only two out of three criteria on the Technology Rubric were assessed.

Criteria # 1: Effectively uses the appropriate technology to accomplish specific goals.

Criteria # 2: Student discovers or uses new technologies.

NCC-CJST 121G-Criminology

-Professor Vertel Martin-Spring 2023-In-Person (Section 03)

-Dr. Gina Robertiello-Spring 2023-OnLine Asynchronous (Section 05)

Assessment & Evaluation Procedures

- 25% of the grade will be based on the Preliminary Crime Analysis Presentation [Part I], which is a written research assignment on the Who, What, When, Where & How specific crimes are committed. [Total=25 points]

► **Preliminary Crime Analysis Written Research Assignment**

[AKA Part I] Content Rubric for Crime Analysis Presentations
NEOTW- Students must describe the following information: when specific crimes tend to occur; where they tend to occur; who generally commits certain crimes; what are the general characteristics of criminals & their victims in terms of Sex, Age, Locale [i.e., urban, suburban, or rural], Socioeconomic status, Race or Ethnicity, and where applicable, Religion; and how the actors tend to commit certain crimes (i.e., modus operandi).

Students must use the recognized Internet accessible aggregate databases to access & retrieve the data, information & Intelligence [e.g., Crime Data Explorer, National Incident Based Reporting System, Uniform Crime Reports, National Crime Victimization Survey, etc.]

Students MUST cite their source (s) in FOOTNOTE format.

The course instructor will review & evaluate each student's crime analysis & provide feedback and recommendations for improvement.

I. WHAT?

- Identify the offense by name (e.g., Murder, Robbery, Rape, etc.).
- Define the offense using the Crime Codes of PA [i.e., the Legality Principle of Law]

<http://www.legis.state.pa.us/WU01/LI/LI/CT/htm/18/18.htm>

- Indicate the essential elements of the offense (i.e., mens rea, actus reus, concurrence, result/harm, causation & punishment), and define all of the legal terms used in the definition of the offense (e.g., deadly weapon, bodily injury, serious bodily injury, motor vehicle, etc.).

II. HOW?

- How many incidents by volume were recorded/reported in the latest official statistics (e.g., Total number of reported/recorded incidents as per the latest UCR, NIBRS, or BJS-NCVS statistical reports, etc.)?
- What is the rate of the offense (e.g., Number of crimes per 100K inhabitants)?
- What is the frequency of the offense (e.g., UCR crime clock or crime occurrences described in time intervals [e.g., seconds, minutes, hours, etc.]?)
- What is the Clearance Percentage of the offense [the percent of cases solved by arrest or by exceptional means]?
- How is the offense generally committed by the perpetrator (i.e., modus operandi)?

III. WHERE?

- In what specific type of location is the offense typically committed (e.g., residence, street, park, rooftop, parking lot, etc.)?

- In what region of the U.S. is the offense typically committed (e.g., Northeast, South, Midwest, West, etc.)?

IV. WHEN?

- When is the offense typically committed (e.g., time of day, day of week, month, season, etc.)?

V. WHO?

- What are the characteristics of the typical perpetrator in terms of SAUCER?
- What are the characteristics of the typical victim in terms of SAUCER?

Results and Summative Remarks

-Number of Student Artifacts [20 combined total for CJST121g-Criminology Sections 03 & 05-Spring 2023]

►CJST121g-03-In-Person

- SEVEN students submitted TWO artifacts each: A PowerPoint Slideshow which displayed the raw data & accompanying written notes describing & explaining the data, findings & conclusions drawn.

Key:

4 = Advanced

3 = Acceptable

2 = Needs Improvement

1 = Minimally Evident

►Effectively uses the appropriate technology to accomplish specific goals

●7 students averaged 2.57 out of 4.00=65.5%

▶ **Student discovers or learns new technologies**

●7 students averaged 2.85 out of 4.00=71.25%

▶ [PLO # 7] **Apply the ability to think critically and analytically in various criminal justice work settings.**

●7 students averaged 2.71 out of 4.00=67.75%

▶ [PLO # 8] **Develop excellent professional writing and communication skills.**

●7 students averaged 2.07 out of 4.00=51.75%

▶ **Actively and responsibly participates in online communities**

●This domain was not assessed by Professor Martin for CJST121g-Criminology-03-SP-23.

CJST121g-05-SP-23-Criminology-Dr. Gina Robertiello-On-Line-Virtual Campus-Asynchronous

Key:

4 = Advanced

3 = Acceptable

2 = Needs Improvement

1 = Minimally Evident

▶ **Effectively uses the appropriate technology to accomplish specific goals**

●13 students averaged 2.30 out of 4.00=57.5%

▶ **Student discovers or learns new technologies**

●13 students averaged 2.23 out of 4.00=55.75%

► **Actively and responsibly participates in online communities**

- 13 students averaged 2.38 out of 4.00=59.5%

► **[PLO # 7]Apply the ability to think critically and analytically in various criminal justice work settings.**

- 13 students averaged 2.46 out of 4.00=61.5%

► **[PLO # 8]Develop excellent professional writing and communication skills.**

- 13 students averaged 2.23 out of 4.00=55.75%

Results and Summative Remarks

Spring 2023-CJST121g-Criminology [CJST 121g-03 (In-Person by V. Martin) & CJST121g-05 (On-Line by G. Robertiello) Combined Scores

Technology Assessment

Key:

4 = Advanced

3 = Acceptable

2 = Needs Improvement

1 = Minimally Evident

Overall, ***students' skills needed improvement*** in all of the following areas:

► **Effectively uses the appropriate technology to accomplish specific goals** -Needs Improvement-Average of both course assessment results combined [2.435 out of 4.00=60.875%]

► **Student discovers or learns new technologies** -Needs Improvement-Average of both course assessment results combined [2.54 out of 4.00=63.5%]

► **Actively & Responsibly Participates in On-Line Communities**-[CJST121g-05-On-Line Only]-Needs Improvement-Average [2.38 out of 4.00=59.5%]

► **Program Learning Outcome #7**- Apply the ability to think critically and analytically in various criminal justice work settings.-Needs Improvement-Average of both course assessment results combined [2.585 out of 4.00=64.625%]

► **Program Learning Outcome # 8**-Develop excellent professional writing and communication skills.-Needs Improvement-Average of both course assessment results combined [2.15 out of 4.00=53.75%]

Recommendations/Action Plan

Professor Martin formally documented the results of the assessment & discussed them with Dr. Gina Robertiello on 7/5/23 to identify *Recommendations for Practice & Action Plans*

-Both Professors will embed a Library Services-Librarian into their courses & REQUIRE that students interact with & consult with the librarian.

"Hi Students, this week, I would like you to interact with one of our Library Assistant to ask questions about your final paper: How to find scholarly sources, formatting, and proper in-text citations, as well as citing your references in APA format."

"...it would be a great opportunity for you to gain useful insight on the resources we have on campus for you to write the best paper possible. Thanks, Dr. R"

"I will be keeping this link open for discussion as you start working on your final papers, should you have additional questions for our librarian!

Our assistant this year is: Dev Albarelli"

Online Learning Information Services Librarian
Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18020
610-332-6356
dalbarelli@northampton.edu

-Both Professors will make working with a Learning Center Writing Tutor MANDATORY.

"Mandatory Learning Center Writing Tutor Assistance"

"Students **MUST** attend the *Learning Center* for assistance with their research projects for no less than TWO sessions, prior to submitting each part of the writing assignment to the Professor [totaling FOUR sessions for the semester]. The sessions attended may be on-line, virtual, or in-person. Students must present competent proof or documentation to the course instructor to verify their attendance at the Learning Center [i.e., on-ground, virtual, or on-line]."

Program Name: ESL

Faculty Lead: Marketa Scott, Katie Selness

General Education outcome(s) assessed: Effectively uses the appropriate technology to accomplish specific goals

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>The students created an essay in MS Word and submitted it in Blackboard. As we were assessing the technology use, we evaluated their word-processing skills, formatting and their ability to successfully access Blackboard and submit the assignment.</p>	<p>Number of artifacts: 14 (from two sections)</p> <p>Two members of the ESL Program assessed and evaluated each artifact and came to a consensus for the final score.</p> <p>We determined that scores 3-4 would qualify as passing. 12 out of 14 students passed = 85%.</p> <p>We are pleased with the passing rate of our students at the end of the semester. This was a good indication of the students' overall progress across the ESL curriculum.</p> <p>We also noticed that students from the daytime on-campus section performed better than the students from the evening fully online synchronous section.</p> <p>Section 1: average – 3.25 (on campus) Section 2: average – 2.5 (blended)</p> <p>It appears that the online students have limited access to technology assistance, tutoring and the college resources overall.</p>	<p>We learned that most of our students are right on track.</p> <p>The full-time faculty and staff members in the program discussed the results and plan to assess the same outcome earlier in the semester to identify students that may need extra support in technology use. We hope to increase the percentage of students who meet or exceed the outcome.</p> <p>Recommendation: It would be very helpful for evening students to have access to tutoring and the IT Help Desk in person or online during evening hours. This would improve their success rate overall.</p>

Program outcome(s) assessed: 1.13 Students will be able to demonstrate ability to operate the computer for language learning purposes.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>The students created an essay in MS Word and submitted it in Blackboard. As we were assessing the technology use, we evaluated their word-processing skills, formatting and their ability to successfully access Blackboard and submit the assignment.</p> <p>We also evaluated the students' ability to implement the American essay style.</p>	<p>Number of artifacts: 14 (from two sections)</p> <p>Two members of the ESL Program assessed and evaluated each artifact and came to a consensus for the final score.</p> <p>We determined that scores 3-4 would qualify as passing. 14 out of 14 students passed = 100%.</p> <p>We are extremely pleased with the passing rate of our students at the end of the semester. This was a good indication of the students' comfort level with the technology that is required in the ESL Program.</p>	<p>We learned that all of our students are right on track.</p> <p>The full-time faculty and staff members in the program discussed the results and plan to assess the same outcome earlier in the semester to identify students that may need extra support in technology use.</p>

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Exploratory (General) Studies Program Review July 2023

This chart describes how the Exploratory Studies Program has been assessed not during the last semester, but over the past five years.

Table 5. PLO Assessment Program Learning Outcomes (include all program outcomes that are listed in the College Catalog)	Describe how the outcome has been assessed in the last five-year period.	What have been the results of that assessment?
Be able to critically assess and discuss competing perspectives from various disciplines.	Planned for Spring 2024	NA
Demonstrate an understanding of human diversity and an awareness of global issues through analysis of arts, histories, cultures, geographies, economics, medicine, scientific data and/or institutions.	In the Spring of 2021, faculty teaching six upper level Liberal Arts courses met to assess a student artifact from their classes in teams. In the fall of 2022 and spring of 2023, Students were asked to define diversity in their English II classes and identify readings and class activities helped them understand or appreciate diversity.	82% of artifacts were scored as Advanced or Acceptable in meeting the Gen Ed Key Ability of Diversity and 85% were scored as Advanced or Acceptable in meeting the Liberal Arts Program Outcome: Evaluate and discuss diverse points of view. Faculty will be meeting in the Fall 2023 to discuss results of all Liberal Arts assessments from the past three years to determine next steps. The qualitative data collected is being analyzed over the summer of 2023, and additional data is going to be collected across the Gateway Courses in the fall to further refine/ understand any themes that emerge.
Have a basic understanding of key concepts in social sciences, business, and liberal arts.	Planned for Spring 2024	NA
Comprehend the process of scientific inquiry, gain quantitative skills and understand the principles of	Essentials of Biology Fall 2022 Assessment, where students responded to questions about the hypothesis-based science	The average score on the assessment was 79%. Students struggle the most with questions regarding the experiment's

Program Name: **Interior Design**

Faculty Lead: **Daniel Ebner**

General Education outcome(s) assessed: **Use of Technology**

Program outcome(s) assessed: **1.) Use abstract design ideas to interpret design information while investigating alternative outcomes based on research and analysis**

2.) Use a diverse range of media to think about and convey interior design ideas including writing, speaking, drawing and model making (both hand and digital media)

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Assignment/ Design Project: Design a 1000 sf retail store on Newbury Street In Boston, MA. Design the storefront and furnishings including furniture and finishes.</p> <p>Assessment Method: PowerPoint presentation of research, design and materials. Presentation of 2 min walk-thru video of designed retail store.</p> <p>Used rubric to assess 1. Design 2. Research 3. Use of Technology (walk-thru video).</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Number of students:11 Scored using rubric Number of passing: 11</p> <p>All students presented completed projects to high levels of successful designs. All students presented acceptable walk-thru videos with small instances of flaws.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>In the future more class time will be devoted to the instruction of flawless video walk-thru creation and acceptable levels of successful presentation of video production.</p>

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This chart describes how the Journalism Program has been assessed not during the last semester, but over the past five years.

Be critically aware of the roles, legal rights and ethical responsibilities of journalists in a multicultural society.	SP 22 Journalism in Society	Students received a 3.75/4 average in discussion board topic
Demonstrate responsible news judgment that serves the needs of a multicultural audience.	COMMUTER	
Demonstrate ability to edit copy for appropriate, correct English and Associated Press (AP) style.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
Demonstrate ability to write interesting headlines and captions fitting an article or photograph.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
Demonstrate ability to gather material and create news content for print and the web.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
Be able to use various narrative techniques in creating news content for print and the web.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
Demonstrate understanding of the basic operation of desktop and web publishing tools.		
Demonstrate understanding of the basic operation of desktop and web publishing tools.		

Be able to use social media, search engine optimization and content aggregation to reach and build an intended audience.		
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Program Name: Liberal Arts

Faculty Lead: C Pense, with support of A Michelini (and A Carpenter)

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="86 280 737 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="86 423 737 521">We looked at the General Education Outcome “actively and responsibly participates in online communities”</p> <p data-bbox="86 565 737 630">Qualities of excellence include original, civil and well-reasoned answers.</p>	<p data-bbox="737 280 1388 378">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="737 423 1388 521">We evaluated discussion boards, focusing on in-depth participation with prompt and critically supportive comments for other students.</p> <p data-bbox="737 565 1388 630">73 students were evaluated with an average score of 3.3/4 or 82% passing</p>	<p data-bbox="1388 280 2009 378">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1388 423 2009 594">This is the first time we have evaluated discussion boards together. We struggled to equate our work. Further discussion is on order to find common “points of curiosity” regarding our program outcomes.</p> <p data-bbox="1388 638 2009 703"><u>What did you think about or change because of last semester’s results?</u></p> <p data-bbox="1388 747 2009 803">N/A – no previous assessment of this learning outcome</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="86 925 737 990">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="86 1034 737 1066">Our program assessed this outcome:</p> <p data-bbox="86 1110 737 1175"><i>Retrieve, evaluate and apply information from a range of sources.</i></p> <p data-bbox="86 1219 737 1349">We were curious about the quality of citations in our students’ papers (accurately represented, relevant/scholarly, well-integrated, and of appropriate range)</p>	<p data-bbox="737 925 1388 990">WORKS CITED LIST: focus on using scholarly databases correctly and effectively</p> <p data-bbox="737 1034 1388 1099">44 students were evaluated with a score of 2.9/4 percent, or 70% passing.</p>	<p data-bbox="1388 925 2009 1023">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1388 1066 2009 1416">We are not satisfied with 70%, but at the same time, we are well aware that most students can use online tools to generate citations. All “research” (uncited by the student and of very uneven quality) is of concern to us. We think emphasis needs to be on understanding sources and understanding what makes for well-rounded research. Some of us are concerned with accurate formatting in citations; all of us want to emphasize information literacy.</p>

		<p><u>What did you think about or change because of last semester's results?</u></p> <p>Last semester's results were generated by one faculty member and were inconclusive. We are hoping to broaden and rotate the responsibility for assessment.</p>
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Program Name: Media Production

Faculty Lead: Mario Acerra

General Education outcome(s) assessed: Technology

Program outcome(s) assessed: Students will be skilled in the basic operation of audio, video and multimedia equipment.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 321 722 386">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 427 722 703">I looked at the television assignment related to informational videos. Since technological competence is routinely measure din the program the data was easy to collect from this assignment. Since this is a second semester course my hope was that by the second semester all media majors would be at acceptable or advanced levels since the first semester courses are designed to achieve this.</p>	<p data-bbox="751 321 1373 418">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 459 1373 1060">We looked at the studio assignment to produce a TV program that is informational in some way (interview, demonstration, etc.) This tests the use of equipment for s specific informational purpose. I scored 37 students using a rubric consisting of 10 aspects, 6 of which are related technology and from that number reached an average of 1, 2, 3, or 4 for every student. I have been using standard based grading for years : 1 Does not meet, 2 almost meets, 3 meets, 4 exceeds, so it is an easy conversion. The results were that all 37 students achieved acceptable or advanced rating is two of the gen ed areas and one program outcome. I did not use the online community category because it did not relate to this assignment. The program outcome is number 1 which is fairly basic but that is what we are testing here - basic mastery of technology.</p>	<p data-bbox="1402 321 1995 418">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 459 1995 1271">This confirms that our curriculum sequence does indeed produce students who are proficient in the basics of their major by the second semester. This is, in part, because the Media curriculum is sequential and uses scaffolding. This is more challenging for students because they must take courses in a specific order but the results indicate this is a good fit for our program. In addition we have increased requirements to be physically present for many activities (while still preserving some alternatives for certain situations.) I do not have the data to compare but my intuitive sense is that there has been an improvement over previous more remote years. Although we are currently more interested in data than intuition the truth is all this data we collect is often based on faculty intuition anyway. We are actively bucking the trend to standardize class lengths and times offered, use less days of the week and provide multiple modalities in an effort to make things easier for students. On the contrary we are ramping up to make things more challenging and to require more commitment from the students.</p>

Program Name: Psychology
 Faculty Lead: Karin Donahue

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Goal: The student effectively uses the appropriate technology to accomplish specific goals. Student discovers or learns new technologies.</p> <p>Students developed and created a Power Point presentation on a specific topic. They presented the Power Point presentation in class in conjunction with an oral presentation, on a topic of their choosing.</p> <p>Students were assessed in their ability to give an oral presentation and demonstrate their knowledge on the particular topic.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Fifteen students completed the assignment. They were scored using a rubric, outlining the expectations for the assignment. Students demonstrated competency in creating a Power Point presentation. This is an activity with which they are familiar. All 15 students passed the assignment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Students are familiar and competent in creating Power Point presentations.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>This is an assignment that helps students explore and learn about a particular topic.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Goal: Identify and differentiate the description, epidemiology, etiology, and developmental course of the major categories of child and adolescent psychopathology.</p> <p>Students completed a Power Point presentation on a specific topic. The rubric allowed the students to understand the expectations of the assignment and complete the assignment thoroughly.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Fifteen students completed the assignment. They were scored using a rubric, outlining the expectations for the assignment. All 15 students passed the assignment, demonstrating their understanding of the material.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>This is an effective modality for students to demonstrate their understanding of the material. We can continue to use this method.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Continue the use of this modality.</p>

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Program Name: Social Work

Faculty Lead: Hope Horowitz

General Education outcome(s) assessed: Technology

Program outcome(s) assessed: Explain the knowledge, values, skills, and core competencies of the social work profession at the introductory level.

Date submitted: May 6, 2023 and August 14, 2023

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 391 722 456">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 496 722 634">The last written assignment is a field of practice essay due 2 weeks before the semester ends. By this time, students should have no problem uploading a document to Blackboard.</p>	<p data-bbox="751 391 1373 488">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 529 1373 740">There were 25 students who submitted this assignment throughout all course sections. Everyone who submitted passed the assignment. Out of 25 students, there were 3 students who still had trouble submitting and 1 student who did not submit the assignment.</p>	<p data-bbox="1402 391 1995 488">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 529 1995 1235">Most students can submit assignments on Blackboard by the end of the semester. However, there are some students who continue to have problems submitting. The issue seems to be either the type of computer the student is using OR a problem with the BROWSER the student is using. Students who ask the helpdesk to guide them with their situation, may or may not get help. I, as the instructor, tend to be the person to diagnose the issue. Usually, I suggest changing the browser and that tends to solve the problem of uploading and assignment. Students who work on phones, tablets, iPad, and Chromebooks, tend to have issues uploading assignments. Therefore, it seems to be either a student that is not using hardware that allows uploading or a browser issue. Making sure the helpdesk can correctly diagnose the problem is important vs. leaving to the professor (who is not the tech expert) to figure out the problem for the student.</p>