

Assessment Booklet

Academic Year: 2016-17



**Lakeland University
Plymouth, Wisconsin**

School of Business and Entrepreneurship

Reports & Programs

Academic Year: 2016-17



**Lakeland University
Plymouth, Wisconsin**

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Accounting

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
50% of Outcome 1 (ACC 210, ACC 220, BUS 301, ECN 230, ECN 235)	Overall results: ACC 210 = 73% (n=77) ACC 220 = 73% (n=32) BUS 301 = 75% (n=53) ECN 230 =85% (n=37) ECN 235 = 76% (n=22)

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: Overall, combined EWO and Traditional students scored above 73% in all areas assessed. Students in ECN 230 scored at the 85% level.

“Hmmm....” Findings:

- Faculty concerned that some very low scores related to confusion due to wording of questions.
- Faculty identified inconsistency in the administration of the assessments.
- MIS/technology tools results in Traditional significantly lower than EWO (33%).

“Darn it” Findings:

- Overall results on accrual-based accounting lower than expected (54%).
- Quantitative reasoning skills in managerial accounting (35%).
- Understanding of money and monetary policy in macroeconomics (15%).

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- Make accrual-based accounting a common theme throughout ACC 210.
 - Demonstrate more examples of quantitative reasoning skills-based problems in managerial accounting.
 - Dedicate more class time to class material related to money and monetary policy. Confirm that EWO adjuncts are finding time to get to this material.
 - Over the course of the next academic year assess opportunities to add content to BUS 150 where students are showing deficiencies.
- 3) Plans for 2017-18:
- a. Complete Business Administration Core Outcome 1 (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491) in fall 2017.
 - b. Measure Outcome 2 in BUS 491 in spring 2018.
 - c. Measure PLO 5 - Explain the major concepts in the functional areas of financial accounting, cost accounting, taxation, and auditing

- Measure “cost accounting” in ACC 420 Cost Accounting every fall term starting in Fall 2017
- Measure “financial accounting” in ACC 396 Intermediate Accounting II every spring term starting in Spring 2018
- Measure “taxation” in ACC 355 Federal Taxation of Entities every spring term starting in Spring 2018
- Measure “auditing” in ACC 472 Auditing Theory every spring term starting in Spring 2018

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Business Administration

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
50% of Outcome 1 (ACC 210, ACC 220, BUS 301, ECN 230, ECN 235)	Overall results: ACC 210 = 73% (n=77) ACC 220 = 73% (n=32) BUS 301 = 75% (n=53) ECN 230 =85% (n=37) ECN 235 = 76% (n=22)

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: Overall, combined EWO and Traditional students scored above 73% in all areas assessed. Students in ECN 230 scored at the 85% level.

“Hmmm....” Findings:

- Faculty concerned that some very low scores related to confusion due to wording of questions.
- Faculty identified inconsistency in the administration of the assessments.
- MIS/technology tools results in Traditional significantly lower than EWO (33%).

“Darn it” Findings:

- Overall results on accrual-based accounting lower than expected (54%).
- Quantitative reasoning skills in managerial accounting (35%).
- Understanding of money and monetary policy in macroeconomics (15%).

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- Make accrual-based accounting a common theme throughout ACC 210.
 - Demonstrate more examples of quantitative reasoning skills-based problems in managerial accounting.
 - Dedicate more class time to class material related to money and monetary policy. Confirm that EWO adjuncts are finding time to get to this material.
 - Over the course of the next academic year assess opportunities to add content to BUS 150 where students are showing deficiencies.
- 3) Plans for 2017-18:
- a. Complete Business Administration Core Outcome 1 (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491) in fall 2017.
 - b. Measure Outcome 2 in BUS 491 in spring 2018.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Economics Minor

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
None	

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

“Woo-hoo!” Findings:

“Hmmm....” Findings:

“Darn it” Findings:

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

Measure Outcome 1 in spring 2018 (ECN 361).

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Hospitality Management

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
50% of Outcome 1 (ACC 210, ACC 220, BUS 301, ECN 230, ECN 235)	Overall results: ACC 210 = 73% (n=77) ACC 220 = 73% (n=32) BUS 301 = 75% (n=53) ECN 230 =85% (n=37) ECN 235 = 76% (n=22)

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: Overall, combined EWO and Traditional students scored above 73% in all areas assessed. Students in ECN 230 scored at the 85% level.

“Hmmm....” Findings:

- Faculty concerned that some very low scores related to confusion due to wording of questions.
- Faculty identified inconsistency in the administration of the assessments.
- MIS/technology tools results in Traditional significantly lower than EWO (33%).

“Darn it” Findings:

- Overall results on accrual-based accounting lower than expected (54%).
- Quantitative reasoning skills in managerial accounting (35%).
- Understanding of money and monetary policy in macroeconomics (15%).

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- Make accrual-based accounting a common theme throughout ACC 210.
 - Demonstrate more examples of quantitative reasoning skills-based problems in managerial accounting.
 - Dedicate more class time to class material related to money and monetary policy. Confirm that EWO adjuncts are finding time to get to this material.
 - Over the course of the next academic year assess opportunities to add content to BUS 150 where students are showing deficiencies.
- 3) Plans for 2017-18:
- a. Complete Business Administration Core Outcome 1 (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491) in fall 2017.
 - b. Measure Outcome 2 in BUS 491 in spring 2018.
 - c. Complete Hospitality Management PLO #3 in BUS317 in Spring 18 and PLO#5 in BUS316 in Spring 18.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Marketing

DATE: 5/22/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
50% of Outcome 1 (ACC 210, ACC 220, BUS 301, ECN 230, ECN 235)	Overall results: ACC 210 = 73%, ACC 220 = 73% , BUS 301 = 75% , ECN 230 =85% , ECN 235 = 76%

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: Overall, combined EWO and Traditional students scored above 73% in all areas assessed. Students in ECN 230 scored at the 85% level.

“Hmmm....” Findings:

- Faculty concerned that some very low scores related to confusion due to wording of questions.
- Faculty identified inconsistency in the administration of the assessments.
- MIS/technology tools results in Traditional significantly lower than EWO (33%).

“Darn it” Findings:

- Overall results on accrual-based accounting lower than expected (54%).
- Quantitative reasoning skills in managerial accounting (35%).
- Understanding of money and monetary policy in macroeconomics (15%).

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- Make accrual-based accounting a common theme throughout ACC 210.
 - Demonstrate more examples of quantitative reasoning skills-based problems in managerial accounting.
 - Dedicate more class time to class material related to money and monetary policy. Confirm that EWO adjuncts are finding time to get to this material.
 - Over the course of the next academic year assess opportunities to add content to BUS 150 where students are showing deficiencies.
- 3) Plans for 2017-18:
- a. Assess BUS 485 SP18
 - b. Complete Business Administration Core Outcome 1 (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491) in fall 2017.
 - c. Measure Outcome 2 in BUS 491 in spring 2018.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: MBA

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
None	

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

“Woo-hoo!” Findings:

“Hmmm....” Findings:

“Darn it” Findings:

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

Measure Outcome 1 in fall 2017 (BA 770).

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: MIS

DATE: 5/25/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
Outcome 1 (ACC 210, ACC 220, BUS 301, ECN 230, ECN 235)	Overall results: ACC 210 = 73% (n=77) ACC 220 = 73% (n=32) BUS 301 = 75% (n=53) ECN 230 =85% (n=37) ECN 235 = 76% (n=22)
Outcome #5	CPS 200 = 83%; CPS 210 = 57% Note: EWO was not included in the assessment this year

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

- CPS 200: 15/18 students = 83% of the students in this class had scores on or above 75% (This is the summary for two terms)
- Overall, combined EWO and Traditional students scored above 73% in all areas assessed. Students in ECN 230 scored at the 85% level.

“Hmmm....” Findings:

- Faculty concerned that some very low scores related to confusion due to wording of questions.
- Faculty identified inconsistency in the administration of the assessments.
- MIS/technology tools results in Traditional significantly lower than EWO (33%).

“Darn it” Findings:

- Overall results on accrual-based accounting lower than expected (54%).
- Quantitative reasoning skills in managerial accounting (35%).
- Understanding of money and monetary policy in macroeconomics (15%)
- 8/14 CPS 210 students = 57% of the students in this class had scores above 75%
The scores were based on the entire final exam. This needs to change. In the future, students will be tested on specific questions/problems (10-15) embedded in the exam.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

- Make accrual-based accounting a common theme throughout ACC 210.
- Demonstrate more examples of quantitative reasoning skills-based problems in managerial accounting.
- Dedicate more class time to class material related to money and monetary policy. Confirm that EWO adjuncts are finding time to get to this material.
- Over the course of the next academic year assess opportunities to add content to BUS 150 where students are showing deficiencies.
- Stress the key database design elements (the items the students will be tested on) during the year. This will include introducing Structured Query Language (SQL) earlier in the term. This was an area of particular concern on the assessment scores.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?
- Outcome 1 – BUS 330, 340, 350, 410, 491
 - Outcome 2 – BUS 491
 - Outcome 5 - In addition to CPS 200/210, Outcome 5 will also be measured in CPS 442 (FA17)
 - Outcome 6 will be measured in Spring 2018 (CPS 445).

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Specialized Administration

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
50% of Outcome 1 (ACC 210, ACC 220, BUS 301, ECN 230, ECN 235)	Overall results: ACC 210 = 73% (n=77) ACC 220 = 73% (n=32) BUS 301 = 75% (n=53) ECN 230 =85% (n=37) ECN 235 = 76% (n=22)

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: Overall, combined EWO and Traditional students scored above 73% in all areas assessed. Students in ECN 230 scored at the 85% level.

“Hmmm....” Findings:

- Faculty concerned that some very low scores related to confusion due to wording of questions.
- Faculty identified inconsistency in the administration of the assessments.
- MIS/technology tools results in Traditional significantly lower than EWO (33%).

“Darn it” Findings:

- Overall results on accrual-based accounting lower than expected (54%).
- Quantitative reasoning skills in managerial accounting (35%).
- Understanding of money and monetary policy in macroeconomics (15%).

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- Make accrual-based accounting a common theme throughout ACC 210.
 - Demonstrate more examples of quantitative reasoning skills-based problems in managerial accounting.
 - Dedicate more class time to class material related to money and monetary policy. Confirm that EWO adjuncts are finding time to get to this material.
 - Over the course of the next academic year assess opportunities to add content to BUS 150 where students are showing deficiencies.
- 3) Plans for 2017-18:
- a. Complete Business Administration Core Outcome 1 (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491) in fall 2017.
 - b. Measure Outcome 2 in BUS 491 in spring 2018.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Sport Management and Leadership

DATE: May 23, 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
Outcome #3	Overall results = SML 320: 73%.
Outcome #4	Overall results = 71%
Outcome #5	8 out of 10 (80%) students scored at a level of good/excellent in the final evaluation provided by site supervisor

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

Overall, SML assessed classes scored above 71% in all areas assessed. Students in SML 400 scored at the 80% level. While outcome #4 was the lowest score at 71%, 7 out of the 9 students in the class averaged 78%.

“Hmmm....” Findings:

Identified 2 students in SML 400 that received responses of “fair” on supervisor evaluation.

Both outcome #3 and #4 contained 2 – 3 students that scored in the 42 % - 60%.

Identified the need to clearly state desired result.

- Students will score a 75% or higher on objective test questions.
- 80% of students will earn a good/excellent ranking in SML 400 provided through supervisor evaluations.

“Darn it” Findings:

Overall results in SML 320 legal focused findings = 73% with 2 out of 9 students scoring 45%.

Overall results in SML 320 guidelines relative to diversity and inclusion in the sport industry = 71% with 4 out of 9 students scoring 52.5%.

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- Add elementary legal components in SML 264 and SML 144
 - Bi-Monthly check in meetings with part time students/commuter students involved in an internship
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

Fall: SML 144, SML 315, SML 410

Spring: SML 324. SML 450

School of Humanities & Fine Arts

Reports & Programs **Academic Year: 2016-17**



Lakeland University
Plymouth, Wisconsin

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: ART

DATE: 5-10-17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results (Benchmark of 3.00 or greater)
1. Competently use a broad range of media and art tools in a variety of disciplines	ART 339 Portfolio Preparation: 4 students averaged 3.25
3. Demonstrate a creative and original approach in solving artistic problems.	ART 339 Portfolio Preparation: 4 students averaged 3.00
4. Communicate effectively through visual, verbal and written means.	ART 339 Portfolio Preparation: 4 students averaged 3.00 ART 401 Senior Exhibit: 3 students averaged 3.00 ART 264 Art History II: 27 students averaged 3.70
5. Present artwork in a professional manner.	ART 339 Portfolio Preparation: 4 students averaged 3.25 ART 401 Senior Exhibit: 3 students averaged 3.33
6. Consistently practice good working habits including the efficient and disciplined use of time and the meeting of deadlines.	ART 339 Portfolio Preparation: 4 students averaged 3.00 ART 401 Senior Exhibit: 3 students averaged 3.00 ART 264 Art History II: 27 students averaged 3.44

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

"Woo-hoo!" Findings: NA

"Hmmm...." Findings: NA

"Darn it" Findings: NA

If you're not able to draw any conclusions from these data, explain why.

Two out of the three classes that were assessed were done so by an EWO adjunct and Denise Presnell-Weidner. The class that Monique Brickham assessed only had 4 students in it. It's difficult to draw conclusions from such a small sample, and from classes that full-time faculty were not a part of.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

For ART 339 Portfolio Preparation, more emphasis will be placed on effective verbal communication when presenting and discussing portfolio artifacts.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

PLO 1. Competently use a broad range of media and art tools in a variety of art disciplines.

PLO 2. Skillfully compose the elements of art including line, shape, value, texture, color and space into an organized and unified whole.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: COMMUNICATION

DATE: 5/22/2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1	Results lower than anticipated, but implementation reveals our rubric and our designated goals did not line up clearly; assessment goal amended to 80% of students earning "15 points or more on PLO1 rubric" and assessment moved to ONLY the late semester persuasive speech (as the early semester informative speech not only brought our averages down, it was also deemed way too early in the term for assessment); scores improved in Spring semester [RESULTS: F16 - 35.3% EARN 80% OR MORE (24 OF 68 STUDENT SPEECHES); S17 – 53.4% EARN 80% OR MORE (31 OF 58 STUDENT SPEECHES)]
2	Results lower than anticipated, but implementation reveals our rubric and our designated goals did not line up clearly; assessment goal amended to 80% of students earning "15 points or more on PLO2 rubric" [RESULTS: F16 - 42.3% EARN 80% OR MORE (11 OF 26 STUDENTS)]
4	Results lower than anticipated, but implementation reveals our rubric and our designated goals did not line up clearly; assessment goal amended to 80% of students earning "15 points or more on PLO4 rubric." Scores notably brought down by "method" and "reflection" rows on rubric, suggesting need for more emphasis on these areas [RESULTS: S17 - 10% EARN 80% OR MORE (1 OF 10 STUDENTS PAPERS, ONLINE)]
7	Results lower than anticipated, but within margin of error. More results needed. [RESULTS: F17 - 76.9% COMPLETE OUTREACH PROJECT AS ASSIGNED (20 OF 26 STUDENTS)]

1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

"Woo-hoo!" Findings:

- Students in every single COM111 class showed significant improvement on rubric from informative speech to persuasive speech later in term.
- Krebs notes that his COM111 students gave the best informative speeches he has ever seen.
- The PLO7 outreach project was completed by roughly the target percentage of students.

"Hmmm...." Findings:

- Using the informative speech in COM111 for assessment seems unwarranted, as it is often early in the term in a class populated largely of freshmen. We should cease using the informative speech for assessment and focus only on the persuasive speech later in the term.
- Krebs wonders if Starfish helped his COM111 students this semester, as it is the only significant change to past curriculum in the course, but data is insufficient to know whether Starfish made the impact.
- Krebs wonders if perhaps he is overly critical in his judgment of "delivery" in the PLO1 rubric.
- The PLO7 outreach project appears to be a success—so how can we expand on it?

"Darn it" Findings:

- The students scores and averages for COM111 PLO1 were much lower than anticipated. Perhaps we are assessing students too early in the course.

- Students in COM350 scored well in most rubric rows, but notably lagged in the “method” and “reflection” rows, suggesting need for more emphasis on these areas.
- Krebs suspects he should concentrate more class focus to outlining speeches
- Krebs suspects he needs to stress the CLOs in COM211 more in the final reflection assignment.

2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year?

Krebs will focus more time in COM111 to outlining and organizing speeches, and will look to see if student scores on the rubric’s “organization” row improve. Krebs will also re-introduce a primer to PowerPoint in his COM111 courses, as removing it correlated with a significant drop in PowerPoint quality in his section’s speeches.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

Fall 2017 – Collect data for **PLO3 in COM340** and **PLO6 in COM325**

**If possible, also collect data for PLO1 in COM111*

Spring 2018 – Collect data for **PLO4 in COM350** and **PLOs 1, 5, 7, & 8 in COM425**

**If possible, also collect data for PLO1 in COM111*

**If possible, also collect data for PLO3 in COM100*

**If possible, also collect data for PLO8 in COM211*

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: B.F.A. Creative Writing

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
#1 (understand key terms, histories, forms within fine arts)	In WRT 220 (Poetry), 75% (9 of 12) students earned $\geq 75\%$ on oral exam (goal was 80%). We were not able to capture same outcome data from WRT 215 (Fiction) – will do so next year.
#3 (master conventions of Standard English)	In FA16 and SP17 WRT 115 (Genres), avg score on pre-grammar assessment was 15 out of 32 (n=27); in WRT 300 (Adv Comp), avg score on post-grammar assessment was 20.6 out of 32 (n=15): avg gain between courses was 5.6 (program goal is 5).
#4 (use artistic conventions creatively and uniquely)	In FA16 WRT 115 (Genres), 100% (n=14) scored ≥ 2 out of 4 on ENG/WRT distributional rubric (goal for program is 80%). We were not able to capture the SP17 section – will do so next year.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

- A. Far exceeded PLO #4 goal based on the instruction and activities presented in WRT 115. May need to adjust our benchmark for success if students continue to score at this level moving forward.
- B. Met PLO #3 gain score goal based on the instruction and manuscript critique in the writing program courses, specifically WRT 300.

“Hmmm....” Findings:

- A. Did not meet PLO #1 goal in WRT 220, so we will need to continue to monitor.

“Darn it” Findings:

- A. We were unable to collect the data from two courses this year, but we will plan to do so next year.

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

For now, we plan to measure all of our PLOs every year in order to establish baselines. Many of these measurements, like the program, are brand new to our assessment plan. We have the faculty resources to manage this level of assessment. Many of our post-graduate data will not come until the first majors graduate, which will not happen for another 2 years or so.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: **ENGLISH**

DATE: **05/31/17**

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1	Outcome reviewed in May; seems to overlap with #2. Will need to rewrite outcomes and map.
4	<p>24 terms were assessed in main campus sections of ENG 211 and ENG 212.</p> <ul style="list-style-type: none">• ENG 211 required correct explanation of term and example on final (11 items; 14 students).<ul style="list-style-type: none">○ Only 3 students (21%) correctly explained and provided accurate examples for at least 75% of the terms.○ However, if one adds responses that included a correct explanation OR an accurate example, 9 students (64%) provided accurate information for at least 75% of the terms.• ENG 212 required correct identification of term; did not score accuracy of example (13 items; 20 students). Collected data at midterm and at end of term.<ul style="list-style-type: none">○ Six (6) terms were assessed at midterm. Three (3) terms (50%) were correctly identified by more than 75% of the students.○ Ten (10) terms were assessed at the end of term, including three terms that were not accurately identified by 75% or more of the students at midterm. Eight (8) terms (80%) were correctly identified by more than 75% of the students at the final, including the three terms that were not identified correctly at the midterm.○ By the end of the term, 73.7% of the students had identified at least 75% of the terms correctly, just slightly lower than the criterion for success.

1 – Read critically and closely, analyzing how texts and language create and affect meaning and our understanding of the world.

4 – Identify key literary techniques, figures, and movements across a diverse range of texts in English,

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

ENG 212: Students demonstrated improved knowledge from the midterm to the final. The average score on the midterm was 75% and this moved to 84% on the final. In addition, more students answered 75% of the terms correctly on the final compared to the midterm (80% on final; 50% on midterm).

"Hmmm...." Findings:

We are not using the same type of measure to assess comprehension in ENG 211 and 212. We should align our expectations for scoring purposes.

We may see better results in ENG 211 by assessing knowledge closer to the point in the semester when the terms were introduced.

"Darn it" Findings:

ENG 211: Review and clarification of the fabliau and iambic pentameter may be needed.

ENG 212: Review and clarification of the dramatic monologue and antagonist may be needed.

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

Students benefit from having a readily accessible resource that includes all of the terms they are supposed to know and from being given explicit instructions for how to study those terms.

Students may need to see the term applied to multiple texts to have a clearer understanding of both the definition and the example.

Faculty should decide whether they want student knowledge to be assessed through identification of key terms or definition of them

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

PLO 2 and 3 (ENG 499)

PLO 4 (ENG 220)

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: _____ History _____

DATE: ____ May 15, 2017 _

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results	Criteria for Success
1. Demonstrate knowledge of History	<ul style="list-style-type: none">83% of students performed at an "admiral" or better level for "narrative content."80% of students performed at an "admiral" or better level for "historiographical content."	Two-thirds of students will perform at an "admirable" level (80% or better) for this outcome on the assessment rubric
2. Construct evidence based argument using a variety of sources	<ul style="list-style-type: none">80% of students performed at an "admiral" or better level for "analytical content."80% of students performed at an "admiral" or better level for "use of primary and secondary sources."	Two-thirds of students will perform at an "admirable" level (80% or better) for this outcome on the assessment rubric
3. Communicate ideas clearly and professionally	<ul style="list-style-type: none">100% of students performed at an "admiral" or better level for "citations."83% of students performed at an "admiral" or better level for "bibliography."80% of students performed at an "admiral" or better level for "organization and logic."80% of students performed at an "admiral" or better level for "grammar and writing."	Two-thirds of students will perform at an "admirable" level (80% or better) for this outcome on the assessment rubric

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

"Woo-hoo!" Findings:

According to this assessment data, History majors performed well on all three program learning outcomes.

"Hmmm...." Findings:

The number of participants in this assessment data is fairly low (n=10-15), so any conclusions reached must be tentative

"Darn it" Findings:

Despite my best efforts to teach students the fundamentals of the Chicago System of Referencing, I discovered that most of them were using Web-based citation software such as Citation Machine (www.citationmachine.net/).

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

I see nothing in the data to indicate that drastic changes are needed in this course.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

I am planning to measure PLOs # 1, 2 and 3 again.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: MUSIC

DATE: 5/22/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1. perform to an appropriate level of mastery, either in voice or instrument	The attached rubric was used to assess our 200 and 400 level music students in their juries and recitals. The scores represent average ratings given by full-time and part-time faculty. In general, the students are performing well in their juries and recitals, although the upper division students are performing appreciably better relative to the lower division students. More on this below.

- 1) *What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

The upper division students exhibit an appropriate level of mastery at their instrument, and that is a very good thing. It means that by the end of their music degrees, our students should have the skills necessary to either teach in the profession, or audition for professional ensembles and graduate programs.

“Hmmm....” Findings:

Some of our lower division students received noticeably lower scores—even for their level—than the upper division students. This could mean one of two things. Either the students in our program don’t fully hone their skills until their 3rd and 4th years, or our lower division students aren’t the same level musicians as our upper division students. We won’t know until we reassess the students in a couple of years.

“Darn it” Findings:

Some of the lowest rated attributes for our students include Technique, Intonation, and for our singers, Diction. Technique and intonation are arguably the most important factors for determining overall musicianship, and diction and intelligibility should be a priori for vocal students.

- 2) *Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year?*
For our applied students, I would like to talk to our adjunct faculty to see what we can do about helping students set up a practice regimen for themselves so that they may experience measured progress throughout the each semester. To help improve our vocal students’ diction, I will look into proposing a one-semester course that introduces students to the International Phonetic Alphabet and gives them a system for transcribing the major foreign languages of art song and opera.
- 3) *Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?*
This coming year, we’ll be looking to measure PLO 2 (lead an ensemble effectively), PLO 3 (use the piano as a professional tool), and PLO 5 (use the theoretical language of music for the composition of and analysis of musical pieces).

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: _____ Religion _____

DATE: 5/9/2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1	Both students assessed did well in reflecting on how their internship informed their vocational discernment, scoring 3 ut of 3 on the assessment rubric (REL 400)
3	Mixed results. 3 out of 4 students did well one of the two main components assessed (REL 361)

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

“Woo-hoo!” Findings: The internship experience and the reflection essay continue to serve as useful mechanisms to help students explore and reflect on their sense of call, gifts, and interests (PLO #1)

“Hmmm....” Findings: Overall, student improvement in relating topics to their relevant social dynamics would be desirable. Three of the four students did well in one of the two main areas (PLO #3)

“Darn it” Findings:

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

I wonder if the presentation is asking too much of the students, or if I need to emphasize the importance of putting equal weight on both the social and traditional dimensions of the topics. Perhaps I need to do more intentional, step by step modelling of engaging and integrating these two dimensions of historical analysis.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?
- 1 (REL 450)
 - 2 (REL 362)
 - 3 (REL 410)
 - 4 (REL 362, REL 410)
 - 5 (REL 362)

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: SPANISH

DATE: 5/24/2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1 Reading Comprehension	Common Strengths: 34% of the students scored 70% or higher on this assessment. The majority of the students could identify main ideas, basic facts and explicit messages in the target language. Common Areas for Improvement: Interpreting texts and drawing conclusions is challenging for first semester foreign language students, especially for those who do not plan to continue with foreign language or aim to improve at this skill. I will continue to find ways to include more reading comprehension practice in this first semester course.
3 Listening Comprehension	Data will be collected and analyzed in the next academic year 1718 at the 100/200 levels

1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: The curriculum is rigorous and our students are being challenged appropriately.

“Hmmm....” Findings: Reading comprehension is assessed six times throughout the semester in SPA101 (multiple choice and true/false responses). The fall 2016 reading comprehension assessment required students to write out their answers in complete sentences and in the target language. This added a new and challenging element to what they were accustomed to. Students often “cut and paste” information from the text instead of drawing conclusions and responding in their own words. In addition, written response in the target language is tough for first year foreign language students. In the future, I will redesign the responses to multiple choice or true/false to reflect what was practiced throughout the semester.

“Darn it” Findings: Students need more practice with reading comprehension in order to improve in this area. Additional methods will be incorporated during the 1718 academic year:
*homework readings with in-class pop-quizzes (individual, paired/group mix)
*In-class readings with in-class pop-quizzes (individual, paired/group mix)
*Exciting/relevant pop-culture and current event readings – more engaging topics for engagement and better results.

2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year? SEE ABOVE

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)? 1 and 3

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Writing

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
#2 (present work clearly and professionally)	29 of 32 (93%) graduates since 2009 scored ≥ 2.5 (out of 4) on Senior Project (goal is 80%)
#5 (build a community of writers)	24 of 32 (75%) graduates since 2009 scored ≥ 2.5 (out of 4) on Major Rubric (goal is 80%) in 2016-17, 4 of 5 (80%) writing students scored ≥ 2.0 (out of 4) on WRT 335 (Tech Wrt) Rubric (goal is 80%)
#7 (apply knowledge and skills to real-world settings)	23 of 32 (72%) graduates since 2009 scored ≥ 2.5 (out of 4) on Major Rubric (goal is 80%)
#1 (understand key terms, histories, forms within genres)	In 2016-17, 4 of 6 students (67%) scored $\geq 80\%$ on WRT 335 (Tech Wrt) exam (goal is 50%)

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

- A. 100% of graduates find graduate school or work placement; we prepare students with skills for success in both post-graduation tracks. We believe this comes from students completing challenging, independent and original projects, as well as the one-on-one mentorship/instruction students get toward the end of their program, which is what students speak highly of in their self-evaluations of the Writing program.
- B. 93% of our graduates are meeting or exceeding PLO #2 (present work clearly and professionally when writing within different genres); our emphasis on clear and correct forms of writing is paying off, and we will continue that initiative in all courses.

“Hmmm....” Findings:

- A. Our end-of-program assessment rubric shows that our students’ ability to “build a community of writers” PLO #5 is not as strong as we had hoped or perceived. Instead of 80% of graduates exhibiting this ability (our goal), we find that only 75% do so. By nature, writing workshop settings should initiate and encourage this kind of ability; though, many writers bring to the classroom a lot of reticence to share their work and critique their peers’. One thing that has changed over the last decade or so is a lower number of students signing up to be part of the Mirror, so this could be having an effect on this outcome. That said, writing students in WRT 335 did meet our goal for PLO #5

“Darn it” Findings:

- A. Our students in the past several years did not meet our expectation for PLO #7, ability to apply knowledge and skills to real-world settings. Only 72% reached our goal of scoring 2.5 or above (out of 4) on our rubric. Our goal was 80%). See below for more reflection/action.

If you’re not able to draw any conclusions from these data, explain why.

- A. PLO #1: this is a new measure, so we will continue to monitor; however, we did meet exceed our goal this year with 6 students.

- 2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year?

We’ve already done some work this past year to address our “Hmmm” and “Darn it” findings above. In our revision of the B.A. curriculum, we’ve added the requirement of practical experience through the Mirror and internship experience to improve our students’ ability to work within a writing community. In our new B.F.A. major, we added more requirements for students to apply their skills and knowledge in real-world settings through management experiences with the GLWF, annual book read, and visiting writer workshop residency.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

For now, we plan to measure all of our PLOs each year in order to establish baselines and generate enough responses for statistical viability. We have enough faculty in the program to support this kind of assessment management.

School of Science, Technology and Education

Reports & Programs

Academic Year: 2016-17



**Lakeland University
Plymouth, Wisconsin**

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: ____Biochemistry____

DATE: ____05/10/2017____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results (see attached program learning outcomes data)
#1	Knowledge decreased in capstone course compared to subject specific questions. Improvements in interpretation and conclusions was improved in capstone course.
#2	Scores were very good for the interpretation of scientific data by all measures. Improvement in design could be an area to work on improving.
#3	Students are not effectively using information to develop a plan. This likely limits their ability to create a valid hypothesis and identify limitations in their experimental plan.
#4	Students are not effectively using information to develop a plan. This likely limits their ability to create a valid hypothesis and identify limitations in their experimental plan.
#5	Students have been attending on campus events but have limited exposure to off campus activities that prepare them for professional networking.
#6	Average dispositional outcomes of 63%.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

Students are doing well in their ability to interpret and communicate scientific data in their capstone course (CHM 495).

“Hmmm....” Findings:

Since PLO #4 builds off of PLO #3, the area where these students need improvement remains the same. PLO #3 needs to be worked on and that will likely improve outcomes for PLO #4.

“Darn it” Findings:

Improvements towards preparing students for professional networking should be made off campus. This year many students were not able to attend additional events because of the scheduling conflicts with research day.

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

I think we need to continue with the current plan to develop a baseline. Changes made based on current data would be premature given the low number of assessed students to date.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

Five Year Program Assessment Map:

Yr 4		Yr 5		Yr 1		Yr 2		Yr 3		Yr 4	
Sr. Proj		Sr. Proj	*	Sr. Proj	*	Sr. Proj	*	Sr. Proj	*	Sr. Proj	*
Sr. Proj des		Sr. Proj des	*	Sr. Proj des	*	Sr. Proj des	*	Sr. Proj des	*	Sr. Proj des	*
Metabolism	*	Metabolism		Metabolism	*	Metabolism		Metabolism	*	Metabolism	
Analytical	*			Analytical	*			Analytical	*		
		Adv. Org	*			Adv. Org	*			Adv. Org	*
Cell Biochm	*			Cell Biochm	*			Cell Biochm	*		
Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°

* assess

°eliminating?

Program Learning Outcomes Assessed for the Chemistry Program in 2017:

A. BIOC 353. PLO: #1 Applying principles of chemistry and biology to understand biological systems

	Knowledge	Interpretation	Conclusions
Ave	3.33	2.89	2.93
SD	0.5	0.7	0.9

B. CHM390. PLO: #1 Applying principles of chemistry and biology to understand biological systems

	Knowledge	Interpretation	Conclusions
Ave	2.5	2.88	3.13
SD	0.71	0.78	0.78

C. CHM390. PLO: #3 Develop plans for examining a biochemical question

	Explain	Information	Effective	Design	Hypothesis	Limitations
Ave	3.25	3.13	3.25	2.75	2.88	2.25
SD	0.83	0.78	0.97	0.66	0.33	0.83

D. CHM390. PLO: #4 Communicate scientific findings in oral and written form

	Organization	Delivery	Supported	Effective	Design	Defining	Conclusions	Q&A
Ave	3.13	3.13	3	3.13	2.94	2.88	2.75	2.75
SD	0.33	0.6	0.71	0.74	0.68	0.33	0.97	0.83

E. CHM 495: PLO: #2. Interpreting Scientific Data

Student	Organization	Materials	Use of Info.	Design	Conclusions	Directions	Questions
ave	3.93	3.57	3.36	3.14	3.36	3.79	3.43
st dev	0.17	0.56	0.69	0.58	0.44	0.36	0.49

F. Program Learning Outcome #5: Prepare for professional networking

2017 ave:	Attended UGRD	LinkedIn account	Additional meetings:
	0.875	0.5	0.25

% of participation for individual students in individual events in 2017

0/3	1/3	2/3	3/3
0%	63%	13%	25%

G. Program Learning Outcome #6: Demonstrate an effective disposition toward scientific learning (find passion)

2017 ave:	Presentations	Posters	total:
	38%	88%	63%

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: BIOLOGY

DATE: 5/10/17

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1	<p>Of 108 students assessed with a multiple choice exam in Bio 111, the average score on the assessment was 69.0%, above the benchmark of 65.0%. This score was nearly identical to the score of 68.2% when measured in Fall of 2014.</p> <p>Of the 21 students assessed with a rubric in Bio 475, we set a target of 50% the students scoring above 36 or higher (out of 48) on the rubric, and 90% of the students scoring 24 or higher. 73% of students scored or exceeded a 36 when measured in Fall of 2014, whereas 62% scored or exceeded a 37 when measured in the current cycle (Spring 2017). 100% of students scored a 24 or higher when assessed in Fall 2014, and 86% of students scored 24 or higher when assessed in Spring 2017.</p>
2	<p>Of 108 students assessed with a multiple choice exam in Bio 111, the average score on the assessment was 69.2%, above the benchmark of 65.0%. This score was nearly identical to the score of 74.1% when measured in Fall of 2014.</p> <p>Of the 50 students assessed with a rubric in Bio 262, a benchmark was set such that students scored at least a 2.5 (out of 4) on each of 8 sections in a laboratory report. When assessed in Fall 2014, students met this benchmark in 6 of 8 categories. When assessed in Spring 2017, students met this benchmark in 3 of 8 categories. Students did not meet this benchmark in the Title (1.9), Abstract (2.1), Intro (2.1), Discussion (1.6), and Overall (2.3).</p>
4	<p>Of 108 students assessed with a multiple choice exam in Bio 111, the average score on the assessment was 74.8%, above the benchmark of 65.0%. This score was nearly identical to the score of 70.9% when measured in Fall of 2014.</p> <p>Of the 50 students assessed with a rubric in Bio 262, a benchmark was set such that students scored at least a 2.5 (out of 4) on each of 8 sections in a laboratory report. When assessed in Fall 2014, students met this benchmark in 6 of 8 categories. When assessed in Spring 2017, students met this benchmark in 3 of 8 categories. Students did not meet this benchmark in the Title (1.9), Abstract (2.1), Intro (2.1), Discussion (1.6), and Overall (2.3). These data were the same as PLO 2 because they encompass both molecular biology (PLO 2) and genetics (PLO 4).</p>

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

"Woo-hoo!" Findings:

Admissions data from the last few years shows that students are arriving on campus less prepared than they had been in years previous. However, data obtained when assessing PLO 1 has indicated student performance has not followed this trend. Thus, we feel that in challenging times with respect to the average preparedness of the "typical" student, we have maintained similar assessment scores as years past and maintained scores above benchmark as well.

When examining PLOs 2 and 4, students in Bio 262 were able to exceed the 2.5 benchmark in writing the “results” section of lab reports. This area has been one of significant challenge. However, with continued focus, students have continued to perform above benchmark for two consecutive assessment cycles.

“Hmmm....” Findings:

The data set for PLO 1 compiled when assessing Bio 475 appears to be significantly lower than the same measure assessed 3 years earlier. However, the assessment results for this PLO taken in 2014 are likely higher because of the recognizably outstanding intellectual capacity of that cohort. The biology faculty feel that results with respect to this PLO of the currently assessed students still represents successful achievement and preparedness.

“Darn it” Findings:

When examining PLOs 2 and 4, students in Bio 262 are successful in their attempts to perform experiments, obtain results, and communicate those results. However, students are substandard (below 2.5 benchmark) with respect to their ability to summarize data they have obtained, contextualize these data, and interpret their findings within a broader scientific paradigm.

- 2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year?

It is clear that more time must be devoted to interpretation of results. More conversation will be spent focusing on the broader meaning of a given result, not the individual result itself. As part of this focus, students will be encouraged to submit drafts of particularly problematic lab sections before a completed work is submitted.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?
PLO’s 3 and 5 will be assessed next year.

Teaching rotation:

	Fall even	Spring Odd	Fall Odd	Spring Even
Andrew	Bio211, Bio 441	Bio212, Bio 111	Bio 211, Bio 351	Bio 212, Bio111
Greg	Bio111 Bio 331	Bio262 , Bio330	Bio 111 , Bio 357	Bio262 , Bio330
Paul	Bio420, Bio 242	Bio112 Bio 342	Bio350	Bio112 , Bio 400
Team	Bio 476	Bio 475	Bio 476	Bio 475

Note: Courses in bold are those in which assessment data will be collected. These are all required courses within the biology major. Efforts will be made to collect data in CAAP courses (offered for Bio 111).

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Chemistry

DATE: 5/10/2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1	Rote memorization is not a strong suit, but students do much better when they have time to synthesize their knowledge and develop a plan.
3	Students are not effectively using information to develop a plan. This likely limits their ability to create a valid hypothesis and identify limitations in their experimental plan.
4	Students seem to improve on this measure from a stepping stone course to the capstone course in all areas assessed. However, work can be done to improve the elaboration of defining their conclusions and addressing additional questions in a more developed and meaningful way.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

Gain in PLO#4 (Communicate scientific findings in oral and written form) across the board in CHM 320 → CHM 390 (capstone).

“Hmmm....” Findings:

Testing PLO #1 in not just Adv. Organic Chemistry, but in Physical Chemistry and Analytical Chemistry perhaps?

Also, should we be assessing PLO#1 in both a testing format where students do so in a vacuum (without resources) and with resources a valuable measure to take individually and read out differently?

“Darn it” Findings:

We need more intentional instruction in oral communication of scientific findings in figures and figure legends.

If you're not able to draw any conclusions from these data, explain why.

Number of students assessed so far is less than 10.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

I think we need to continue with the current plan to develop a baseline. Changes made based on current data would be premature given the low number of assessed students to date.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

Five Year Program Assessment Map:

Yr 4 (2017-18)		Yr 5		Yr 1		Yr 2		Yr 3		Yr 4	
Sr. Proj		Sr. Proj	*	Sr. Proj	*	Sr. Proj	*	Sr. Proj	*	Sr. Proj	*
Sr. Proj des		Sr. Proj des	*	Sr. Proj des	*	Sr. Proj des	*	Sr. Proj des	*	Sr. Proj des	*
Analytical	*			Analytical	*			Analytical	*		
		Adv. Org	*			Adv. Org	*			Adv. Org	*
Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°	Jr. Seminar?	°

* assess

°eliminating?

Program Learning Outcomes Assessed for the Chemistry Program in 2017:

A. CHM390. PLO: #3 Develop plans for examining a chemical question

	Explain	Information	Effective	Design	Hypothesis	Limitations
Ave	3.25	3.13	3.25	2.75	2.88	2.25
SD	0.83	0.78	0.97	0.66	0.33	0.83

B. CHM390. PLO: #4 Communicate scientific findings in oral and written form

	Organization	Delivery	Supported	Effective	Design	Defining	Conclusions	Q&A
Ave	3.13	3.13	3	3.13	2.94	2.88	2.75	2.75
SD	0.33	0.6	0.71	0.74	0.68	0.33	0.97	0.83

C. CHM 320. PLO #4 Communicate scientific findings in oral and written form

	Organization	Delivery	Supported	Effective	Design	Defining	Conclusions	Q&A
AVE	2.86	3.00	2.14	2.43	2.86	2.43	2.43	2.71
SD	0.83	0.93	1.12	1.05	1.12	1.29	1.18	1.16

D. CHM 320. PLO #3 Develop plans for examining a chemical question

	Explain	Information	Effective	Design	Hypothesis	Limitations
AVE	2.57	NA	2.14	2.43	2.29	1.29
SD	0.49	NA	1.12	0.73	1.03	0.45

E. CHM 320. PLO #1 Apply the principles of chemistry, physics, and math to understand chemical systems

	AVE	SD
PLO #1 - 25 MC Assessment Exam (0 or 1)	35%	9%
PLO #1 - Take Home Exam (6 measures scaled to 1)	59%	20%
PLO #1 - Aggregate (scaled to 1 for all 31 measures)	39%	11%
PLO #1 - Aggregate (weighted 50:50 MC:THE)	47%	14%

SPRING Form
LAKELAND COLLEGE – Assessment Record for Program: Computer Science major and minor
Time Period Covered [semester(s), year(s)]: 2016-2017
Today's Date: Spring 2017
Submitted By [Name]: Cindy Lindstrom, Cristi Chang

Program Intended Educational Outcomes (Course Learning Outcomes)	Means of Program Assessment and Criteria for Success	Summary of Data (Results of Assessment Measures)	Recommendations, Actions to Take (Use of Results)	Accomplished?
Students completing the <u>Computer Science major and minor</u> will be able to:				
1. Demonstrate an ability to apply knowledge of computing and mathematics appropriate to the discipline.	Students in CPS 200 Programming I will take an exam on computer programming code, consisting of at least 15 test items, near the end of this course, to be scored by the course instructor. 80% of students will perform at a satisfactory level (75% or better) for this outcome on the assessment measures.	1/18 students = 5 % of the students in this class had scores on or above 75%. (This is the summary for two terms)	Obvious work to be done here! We must note that the entire final exam was used for this measurement when only certain test items need to be pulled in future. We will determine the appropriate criteria prior to the next assessment. It is a starting point.	
2. Demonstrate the ability to develop a computer program using contemporary programming languages	Students in CPS 200 Programming I/ CPS 212 Programming II will write computer programming code (to meet a set of requirements), near the end of this course, to be evaluated by the course instructors, using a set of evaluation criteria with a point system. 80% of students will perform at a satisfactory level (75% or better) for this outcome on the assessment measures.	CPS 200: 15/18 students = 83% of the students in this class had scores on or above 75% (This is the summary for two terms) CPS 212: 10/13 students = 77% of the students in this class had scores on or above 75%. (This is data from Fall 2016)	CPS 200 students performed at the satisfactory level. Slightly below satisfactory level for CPS 212. Will determine whether this is a reasonable result	

Program Intended Educational Outcomes (Course Learning Outcomes)	Means of Program Assessment and Criteria for Success	Summary of Data (Results of Assessment Measures)	Recommendations, Actions to Take (Use of Results)	Accomplished?
Students completing the <u>Computer Science major and minor</u> will be able to:				
3. Demonstrate the ability to properly use, develop, and analyze data and database management systems	Students in CPS 210 Database Basics will take an exam on computer programming code, consisting of at least 15 test items, near the end of this course, to be scored by the course instructor. 80% of students will perform at a satisfactory level (75% or better) for this outcome on the assessment measures.	8/14 students = 57% of the students in this class had scores above 75%	Below satisfactory level. We must note that the entire final exam was used for this measurement when only certain test items need to be pulled in future. We will determine the appropriate criteria prior to the next assessment. It is a starting point.	
4. Demonstrate an ability to orally communicate technical ideas, concepts, and solutions effectively with a diverse range of audiences.	Will be assessed in SP18			
5. Demonstrate the ability to prepare industry standard system development documentation, user documentation, and research reports.	Will be assessed in FA17			
6. Demonstrate an ability to work effectively individually and in teams, in designing and implementing software systems and effectively manage conflicts, optimize resources and meet deadlines.	Will be assessed in SP18			
7. Demonstrate an ability to apply project and risk management principles and techniques to information systems projects.	Will be assessed in SP18			

Program Intended Educational Outcomes (Course Learning Outcomes)	Means of Program Assessment and Criteria for Success	Summary of Data (Results of Assessment Measures)	Recommendations, Actions to Take (Use of Results)	Accomplished?
Students completing the <u>Computer Science major and minor</u> will be able to:				
8. Demonstrate an awareness of key ethical, legal, security, and social issues affecting computer science and technology, and their responsibilities as technology professionals and act accordingly.	Will be assessed in SP18			
9. Recognize the need for and an ability to engage in continuing professional development, and adapt to new developments in the field.	Will be assessed in SP18			

Discussion of work accomplished, in-progress, or unaccomplished [spring only]:

The above template shows all course learning outcomes that were tested using the new assessment criteria. For the year 2016-2017, only three courses were assessed, CPS 200/210/212. A 5-year assessment schedule was developed that shows all assessment criteria and the course schedule for the assessment activities.

Criminal Justice 2016-2017



Criminal Justice
Lakeland University

Prepared by Karin and Richard

Executive Summary for use in 2017-2018

Continued Purposeful Integration. In CRJ 140 some additional intentional return to the two philosophies across each component of the system would be beneficial (either as a lecture slide or as an assignment will reinforce the concepts throughout the academic year).

Application Difficulty. In numerous courses the student's greatest weakness was taking memorized knowledge and generalizing it to a new application. Additional opportunities for practice or examples might be needed prior to assessment of understanding.

Internship Paper Modifications. Internship papers/communications will need to be guided more in future cohorts. Specifically to make sure the paper is solving a problem. This will make the assignment more aligned with the program's assessment priorities.



Which Courses were assessed in 2016-2017?

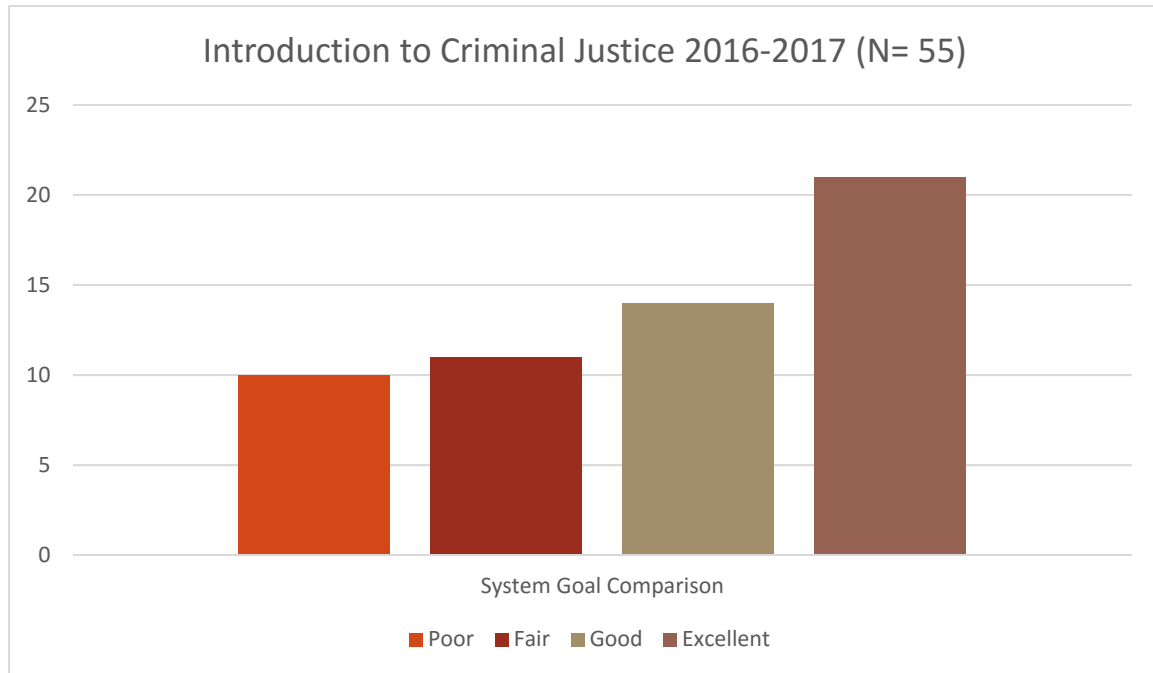
CRJ 140	CRJ 300	CRJ 348
CRJ 200	CRJ 302	CRJ 370
CRJ 201	CRJ 332	CRJ 400
CRJ 202	CRJ 333	CRJ 450
CRJ 203	CRJ 341	CRJ 451
CRJ 232	CRJ 345	CRJ 452
CRJ 242	CRJ 355	CRJ 453
		CRJ 492

Contents

Executive Summary for use in 2017-2018.....	1
Contents	2
Program Learning Objective #1.	3
Assessment Data	3
Program Learning Objective #4.	7
Program Learning Objective #6.	8

Program Learning Objective #1.

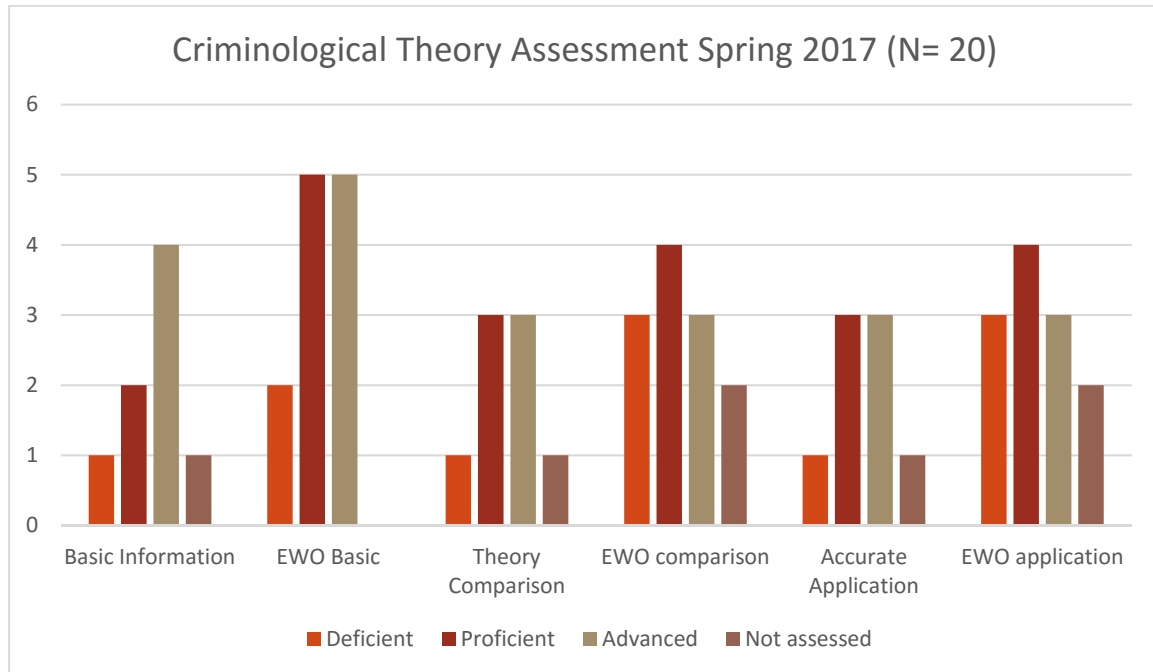
Explain each foundation of the criminal justice system, including criminal law, policing, and corrections

Assessment Data

Benchmark: 75% fair or better. Actual: 82% fair or better

Summary: As a whole, the various semesters of CRJ 140: Introduction to criminal justice in the 2016-2017 school year the overall course went well, however students still demonstrated some inability to make connections between the abstract concepts of crime control and due process in the day to day activities of the various organizations within criminal justice. Answers were analyzed and while students could identify the correct model and activity – the rationale or explanation of that activity was demonstrated limited understanding of why it was the right answer.

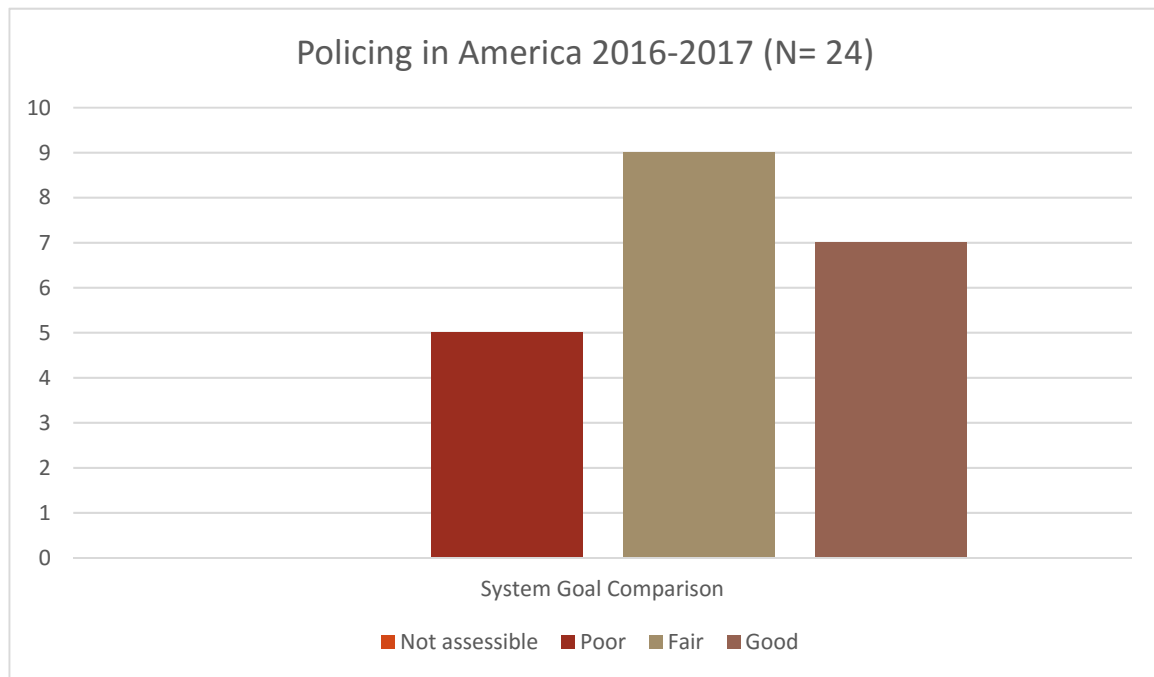
Note: A majority of these students are not criminal justice majors.

CRJ 332: Criminological Theory (Program Learning Objective #1)

Benchmark: <15% at deficient in each category.

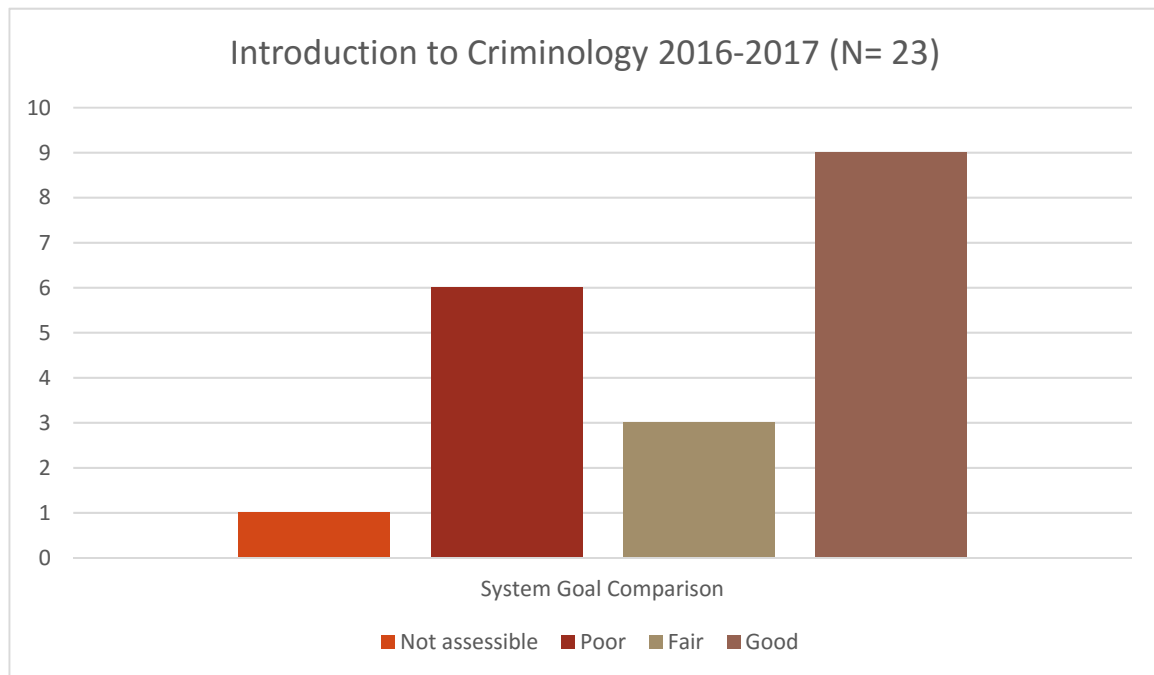
Actual: Achieved in traditional. EWO categories of comparison and application at 15%

Summary: This was a piloted hybrid course in which traditional and EWO students intermingled. Across the board both categories of students did well in identifying basic foundations of theory – however, some EWO students had a slower learning curve for the assignment of drawing out the theory. This could either be a unique cohort issue (some students did not have the technical ability to make charts in word) or a modality – specific concern that should be addressed.

CRJ 203: Policing in America (Program Learning Objective #3)

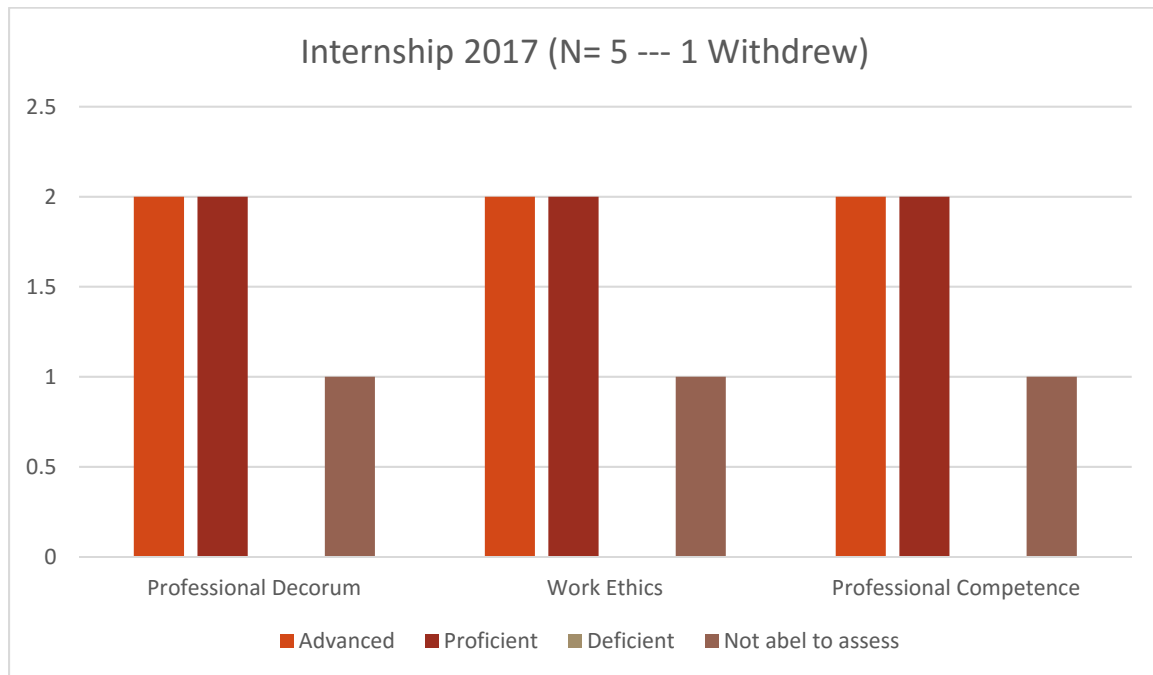
Benchmark: 75% fair or better. Actual: 79% fair or better

Summary: Implementation of curriculum changes to CRJ 203 took place in 2016 – 2017; in the old criminal justice curriculum, Policing in America was a 300-level. Students demonstrated the ability to identify how methods of policing have changed in recent years, but the inability to explain how the criminal justice is continuously working to address such changes. Overall, students displayed limited understanding of policy.

CRJ 232: Introduction to Criminology (Program Learning Objective #3)

Benchmark: 75% fair or better. Actual: 73% fair or better

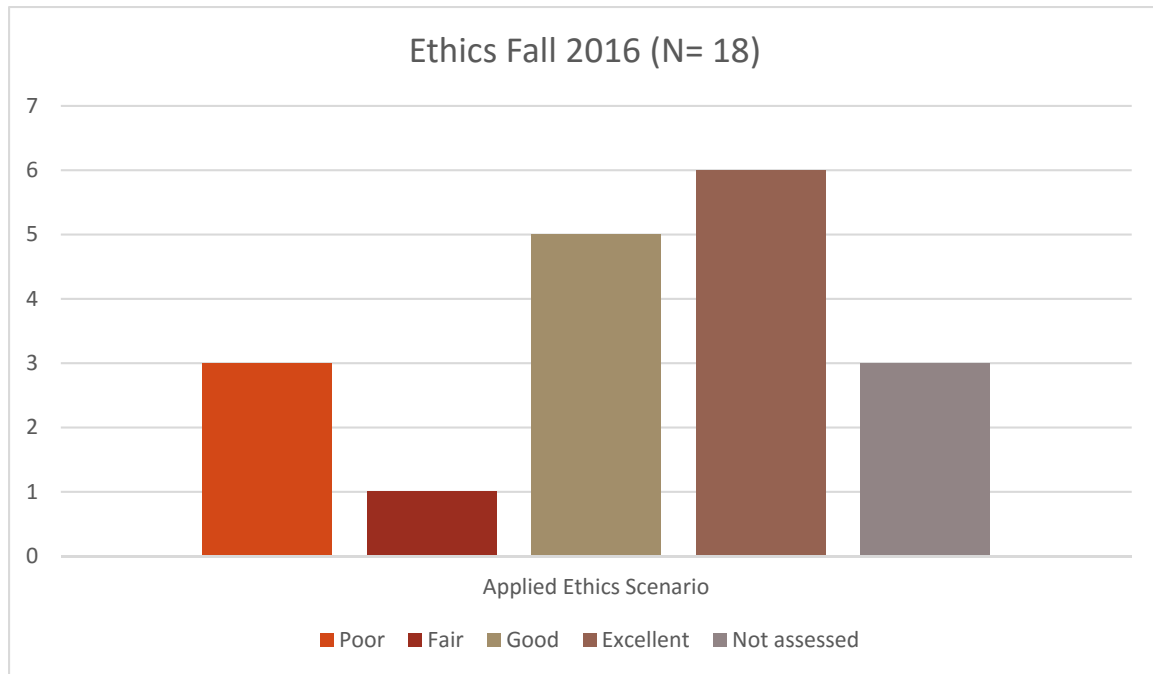
Summary: Overall, students were capable of differentiating between major categories of criminological theories; they demonstrated the ability to identify, summarize, and compare main elements and concepts of various perspectives. However, students demonstrated difficulty in identifying major limitations of individual theories.

Program Learning Objective #4.**Demonstrate independent problem solving skills which are generalizable to a future vocation****Benchmark: <10% at deficient in each category.****Actual: Achieved. 100% of sites reported 0% reported deficient.**

Summary: No concerns were noted by the sites. Students were highly valued and professional. One student requested a withdraw from their site (of their own connections) due to inability to achieve the necessary hours at a volunteer fire department arson response team. The site did not comply with agreements to assign tasks to achieve the needed hours. Paper Rubric needs to explicitly incorporate problem solving.

Program Learning Objective #6.

Analyze ethical issues using multiple frameworks and articulate a personal code of ethics (finding passion)



Benchmark: <15% assessed at deficient (poor)

Actual: 16% of students (N=3) were not able to accurately differentiate and apply the stated ethical frameworks.

Summary: While the overall course went well, students still demonstrated some inability to make the connections between the assigned ethical framework, important facts to that particular framework, and the ultimate decision. Students would often identify correctly the framework but supplement in what they thought were facts (according to their own ethics – not the assigned perspective – showing a lack of depth in the analysis. Six students in the Fall 2016 class either failed to hand in the assessed assignment or turned in a product that was not college-level material.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Education

DATE: May 23, 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
PLOs #1 - #9	The edTPA is a teacher performance assessment that is completed during student teaching. The edTPA assesses PLOs #1 - #9. The passing score set by DPI is 38. The edTPA contains 3 three tasks: Task 1: Planning, Task 2: Instruction, and Task 3: Assessment. Task 1 corresponds to the following PLOs: 1, 2, 3, 5, 6, 7, and 8. Task 2 corresponds to the following PLOs: 1, 3, 4, 5, 6, and 9. Task 3 corresponds to the following PLOs: 1, 2, 3, 4, 6, 7, 8, and 9. In 2016-2017, 10 student teachers completed the edTPA. Of the 10 student teachers, 9 achieved a passing score on the assessment. One student teacher's edTPA was not scorable due to a condition code – the video component of the edTPA was deemed to be edited. Of the 9 scorable edTPA portfolios, the average test total was 45.6. The average score for each of the three tasks was the following: Task 1 (3.1), Task 2 (3.0), and Task 3 (3.0).
PLOs #9 - #12	The Benchmark III Portfolio is used to measure these outcomes. On a scale of 1 (Inadequate) to 4 (Exemplary), the results are: PLO #9: 2.6 PLO #10: 2.3 PLO #11: 2.4 PLO #12: 2.4

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: Our program provides students with the knowledge, skills, and dispositions to successfully pass the edTPA – a required assessment for licensure.

“Hmmm....” Findings: The Benchmark III Portfolio scores for PLOs #9 - #12 were lower than we would like them to be. The expectation is the scores would be around 3 (Proficient).

“Darn it” Findings:

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

The data indicates that there is a significant difference between the scores of our main campus and Milwaukee students on their Benchmark III Portfolios. For PLO #9, the main campus score was 2.1 while the Milwaukee score was 3.6; for PLO #10, the main campus score was 1.9 while the Milwaukee score was 3.2; for PLO #11, the main campus score was 2.0 while the Milwaukee score was 3.4; and for PLO #12, the main campus score was 1.9 while the Milwaukee score was 3.3.

Action: With Wayne's retirement, John will be taking over the student teaching and seminar courses. He and the supervising instructor in Milwaukee will get together to review the rubric used to assess the Benchmark III Portfolio to ensure consistency of rating and strategies for helping students complete the portfolio.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

All PLOs are measured every year by the Education Program.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: **ETHNIC & GENDER STUDIES**

DATE: **MAY 2017**

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

	Summary of Results of Application Exercises from EGS 150 - Spring 2017 (n= 13)			
PLO measured	Mean Score	Range 2.6 – 3.0	Range 3.1 – 3.6	Range 3.6-4.0
PLO1: Identify & define basic concepts related to race, ethnicity, & gender	3.74	15.4% (2)	7.7% (1)	76.9% (10)
PLO2: Explain how concepts of ethnicity and gender have shaped and may shape social interactions, both generally and in specific examples.	3.71	15.4% (2)	15.4% (2)	69.2% (9)
PLO5: Communicate with others in ways that are clear, respectful, and evidence-driven.	3.61	23.1% (3)	23.1% (3)	53.8% (7)

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

Over 76% of the students demonstrated an introductory-level proficiency or mastery of all three PLOs assessed.

“Hmmm....” Findings:

Students scored fairly high on all three PLOs assessed, so high that the rigor of the assessment rubric is called into question.

“Darn it” Findings:

None

If you're not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?
 1. **Develop a revised rubric/grading form for EGS 150 that could be used at the main campus, in EWO, and at LUJ. Provide multiple columns for multiple assessment data collection points within EGS 150. The rubric could feasibly be used for all five PLOs.**
 2. **The rubric's assessment categories may need revised. Basing these categories on introductory-level standards may not be workable or beneficial in assessing PLOs. Using EGS 150 as a front-end assessment point and a capstone senior class (EGS 470) as the culminating assessment point might provide a better assessment of student learning gained via the EGS program's curriculum.**
 3. **Clarify and specify the requirements of the Application Exercises in EGS 150 to better align them with PLOs 1, 2, & 5 (and possibly PLO 3 & 4). Then incorporate the PLOs directly into the Application Exercise assignment, and provide students with the grading/assessment rubric.**
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

Given the developing revisions to the EGS program curriculum and requirements, and the fact that EGS 150 will likely not be offered next year, there are no plans to measure any PLOs next year.

Lakeland College Exercise Science Program Assessment
Exercise Science Major
Authors: William Ebben, Andrew Karls

I. LAKELAND UNIVERSITY MISSION STATEMENT

The **Lakeland University Mission Statement** guides the development and implementation of assessment at the institutional, programmatic and course level. The mission statement is summarized as follows: Lakeland College educates women and men of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

Values

The values of Lakeland College are informed by its relationship with the United Church of Christ and continuing commitment to the liberal arts:

- **Inquiry and Academic Excellence.** We are a community committed to learning, discovery and creativity as ongoing endeavors. We maintain high standards of academic rigor and expectations for achievement that drive the acquisition and application of knowledge through the liberal arts and practical learning opportunities.
- **Integrity and Responsibility.** We are a community that is open, honest and ethical. We are accountable to ourselves, each other and the college to uphold the mission and values of the institution.
- **Faith and Religious Expression.** We are a community that values the study and exploration of faith and religious beliefs. We invite one another to investigate what it means to live a spiritual, meaningful and purposeful life.
- **Diversity and Respect.** We are a community that welcomes all people regardless of their gender, race, religion, sexual orientation, socioeconomic status, disability or country of origin. We value differing backgrounds, cultures and viewpoints and accept our responsibility to treat each other with fairness, compassion and civility.
- **Service and Stewardship.** We are a community committed to socially responsible service at the institutional, local, regional, national and global levels. We embrace our role as caretakers of the resources of the institution and society.

II. ASSESSMENT OVERVIEW

Assessment occurs at the institutional, the program, and the course levels. Assessment activities tend to be broad and inclusive at the institutional level and increasingly specific at the programmatic and course levels. At all levels, assessment must be addressed in the context of the Lakeland University mission statement and be consistent with well-established pedagogical research. At the level of the program and course, assessment in exercise science is also instructed by the coursework and competencies of the professional organizations in exercise science.

Institutional assessment usually involves strategic indicators, used to monitor progress toward the institutional vision/mission or strategic goals, and dashboard indicators, used to monitor the general health of the college. A campus-wide survey may ask students to rate experiences they believe are important, and abilities derived from their general experiences at the college. The college's dashboard indicators, for example, could include graduation rate, retention rate, placement rate, and student satisfaction measures, among others.

In contrast, **program assessment** is designed to determine whether students are integrating learning from individual courses into a coherent whole. For example, students in a specific program, taking a capstone course, may be asked to give oral presentations, submit portfolios, or take major field tests, which are

evaluated on several specific criteria, and usually represent competencies derived from experiences in their major courses over several semesters. Program assessment may provide useful information for program development and improvement, including determining whether an initiative is having the intended impact and desired outcomes are being met. One of the greatest benefits of program assessment is the emphasis it places on examining academic programs in holistic ways. In addition to program assessment, assessment occurs at the level of individual courses as well.

Course assessment is designed to evaluate and improve specific courses, often via longitudinal data of student performance, course specific research assessing a variety of pedagogical interventions. These course assessments **MUST** be valid and reliable. Open book examinations, word banks, and other assessment procedures often used are not valid in many cases to the job demands in the professions pursued by students entering exercise science. Assessment results generated in individual courses may be instructive for program assessment.

III. ASSESSMENT CHALLENGES AND RESPONSE

Assessment at the program level is a challenge in exercise science due to the fact that students in the program will choose from over a dozen career options. Thus, the program needs to attempt to prepare students for careers as diverse as being a registered dietitian, high school physical education teacher, personal trainer, corporate wellness professional, strength and conditioning coach, athletic training, cardiac rehabilitation specialist, chiropractor, exercise physiologist, physician's assistant, occupational therapist, and physical therapist. Some of these occupations do not require a college degree whereas others require students to gain admissions to doctoral professional programs that are as difficult to get into as medical school. In addition to the vast array of career options, each one has at least one, and in some cases several professional associations and organizations, whose standards are potentially instructive for the development and assessment of academic programs. Other challenges include the fact that the exercise science program has only one full time faculty member who must meet all of the program's needs, including assessment. The final and greatest challenge is up to 400% difference in student ability level, and a large number of students who are not capable of this work. Well-crafted and evaluated program assessment criteria will be rendered useless by students incapable of college work. Similarly, well developed program assessment, which contain a variety of numerical goals for student performance measures are meaningless if the numerical measures are inflated and/or the assessment is invalid.

IV. GOALS OF ASSESSMENT

The goals of assessment include, (a) assess and improve of student learning, (b) guide instruction methods to maximize student learning, and (c) maximally fulfill the university mission.

Students' Notification of Assessment

Students are apprised of the purposes of the assessment measures used in this program through course syllabi, classroom discussions in those courses in which assessment measures are embedded or administered, and through informational sessions by Exercise Science faculty. Students are apprised of their own results on these assessment measures through: (a) routine feedback from course instructors during courses involving use of the assessments [e.g., rubrics, assessment tests, etc.]; and (b) regular formal and informal feedback from Exercise Science faculty.

V. EXERCISE SCIENCE LEARNING OUTCOMES

There are eight student learning outcomes. These learning outcomes will be pursued via students the Exercise Science courses, through their internship, volunteer, and practicum experience, as well as through discipline-related volunteer activities. Qualified students will also progress toward achieving their

learning outcomes through their involvement in research, and concomitant professional writing and speaking opportunities it produces. It is recognized that these student learning outcomes will be achieved in part via their other coursework, including CORE and distributional studies courses, and through convocation requirements, and other on-campus learning and service experience, though these activities are not within the purview of, and will not be specifically assessed in, the Exercise Science assessment plan.

Implementation of Exercise Science Assessment

For the Exercise Science emphasis, there are eight program-intended student learning outcomes.

Students gain competence toward achieving the eight student learning outcomes in the Exercise Science program through a minimum of **62 sem. hrs. in the Exercise Science program:**

Exercise Science Foundational Courses (Required) (18 sem. hrs.)

BIO 110 Life Sciences for Health Careers (4 sem. hrs.)
 BIO 211 Human Anatomy & Physiology I (4 sem. hrs.)
 BIO 212 Human Anatomy and Physiology II (4 sem. hrs.)
 SOC 210 Majority-Minority Relations (3 sem. hrs.)
 PSY 200 Introduction to Psychology (Pre-requisite for ESS 220) (3 sem. hrs.)

Exercise Science Program Courses (Required) (24 sem. hrs.)

ESS 143 Introduction to Exercise Science (3 sem. hrs.)
 ESS 201 Nutrition for Sport and Exercise (3 sem. hrs.)
 ESS 220 Fundamental Aspects of Sport & Exercise Psychology (3 sem. hrs.)
 ESS 341 Kinesiology and Biomechanics (3 sem. hrs.)
 ESS 342 Exercise Physiology (Writing Intensive) (3 sem. hrs.)
 ESS 343 Testing and Evaluation (3 sem. hrs.)
 ESS 400 Internship in Exercise Science (3 sem. hrs.)
 ESS 425 Scientific Principles of Strength and Conditioning (3 sem. hrs.)

Exercise Science Program Elective Courses (20 sem. hrs. are required)

BIO 262 Genetics (4 sem. hrs.)
 BIO 330 Microbiology (4 sem. hrs.)
 BIO 351 Comparative Vertebrate Anatomy* (4 sem. hrs.)
 BIO 441 Neurobiology* (4 sem. hrs.)
 CHM 131 Principles of Chemistry I* (4 sem. hrs.)
 CHM 132 Principles of Chemistry II* (4 sem. hrs.)
 ESS 111 First Aid & Emergency Care (2 sem. hrs.)
 ESS 112 Strength and Conditioning Techniques** (3 sem. hrs.)
 ESS 202 Care and Prevention of Athletic Injuries** (3 sem. hrs.)
 ESS 280 Special Topics in Exercise Science (3 sem. hrs.)
 ESS 426 Advanced Program Design and Exercise Prescription (3 sem. hrs.)
 ESS 480 Special Topics in Exercise Science (3 sem. hrs.)
 ESS 490 Independent Study in Exercise Science (3 sem. hrs.)
 MAT 162 Pre-Calculus (3 sem. hrs.)
 MAT 220 Probability and Statistics* (3 sem. hrs.)
 PHY 211 General Physics I* (4 sem. hrs.)
 PSY 305 Health Psychology** (3 sem. hrs.)

*Courses suggested for students wishing to pursue pre-professional health/rehabilitative studies/graduate studies in exercise science.

**Courses suggested for students wishing to pursue training-related professions in exercise science.

Table 1. Institutional mission-based learning outcomes, exercise science program learning outcomes, means and criteria of assessment, and performance outcome.

LU Mission	Program Learning Outcomes. Students completing the Exercise Science emphasis in the major will be able to:	Means of Program Assessment	Criteria for Success	Outcome
Think Critically	1. Apply critical thinking, including the errors in reasoning that impair critical thinking.	Students in ESS 143, ESS 425 will be assessed for their knowledge of errors in reasoning which impair critical thinking during unit and final exams.	Students will average $\geq 80\%$	Students averaged 25%
Succeed Professionally	2. Demonstrate knowledge of the exercise science foundational content areas.	Students in BIO 211 will take a human anatomy & physiology exam at the end of this course, to be administered by the course instructor. This exam will include 10-30 items to measure this outcome.	Students will average $\geq 80\%$	
		ESS 201 will include a final exam with at least 30 items designed to measure knowledge of applied sport and exercise nutrition.	Students will average $\geq 80\%$	
		Student exercise science knowledge will be assessed via item number 4 on their intern evaluation (ESS 400).	Students will average $\geq 8/10$.	Students averaged 9.5/10.
		Students will take the pre- ESS 341 Kinesiology and Biomechanics anatomy readiness quiz to assess knowledge previously obtained in preparatory courses.	Students will average $\geq 50\%$.	Students averaged 16.0%
		Student knowledge of muscle origin, insertion and function will be evaluated as 33% of the final exam in ESS 341.	Students will average $\geq 80\%$.	Students averaged 74.1%
	3. Demonstrate knowledge of psychological theory as applied to sport, fitness, and rehabilitation.	Students in ESS 220 will take the pre-ESS 220 Psychology Baseline Knowledge quiz.	Students will average $\geq 80\%$.	
		Student's ability to practically apply knowledge of sport psychology will be assessed via 40% of the questions on the final examination in ESS 220.	Students will average $\geq 80\%$.	Students averaged 81.3%
	4. Apply the theoretical and practical exercise science knowledge via the creation of multimodal programs.	Students in ESS 425 will create comprehensive multi-mode program design assignment.	Students will average $\geq 80\%$.	Students averaged 77.4%
	5. Explain the requisite theoretical knowledge and perform exercise and fitness testing for healthy and affected populations.	Students in ESS 343 will perform fitness testing as part of a course final laboratory practical exam.	Students will average $\geq 80\%$.	
Communicate Effectively	6. Communicate using technical precision, in oral and written modes.	Students in ESS 342 will write a literature review paper.	Students will average $\geq 80\%$.	
Lead Ethical, Purposeful and Meaningful Lives	7. Demonstrate virtues related to professionalism including punctuality, attendance, active investment, initiative, politeness, respect, appreciation, social perspective taking, and good judgment.	Item 1 (professionalism) from ESS 400 evaluation.	Students will average $\geq 8/10$	9.1/10
		Item 3 (quality of work) from ESS 400 evaluation.	Students will average $\geq 8/10$	9.2/10
		ESS 143, 220, 341, 342, 343, and 425, contain an evaluation process with approximately 5-8% of the course evaluation designed to assess this variable via "miscellaneous points." Students will also be consistently assessed in a subjective fashion by Exercise Science faculty. (Student learning outcome #4)	Students will average $\geq 80\%$.	ESS143(88.3); ESS 220 (87.5%); ESS 341(100%); ESS 342(100%); ESS 425 (84.6%)

Table 2. Modified Table 1, embellished with the plan of action added. Institutional learning outcomes, exercise science program learning outcomes, means and criteria of assessment, and outcome.

	Means of Program Assessment	Criteria for Success	Outcome	Action Plan
PLO				
1.	Students in ESS 143, ESS 425 will be assessed for their knowledge of errors in reasoning which impair critical thinking during unit and final exams.	Students will average $\geq 80\%$	Students averaged 25%	I will seek to evaluate this more comprehensively in these courses. Current result is based on a very limited number of questions.
2.	Students in BIO 211 will take a human anatomy & physiology exam at the end of this course, to be administered by the course instructor. This exam will include 10-30 items to measure this outcome.	Students will average $\geq 80\%$		I have coordinated with professor (Karls) to implement this.
	ESS 201 will include a final exam with at least 30 items designed to measure knowledge of applied sport and exercise nutrition.	Students will average $\geq 80\%$		I have coordinated with the professor (McGivern) to implement this.
	Student exercise science knowledge will be assessed via item number 4 on their intern evaluation (ESS 400).	Students will average $\geq 8/10$.	Students averaged 9.5/10.	I need to revise this since I am not allowed to use my own program specific assessment anymore.
	Students will take the pre- ESS 341 Kinesiology and Biomechanics anatomy readiness quiz to assess knowledge previously obtained in preparatory courses.	Students will average $\geq 50\%$.	Students averaged 16.0%	I have coordinated with professor (Karls) to determine how to improve this.
	Student knowledge of muscle origin, insertion and function will be evaluated as 33% of the final exam in ESS 341.	Students will average $\geq 80\%$.	Students averaged 74.1%	
3.	Students in ESS 220 will take the pre-ESS 220 Psychology Baseline Knowledge quiz.	Students will average $\geq 80\%$.		I need to create this quiz. I have already consulted with Psych faculty.
	Student's ability to practically apply knowledge of sport psychology will be assessed via 40% of the questions on the final examination in ESS 220.	Students will average $\geq 80\%$.	Students averaged 81.3%	
4.	Students in ESS 425 will create comprehensive multi-mode program design assignment.	Students will average $\geq 80\%$.	Students averaged 77.4%	Work to help students care more and work harder. Recruit better students.
5..	Students in ESS 343 will perform fitness testing as part of a course final laboratory practical exam.	Students will average $\geq 80\%$.		Coordinate with Adjunct
6.	Students in ESS 342 will write a literature review paper.	Students will average $\geq 80\%$.		TBD. At present, it is difficult to teach the student the required exercise physiology content in the time allowed, much less teach them how to write.
7.	Item 1 (professionalism) from ESS 400 evaluation.	Students will average $\geq 8/10$	9.1/10	I need to revise this since I am not allowed to use my own program specific assessment anymore.
	Item 3 (quality of work) from ESS 400 evaluation.	Students will average $\geq 8/10$	9.2/10	
	ESS 143, 220, 341, 342, 343, and 425, contain an evaluation process with approximately 5-8% of the course evaluation designed to assess this variable via "miscellaneous points." Students will also be consistently assessed in a subjective fashion by Exercise Science faculty. (Student leaning outcome #4)	Students will average $\geq 80\%$.	ESS143(88.3); ESS 220 (87.5%); ESS 341(100%); ESS 342(100%); ESS 425 (84.6%)	No action required.

Table 3. Student learning outcomes, mapped with exercise science degree required courses, and their respective learning goals, as described on each syllabus. Number in parenthesis represents the number of the learning goal from each course's syllabus, which applies to these learning goals.

Student learning outcome	BIO 110	BIO 211	BIO 212	ESS 143	ESS 201	ESS 220	ESS 341	ESS 342	ESS 343	ESS 400	ESS 425
1. Apply critical thinking, including the errors in reasoning that impair critical thinking.	X (6)			X (8,10)*						X	X (1)*
2. Demonstrate knowledge of the exercise science foundational content areas.	X (1,8)	X (2,3)*	X (2,3)	X (1)	X (1-3)*		X (1-5)*	X (1,2)	X(1)		X (3)
3. Demonstrate knowledge of psychological theory as applied to sport, fitness, and rehabilitation.				X (1)		X (1,2)*					X (3)
4. Apply the theoretical and practical exercise science knowledge via the creation of multimodal programs.				X (1)	X (5)		X (4-6)	X (3)	X (2)	X	X (4,5)*
5. Explain the requisite theoretical knowledge and perform exercise and fitness testing for healthy and affected populations.				X (1)			X (6)	X (4)	X (1-5)*		X (4)
6. Communicate using technical precision, in oral and written modes.	X (6)	X (5)	X (5)	X (4-6)	X (6)	X (3)		X (6-9)*		X	X (5)
7. Demonstrate virtues related to professionalism including punctuality, attendance, active investment, initiative, politeness, respect, appreciation, social perspective taking, and good judgment.				X (2-4,7)*	X (6,7)	X (3,4)*	X (7)*	X (10)*	X (6)*	X*	X (8)*

*Program learning outcomes will be assessed for these courses.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Master of Education (M.Ed.)

DATE: May 30, 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

There were 28 graduate students for whom both the pre-M.Ed. program evaluation and the post-M.Ed. program evaluation were completed from fall 2015 to spring 2017. The pre-Program Student Evaluation rubrics were completed by the instructor of the ED 701 (Contemporary Philosophies of Education) at or near the beginning of the ED 701 course based on attending students' philosophy of education and the ways that philosophy contributed to their teaching pedagogy. The Post-Thesis Student Evaluation rubrics were completed by three members of students' thesis committee at the time of the thesis defense, on a scale from 1 to 3 (Entry, Emerging, Mastery).. Assessment data for these 28 graduate students reasonably represent "pre-" and "post-program" evaluations in the M.Ed. program.

Following is a summary of "gain" scores for the pre- and post-program evaluations used in the M.Ed. program, from fall 2015 to spring 2017 for 28 graduate students in the M.Ed. program.

The following outcomes are used in this program:

Program Learning Outcomes: The student is able to:	Average "gain"	"Gain" standard deviation
1. define the central concepts, tools of inquiry, and structures of the disciplines s/he teaches.	0.8	0.6
2. define how pupils with broad ranges of abilities learn.	0.7	0.5
3. adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.	0.6	0.4
4. use a variety of instructional strategies, including technology, to encourage pupils' learning.	0.6	0.4
5. identify and use the role of individual and group motivation and behavior to create a positive learning environment.	0.5	0.4
6. use effective verbal and nonverbal communication techniques.	0.6	0.4
7. organize and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.	0.7	0.5
8. identify and use formal and informal assessment strategies to evaluate the overall development of pupils.	0.5	0.4
9. reflectively evaluate the effect of his/her choices and actions on pupils.	0.7	0.5
10. foster relationships with school colleagues, parents, and agencies in the larger	0.6	0.4

community to support pupil learning and well-being.		
11. act with integrity, fairness, and in an ethical manner.	0.5	0.4
Total “gain” score of evaluations	6.8	4.9

“Gain” scores are generally high for all outcomes measured. Each student was rated on a scale from 1 to 3, with 3 being best. As such, a “gain” of 1.00, for example, could represent a “gain” from a score of 2 on the pre-program evaluation to an average score of 3 on the post-program evaluation.

Although all program learning outcomes show noteworthy “gains” – outcome **1** (define the central concepts, tools of inquiry, and structures of the discipline s/he teachers) show an exceptional Mean gain of 0.8, and Standard Deviation gain of 0.6. Outcomes **5, 8, and 11** (5 – identify and use the role of individual and group motivation and behavior to create a positive learning environment, 8 – identify and use formal and informal assessment strategies to evaluate the overall development of pupils, and 11 – act with integrity, fairness, and in an ethical manner) show the smallest gain among all program learning outcomes with an average Mean gain of .5 with a Standard Deviation gain of 0.4.

The average of the total “gain” scores between these evaluations, for the 28 graduate students between fall 2015 and spring 2017, was 6.80 (out of a possible 33 points), with a standard deviation of 4.9. It is interesting to note that the total “gain” score of program learning outcomes during this period of assessment (6.80) was almost identical to the total “gain” scores of program learning outcomes (6.84) from fall 2007 to spring 2014.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the curriculum or pedagogy in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

“Woo-hoo!” Findings:

The M.Ed. program prepares and equips current practicing teachers/educators with the tools to become more effective educators by applying theory to concrete events in the classroom.

“Hmmm....” Findings:

The generally high average scores in all outcomes measured (cause for celebration).

“Darn it” Findings:

None.

If you’re not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year?
None.
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?
The same 11 item program learning outcomes will be used to measure the effectiveness of the M.Ed. program.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: _Master of Arts - Counseling

DATE: May 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
Outcome # 1	Through the Praxis II results and the Internship II evaluations over 85% of MAC students score proficient or higher on each of these assessment measures
Outcome #2	Through Praxis II results 100% of students score within or above the average performance range. All submitted school counseling portfolios continue to meet established criteria for success.
Outcome # 3	Praxis II results indicated that MAC students continue to meet established criteria.
Outcome # 5	MAC internship II students have met the criteria for success
Outcome # 6	MAC internship II students have met the criteria for success
Outcome # 7	The target for success was reached with all means of program assessment used for this outcome.
Outcome #8	While Praxis II results indicate this target has been met, several MAC students continue to struggle in meeting this target.
Outcome # 9	The target for success was reached with all means of program assessment used for this outcome.
Outcome #10	While the results using the dispositional rubric indicate this target has been met, one area that instructors and the director of the program has identified as a priority is the need to take a closer look at assessing MAC students' professional behaviors and personal development. (area of concern)
Outcome #11	MAC students, especially school counseling and higher education graduate students are more successful in meeting the target for this outcome than are our community counselors.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings: By the time most of our graduates enter their internship experience, on-site supervisors are very impressed with both the knowledge, skill, and disposition of our grads. Comments on the final evaluations continue to be very positive and encouraging with many placements hiring our Lakeland interns.

Another Woo hoo for this year was the number of MAC graduates who came to graduation in addition to sharing that their experience through the program, while challenging at times for the working adult and families, was the best decision they ever made.

Finally, the best Woo hoo is that the MAC program has the finest and most dedicated adjunct instructors I have had the privilege to partner with. These individuals are why students choose Lakeland and why our students are so well prepared!

“Hmmm....” Findings: How to help and encourage our community counseling graduates to be more invested in using data and research. The other area is how to offer MAC courses in the most efficient but educationally sound manner. This is not an online program.

“Darn it” Findings: Professionalism of some of our graduate students is very disheartening and so is their writing ability☹. I have more students on remediation or have had to meet with more students this academic year because of instructor and advisor concerns than ever before. As a result, MAC advisors and adjunct faculty are addressing this at our various end of the year gatherings.

If you’re not able to draw any conclusions from these data, explain why.

2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year?

- Add in an element of service learning.
- Find a way to offer more support on professional practice skills to my adjunct instructors.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

I would like to have the methods of assessment for both the Career Counseling & Development and the Methods & Ethics courses designed and piloted by instructors in these two courses by the end of fall semester for implementation spring of 2018. These methods of assessment are designed to assess outcomes # 5 and #6.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: _____Mathematics_____

DATE: __5/10/17_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
1	MAT231 8/13 , MAT331 9/12, MAT352 3.5/7 satisfied 75% or above.
2	MAT322 4/5 satisfied 75% or above.
3	MAT231 7/13, MAT352 7/7 satisfied 75% or above.
4	MAT352 5/7 satisfied 75% or above.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program? *Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.*

“Woo-hoo!” Findings:

- Four out of five of the MAT 322 students met the stated goal of 75% on their big writing paper.
- The MAT 352 students all solved the application problem on the final exam.
- Although the MAT 231 did not meet the stated goal, they did much better than the Spring 2016 class.

“Hmmm....” Findings:

- The data collected does not match the instructor’s informal assessment of the students. Although the MAT 322 students met the objective with their papers, the students did not meet the instructor’s expectations. Also, the MAT 231 students were much better in class than the collected data suggests.

“Darn it” Findings:

- The MAT 352 students struggled with PLO 1. The instructor felt there was not enough time to cover the topics for that outcome.

If you’re not able to draw any conclusions from these data, explain why.

- 2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year?
- The instructor for MAT 322 was teaching it for the first time. There will need to be some adjustments to the course the next time. The goals and processes for writing proofs should be clearer. Maybe the outcomes need to be adjusted as well, but one class is not enough to determine that.
 - The instructor for MAT 352 would like to work on time management in order to cover all the required topics during the semester. This semester did have 2 or 3 less class periods than last year.
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?
PLO#1 in MAT242 & MAT362; PLO#2 in MAT362 & MAT430; PLO#3 in MAT242; PLO#4 in MAT362

Interdisciplinary Studies

Reports & Programs

Academic Year: 2016-17



**Lakeland University
Plymouth, Wisconsin**

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: IDS: Rhetorical Skills

DATE: May 22, 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
IDS PLO #1	In 2016-2017, we piloted a new pre- and post-test assessment in GEN 110. On average, the 84 main campus students who completed the pre-test in Fall 2016 scored 0.9 on the following four-point scale: 1 (60-69%), 2 (70-79%), 3 (80-89%), and 4 (90-100%). Scores of 0-59% were awarded 0 points. Of the 84 students, the 78 who completed the post-test scored 2.4 on the same scale. In Spring 2017, we piloted the assessment with 52 main campus students, 18 EWO students, and 13 LUJ students, totaling 83 students. These students had an average score of 1.3 on the pre-test. The 52 main campus students, 15 EWO students, and 8 LUJ students (a total of 75 students) who completed the post-test scored, on average, 1.9 on the assessment. When we separate the results by location, we find that EWO students had the greatest gains. (See "Rhetorical Skills Assessment Results: 2016-2017.")
IDS PLO #2	In 2016-2017, we piloted a new pre- and post-test assessment in GEN 112. On average, the 69 main campus students who completed the pre-test in Fall 2016 scored 48.5%. These same 69 students had an average score of 79.2% on the post-test. On average, the Fall 2016 students increased their scores by 30.7 percentage points. In Spring 2017, we piloted the assessment with 57 main campus students, 12 EWO students, and 29 LUJ students, totaling 98 students. These students had an average score of 55.6% on the pre-test. The 56 main campus students, 4 EWO students, and 23 LUJ students (a total of 83 students) who completed the post-test scored, on average, 81.2% on the assessment. On average, the Spring 2017 students increased their scores by 25.6 percentage points. When we separate the results by location, we see that main campus and EWO students are performing similarly on the assessment. (See "Rhetorical Skills Assessment Results: 2016-2017.")

IDS PLO #1: Write clear, coherent, and correct prose.

IDS PLO #2: Use writing as a tool for thinking and analysis.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

"Woo-hoo!" Findings: We are quite pleased with the GEN 112 assessment results. Across the two semesters, students improved an average of 28.2 percentage points from the pre-test to the post-test, moving from a score of 52.0% to a score of 80.2%. Put another way, students on average went from an F on the pre-test essay to a BC on the post-test essay. The GEN 110 results for Fall 2016 are good as well, with students improving on average from a 0.9 on the pre-test (a grade of F) to a 2.4 (a grade of C) on the post-test.

"Hmmm...." Findings: The GEN 110 assessment needs to be revised a bit. Right now, the assessment focuses exclusively on sentence-level correctness. We would like to expand it to assess at least one additional CLO from

GEN 110, most likely the CLO related to summary writing. This addition also would help us assess the portion of IDS PLO #1 related to writing coherent prose. With regard to the GEN 112 assessment, when we look more closely at the results, we find that students could use more work with framing problems in introductions and with organizing the body of an argument around distinct reasons.

“Darn it” Findings: While slightly better than the pre-test scores for Spring 2017, the GEN 110 post-test scores for that same semester are not where we would like them to be. The average post-test score is 1.9, noticeably lower than the Fall 2016 average post-test score of 2.4. At this point, there is no clear explanation for the result. Perhaps the students are not taking the assessment seriously – the post-test in particular. There are instances in the larger data set of students scoring lower on the post-test than they did on the pre-test, and of students simply not taking the post-test. For example, 5 of the 13 LUJ students who took the pre-test did not take the post-test – nearly 40% of students in the class. It might be as well that the assessment is flawed in some way. This year was our first using it, so we need to take a close look at the assessment itself to be sure it is meeting our expectations.

If you’re not able to draw any conclusions from these data, explain why. N/A

- 2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year? If we determine that the GEN 110 assessment is a reasonable measure and that the 2016-2017 results reflect effortful student behavior, then we will need to explore new ways to support our students’ basic writing needs. As for GEN 112, we need to dedicate more instructional time to problem statements and paragraph unity.
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)? We plan to administer both the GEN 110 and GEN 112 assessments on the main campus and at EWO and LUJ in 2017-2018. Our goal is to establish a baseline of data for IDS PLO #1 and IDS PLO #2 that we can reference in future semesters.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: IDS: Distributional Studies

DATE: May 22, 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
DS PLO #1-8 → IDS PLO #5	Based on the assessment of 25 courses and 501 students in 2016-2017 from the main campus, EWO, and LUJ, when it comes to evaluating different types of knowledge, students, on average, perform well at describing concepts, defining key terms, and drawing conclusions. However, they perform less well, on average, when it comes to generalizing results, providing supporting evidence, and applying concepts to new problems.
DS PLO #1-8 → IDS PLO #8	Based on the assessment of 25 courses and 501 students in 2016-2017 from the main campus, EWO, and LUJ, when it comes to demonstrating knowledge of different academic disciplines, overall, 9.3% of students scored <i>poor</i> , 12.5% scored <i>fair</i> , 29.5% scored <i>good</i> , and 48.7% scored <i>excellent</i> .

- DS PLO #1a: Describe concepts and/or methods used in creating a piece of visual art, music, or theatre.
DS PLO #1b: Create, interpret, or analyze visual art, music, or theatre using methods practiced in the classroom or studio.
- DS PLO #2a: Analyze significant historical or political events in the study of a people, period, or culture.
DS PLO #2b: Interpret a primary and/or secondary historical source to identify its key points and perspective/bias.
DS PLO #3: Describe the concepts and/or methods involved in creating or analyzing an effective piece of literary art.
DS PLO #4: Use an appropriate analytical, logical, or statistical procedure to solve a problem.
DS PLO #5a: Use a scientific concept to interpret a natural phenomenon.
DS PLO #5b: Draw accurate conclusions from scientific data.
DS PLO #6: Identify the central tenets of a religious or philosophical system.
DS PLO #7: Differentiate among significant perspectives applied in the study of anthropology, criminal justice, economics, psychology, or sociology.
- DS PLO #8a: Demonstrate level-appropriate skills in reading comprehension in the chosen language.
DS PLO #8b: Demonstrate level-appropriate skills in speaking in the chosen language.
- IDS PLO #5: Evaluate different types of information.
IDS PLO #8: Demonstrate knowledge of different academic disciplines.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the **curriculum or pedagogy** in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

“Woo-hoo!” Findings: Nearly 80% of students scored *good* (29.5%) or *excellent* (48.7%) on the assessment, demonstrating their knowledge of the different academic disciplines they learn about through the Distributional Studies curriculum. This result is underscored by the common strengths instructors noted in the students’ results: describing concepts, defining key terms, and drawing conclusions.

“Hmmm....” Findings: There is a lot of data here that need to be given more attention than this report allows. Do we see significant performance differences among students at the main campus, EWO, and LUJ? Are there significant performance differences across the eight subject categories? Do some of the DS PLOs require more complex work of students than other DS PLOs do? These questions and others are ones to explore further as we continue to work with this new assessment tool.

“Darn it” Findings: One major goal of Distributional Studies is to increase our students’ knowledge of different academic disciplines. Based on the assessment results, we are meeting this goal. The other major goal is to expand the ways students view and approach the world based on this knowledge. Here, we seem to be underperforming, especially when we consider the common areas for improvement reported for IDS PLO #5. If students are struggling in particular to generalize results and to apply concepts to new problems, then it would seem they are failing to carry over what they learn in the Distributional Studies curriculum to their other courses and, perhaps, to their daily lives.

If you’re not able to draw any conclusions from these data, explain why. N/A

- 2) Based on the data you gathered on student learning, what are some things you’d like to try in your curriculum or pedagogy to improve student learning next year? Among the charges of the IDS Steering Committee is to support teachers within the IDS sequence. As a result, it would be worthwhile for the committee to research some ways that instructors can prompt students to generalize what they are learning in the Distributional Studies curriculum to new problems and contexts. For example, perhaps instructors could ask students to reflect upon how they might apply what they are learning in an environmental science course to their next car purchase or, perhaps, how they might take what they are learning about design in an art class and use it to represent complex molecules in a chemistry course.
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?
We plan to continue assessing DS PLO #1-8 → IDS PLO #5 and DS PLO #1-8 → IDS PLO #8 in 2017-2018.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: IDS: Quantitative Skills

DATE: May 22, 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
IDS PLO #4	In Fall 2016, four sections of MAT 130 on the main campus used eight common final exam questions to assess the ability of students to perform essential algebraic functions. Of the 71 students assessed on those eight items, 23.6% of scored <i>poor</i> (<60% correct), 22.4% scored <i>fair</i> (60%-74% correct), 17.4% scored <i>good</i> (75%-89% correct), and 36.6% scored <i>excellent</i> (90%-100% correct).

IDS PLO #4: Perform basic mathematical and statistical functions.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the curriculum or pedagogy in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

“Woo-hoo!” Findings: This is the first time we have assessed MAT 130 as part of the Quantitative Skills curriculum, so the fact that we have data to review is cause for celebration.

“Hmmm....” Findings: Based on the results, only 54.0% of students are scoring at *good* or *excellent* levels by the end of the course. It is not quite clear why 46.0% of students are scoring below those levels. When we review the results for specific test items, we find that students have the most difficulty with translating a problem into a linear equation and with using a table of values to graph a function. On the other hand, students tend to do best on items that ask them to find the midpoint and length of line segments and to manipulate complex numbers.

“Darn it” Findings: After a semester of instruction, 23.6% of students in the course are scoring less than 60% correct on the test items related to essential algebraic functions.

If you're not able to draw any conclusions from these data, explain why. N/A

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year? Based on the results, we need to dedicate more instructional time in particular to translating verbal expressions into algebraic functions and to graphing equations, including lines and parabolas.
- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?
We plan to continue assessing MAT 130 on the main campus in 2017-2018. We also plan to pilot the assessment in EWO and LUJ.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: IDS: The Honors Program

DATE: May 22, 2017

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/17.

What did you discover about student learning in your program this year?

PLO measured	Summary of results
Honors PLO #3b → IDS PLO #2	The two students enrolled in HON 410 in Spring 2017 scored an average of 3.0 out of 4.0 points on the HON 410 rubric, a tool that assesses the focus and coherence, creativity and contribution, manageability, and clarity and professionalism of the students' project proposals.

Honors PLO #3b: Argue persuasively, fluently, and clearly in writing.

IDS PLO #2: Use writing as a tool for thinking and analysis.

- 1) What do the findings above (i.e., 2016-17 data) tell you about the curriculum or pedagogy in your program?
Identify findings that are cause for celebration, as well as findings that leave you with questions or concerns.

"Woo-hoo!" Findings: Over the course of the semester and many drafts, the students were able to put together project proposals that demonstrated competence with a new and challenging genre of research and writing. As for IDS PLO #2, the results on the rubric suggest that students in HON 410 are indeed using writing as a tool for thinking and analysis.

"Hmmm...." Findings: There are only two students in the sample, so we will need more data in order to fully assess the impact of the course on student learning. There might be a benefit in assessing the writing ability of the students when they begin the course, as a way of seeing how they develop over the semester.

"Darn it" Findings: N/A

If you're not able to draw any conclusions from these data, explain why. N/A

- 2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

It might be interesting to design an assignment that provides students with all of the information they need in order to write an abbreviated version a project proposal. Such an assignment would be given in the first couple of weeks of class and would have the benefit of providing students with an overall concept of the document they are attempting to produce for their research.

- 3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?

In 2017-2018, we plan to assess all five of the Honors PLOs using HON 400 and HON 480 data. (See the program's five-year assessment schedule.) While these particular data are unrelated to the assessment of IDS PLOs, they are important for The Honors Program.

RHETORICAL SKILLS ASSESSMENT RESULTS REPORT: 2016-2017

GEN 110: Composition I: Academic Writing

FALL 2016

Fall 2016: Main Campus		
Pre-Test (n = 84)	Post-Test (n = 78)	Gain
0.9	2.4	1.5

Summary of Results: In 2016-2017, we piloted a new pre- and post-test assessment in GEN 110. On average, the 84 main campus students who completed the pre-test in Fall 2016 scored 0.9 on the following four-point scale: 1 (60-69%), 2 (70-79%), 3 (80-89%), and 4 (90-100%). Scores of 0-59% were awarded 0 points. Of the 84 students, the 78 who completed the post-test scored 2.4 on the same scale.

SPRING 2017

Spring 2017: Main Campus, EWO, and LUJ		
Pre-Test (n = 83)	Post-Test (n = 75)	Gain
1.3	1.9	0.6

Spring 2017: Main Campus		
Pre-Test (n = 52)	Post-Test (n = 52)	Gain
1.2	1.6	0.4

Spring 2017: EWO		
Pre-Test (n = 18)	Post-Test (n = 15)	Gain
1.8	3.1	1.3

Fall 2016: LUJ		
Pre-Test (n = 13)	Post-Test (n = 8)	Gain
1.1	1.6	0.5

Summary of Results: In Spring 2017, we piloted the assessment with 52 main campus students, 18 EWO students, and 13 LUJ students, totaling 83 students. These students had an average score of 1.3 on the pre-test. The 52 main campus students, 15 EWO students, and 8 LUJ students (a total of 75 students) who completed the post-test scored, on average, 1.9 on the assessment. When we separate the results by location, we find that EWO students had the greatest gains.

GEN 112: Composition II: Argumentation and Research

FALL 2016

Fall 2016: Main Campus		
Pre-Test (n = 69)	Post-Test (n = 69)	Gain
48.5%	79.2%	30.7

Fall 2016: Main Campus								
	Context and Purpose	Thesis Statement	Reasons	Support	Integration	Use	In-Text Citations	Syntax
Pre-Test (n = 69)	1.8	1.9	1.4	1.8	2.1	3.0	1.2	2.3
Post-Test (n=69)	2.9	3.0	2.8	3.1	3.5	3.5	3.1	3.3
Gain	1.1	1.9	1.4	1.3	1.4	0.5	1.9	1.0

Summary of Results: In 2016-2017, we piloted a new pre- and post-test assessment in GEN 112. On average, the 69 main campus students who completed the pre-test in Fall 2016 scored 48.5%. These same 69 students had an average score of 79.2% on the post-test. On average, the Fall 2016 students increased their scores by 30.7 percentage points. When we organize the results according to the eight assessment criteria (each of which is scored with a four-point rubric), we find that students improve most at constructing thesis statements and at using in-text citations. We find as well that students could use additional work with framing problems in their introductions (context and purpose) and with constructing unified paragraphs (reasons, support, and integration).

SPRING 2017

Spring 2017: Main Campus, EWO, and LUJ		
Pre-Test (n = 98)	Post-Test (n = 83)	Gain
55.6%	81.2%	25.6

Spring 2017: Main Campus and EWO*								
	Context and Purpose	Thesis Statement	Reasons	Support	Integration	Use	In-Text Citations	Syntax
Pre-Test (n = 69)	2.4	2.1	1.6	1.6	1.9	3.3	1.2	2.0
Post-Test (n = 60)	3.4	3.5	3.1	3.3	3.7	3.8	3.2	3.0
Gain	1.0	1.4	1.5	1.7	1.8	0.5	2.0	1.0

* LUJ only reported results as overall score percentages on the pre- and post-tests. As a result, LUJ data is not represented in this table.

Spring 2017: Main Campus								
	Context and Purpose	Thesis Statement	Reasons	Support	Integration	Use	In-Text Citations	Syntax
Pre-Test (n = 57)	2.5	2.1	1.5	1.5	1.9	3.7	1.2	2.0
Post-Test (n = 56)	3.5	3.5	3.1	3.3	3.7	3.9	3.2	3.0
Gain	1.0	1.4	1.6	1.8	1.8	0.2	2.0	1.0

Spring 2017: EWO								
	Context and Purpose	Thesis Statement	Reasons	Support	Integration	Use	In-Text Citations	Syntax
Pre-Test (n = 12)	2.1	2.1	2.1	1.8	1.8	1.8	1.5	2.0
Post-Test (n = 4)	3.3	3.3	3.0	3.3	3.3	3.3	3.8	3.3
Gain	1.2	1.2	0.9	1.5	1.5	1.5	2.3	1.3

Summary of Results: In Spring 2017, we piloted the assessment with 57 main campus students, 12 EWO students, and 29 LUJ students, totaling 98 students. These students had an average score of 55.6% on the pre-test. The 56 main campus students, 4 EWO students, and 23 LUJ students (a total of 83 students) who completed the post-test scored, on average, 81.2% on the assessment. On average, the Spring 2017 students increased their scores by 25.6 percentage points. When we organize the results according to the eight assessment criteria, we find that students improved most at integrating sources and at using in-text citations. We find as well that students could use additional work with framing problems in their introductions, writing thesis statements, and constructing unified paragraphs. When we separate the results by location, we see that main campus and EWO students are performing similarly on the assessment. The item on *use* is a basic procedural item, performance on which really comes down to whether or not students read the assessment directions carefully.