Assessment Booklet

Academic Year: 2017-18

Lakeland University
Plymouth, Wisconsin

School of Business and Entrepreneurship

Reports & Programs

Academic Year: 2017-18

Lakeland University
Plymouth, Wisconsin

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _Accounting DATE: ___May 17, 2018

S*ubmit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.*

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

PLO measured	**Summary of results**
1. Explain the major concepts in the functional areas of accounting, economics, marketing, leadership, finance, management, and management information systems. (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491)	Students scored at 84% or above on management principles assessments in all sections. No questions showed particular challenges. Scores on the finance assessment averaged 78% across four sections. Scores were lowest on questions related to the role of stakeholders (57% correct) and finance department roles and tasks (56%). Students scored very well on the marketing assessment, averaging 86% across five sections. No questions were of particular concern. Scores on the business law section averaged 90%. Scores on the strategy section averaged 91% across six sections.
4. Demonstrate responsible and effective workplace behavior skills and traits in a professional environment.	ACC401 – Average outcome is 8.8
5. Explain the major concepts in the functional areas of financial accounting, cost accounting, taxation, and auditing	ACC355, ACC396, ACC420, ACC472 ACC420 – 92%...WooHoo! ACC355 – All sections combined is 77% - not good or bad, but the response rates were sporadic on this. ACC396 – Average is 75% on blackboard assessment – not good or bad. ACC472 – Average is at 77% on blackboard assessment – not good or bad.

1) What do the findings above (i.e., 2017-18 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:

Internship is at 8.8/10

"Hmmm…." Findings:

In all courses scheduled to be assessed, there were varying response rates (not as high) in some sections. It's all over, not isolated to Trad or EWO.

"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?

   ACC472 – 0 correct rate on Q5. This may be an opportunity to re-evaluate the question choices.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   PLO5 – ACC420, ACC355, ACC396, ACC472

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Business Administration (Core) DATE: May 17, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
1. Explain the major concepts in the functional areas of accounting, economics, marketing, leadership, finance, management, and management information systems. (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491)	Students scored at 84% or above on management principles assessments in all sections. No questions showed particular challenges. Scores on the finance assessment averaged 78% across four sections. Scores were lowest on questions related to the role of stakeholders (57% correct) and finance department roles and tasks (56%). Students scored very well on the marketing assessment, averaging 86% across five sections. No questions were of particular concern. Scores on the business law section averaged 90%. Scores on the strategy section averaged 91% across six sections.

1) What do the findings above (i.e., 2017-18 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 performed very well the majority of the business areas assessed in 2017-2018. Students did very well in assessments of marketing, management, business law and strategy.

   "Hmmm…." Findings: The scores in finance are a bit lower, but perhaps not unexpected. BUS 340 is among the more challenging courses and material in our curriculum.

   "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?

We will work with the adjunct instructors that teach finance to assure that the areas on the finance exam with the lowest scores are being addressed.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

None of the business core areas are planned to be assessed in 2018-2019.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Hospitality Management (HSP) DATE: May 17, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
Explain the major concepts in the functional areas of accounting, economics, marketing, leadership, management, and management information systems. (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491)	Students scored at 84% or above on management principles assessments in all sections. No questions showed particular challenges. Scores on the finance assessment averaged 78% across four sections. Scores were lowest on questions related to the role of stakeholders (57% correct) and finance department roles and tasks (56%). Students scored very well on the marketing assessment, averaging 86% across five sections. No questions were of particular concern. Scores on the business law section averaged 90%. Scores on the strategy section averaged 91% across six sections.
Apply accounting and costing skills to an operation with an end result of profitability	12 students in the class. 6 scored at a proficient level; 5 scored at an advanced level and 1 scored at basic.

1) What do the findings above (i.e., 2017-18 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:

   There are no pre-requisites for this class. The students scoring at proficient level are ones who are with higher GPAs and are naturally good students. Those at advanced level needed extra guidance, but eventually got there with extra help. The question of tutoring came up for guidance on Excel because the course uses Excel to calculate data and make management decisions on. There may be some merit in evaluating the use of a pre-requisite to ensure that students have taken BUS301 to be successful in HSP318. There were some students who were disinterested throughout the course.

   "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?

    1. There are no pre-requisites for this class. There may be some merit in evaluating the use of a pre-requisite to ensure that students have taken BUS301 to be successful in HSP318.

    2. Look at methods to make the class more engaging.

    3. Determine a BARS for what "proficient" "advanced" "basic" and "initial" mean to ensure objectivity.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

    None…BUS316?

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Marketing DATE: May 17, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
1. Explain the major concepts in the functional areas of accounting, economics, marketing, leadership, finance, management, and management information systems. (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491)	Students scored at 84% or above on management principles assessments in all sections. No questions showed particular challenges. Scores on the finance assessment averaged 78% across four sections. Scores were lowest on questions related to the role of stakeholders (57% correct) and finance department roles and tasks (56%). Students scored very well on the marketing assessment, averaging 86% across five sections. No questions were of particular concern. Scores on the business law section averaged 90%. Scores on the strategy section averaged 91% across six sections.
5. Describe the role of marketing in the application of business practices	BUS485 – 41% response rate. Students scored 77% on the blackboard assessment.

1) What do the findings above (i.e., 2017-18 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:

   3 of the 10 questions, students scored 100% on.
   Students scored 86% on the marketing piece of PLO #1 across 5 sections

   "Hmmm…." Findings:

   Low response rate. Students seemed confused or disinterested in completing the assessment, even with extra credit. The class took on a community project, which monopolized the original schedule of the class.

   "Darn it" Findings:

   Q8 – "Got Milk" question tied to an event last spring that was not applicable to Spring 2018 material. Students scored 57% on this.

   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?

   Instead of presenting the objective test as an extra credit assignment, I would consider making it an assignment to ensure completion. Another option would be to schedule class time to complete the assessment.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   PLO 1 – BUS485

   PLO 5 – BUS485

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Masters of Business Administration (MBA) DATE: May 16, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
1. compare & contrast the legal and social system in which business operates. (BA 770)	Students scored an average of 74% on the objective test items designed to measure this outcome in two sections. Students performed better in the online section (85%) than the section offered in Fox Cities (63%). Students in both sections did particularly poorly on questions related to the Supreme Court.
2. construct strategic plans, using quantitative analyses and technology, to respond to identified workplace problems. (BA 700 and BA 790)	Students scored an average of 84% on the objective test items in BA 700. There was little variability in the sections or the questions. The lowest scoring questions was related to qualitative research. Students scored an average of 91% on the objective test items in BA 790 across three sections with little variability. A question related to "strategic alliances" was very poorly answered (51%). This was the only response below 86% correct.

1) What do the findings above (i.e., 2017-18 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 performed very well on both measures of outcome 2. Students in our MBA program seem understand the research process and how to apply it to strategic business problems.

   "Hmmm…." Findings: The disparity in results between two sections related to outcome 1 needs monitoring.

   "Darn it" Findings: The concept of "strategic alliances" is clearly not well understood by students in the program.

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?

   Investigate with the adjunct faculty teaching BA 790 where and how the "strategic alliances" concept is introduced in the course to understand why MBA students don't seem to understand the concept.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   Outcome 3 in the fall and 4 in the spring.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: __Management Information Systems_____ DATE: __5/18/2018_____

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

PLO measured	Summary of results
5	CPS200: 10/18 = 56% (Fall 2017) and 4/10 = 40% (Spring 2018)
6	CPS442: 12/16 = 75%. (Fall 2017) CPS 445: 9/13 = 70% (Spring 2018)

1) What do the findings above (i.e., 2017-18 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:
   CPS442: 12/16 = 75%. (Fall 2017)

   This measure showed that the majority of the students were able to demonstrate and ability to work effectively **individually**. **However, the tools will be modified to add more team-building aspects to the courses**

   "Hmmm…." Findings:

   - In CPS445, 70% of students were able to demonstrate communication and project management skills. While this is a majority, it should be close to 75% or above.

   "Darn it" Findings:
   - Since the types of assessment problems of CPS200 are multiple choices and true/false questions, it did not reflect accurately students' performances. So we need to design a different tool for CPS200.
   -
   - In CPS 442, the assessment tool will need to be adjusted and a project-based assessment tool will be added to help measure team building.

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?

   More team-base activities will be needed to specifically measure the team component in PLO #6.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   a. **PLO #6**

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Specialized Administration DATE: May 17, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
1. Explain the major concepts in the functional areas of accounting, economics, marketing, leadership, finance, management, and management information systems. (BUS 330, BUS 340, BUS 350, BUS 410, BUS 491)	Students scored at 84% or above on management principles assessments in all sections. No questions showed particular challenges. Scores on the finance assessment averaged 78% across four sections. Scores were lowest on questions related to the role of stakeholders (57% correct) and finance department roles and tasks (56%). Students scored very well on the marketing assessment, averaging 86% across five sections. No questions were of particular concern. Scores on the business law section averaged 90%. Scores on the strategy section averaged 91% across six sections.

1) What do the findings above (i.e., 2017-18 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 performed very well the majority of the business areas assessed in 2017-2018. Students did very well in assessments of marketing, management, business law and strategy.

   "Hmmm…." Findings: The scores in finance are a bit lower, but perhaps not unexpected. BUS 340 is among the more challenging courses and material in our curriculum.

   "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?

We will work with the adjunct instructors that teach finance to assure that the areas on the finance exam with the lowest scores are being addressed.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

None of the business core areas are planned to be assessed in 2018-2019.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: __Sport Management and Leadership_____ DATE: _May 17, 2018_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
Outcome #1	SML 324 (O): n = 22 out of 29 students responded; averaged 80%. SML 144 (O): n = 27 out of 27 students responded; averaged 90%
Outcome #2	SML 410 (IE) = n = 8 out of 8 were assessed; 4 students scored advanced; 3 students scored proficient; 0 students scored basic; 1 student scored initial SML 450 (IE) = n = 5 out of 6 students were assessed; 0 students scored advanced; 3 students scored proficient; 2 students scored basic; 1 student scored initial (did not complete assessment)
Outcome #3	SML 450 (IE) = n = 5 out of 6 students were assessed; 2 students scored advanced; 2 students scored proficient; 0 students scored basic; 2 student scored initial (1 student did not complete the class)

1) What do the findings above (i.e., 2017-18 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:

   SML 410: 7 out of 8 scored proficient or higher outcome #2
   SML 324: class averaged 80% outcome #2

   "Hmmm…." Findings:

   SML 450: 6 students were enrolled in this EWO class (5 day program students). Would like to assess a SML 450 class with a higher enrollment.

   "Darn it" Findings:

   SML 450: 50% of students scored basic or initial for outcome #2

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

   SML 144 should have been assessed for PLO #1 with 10 objective test items developed by full-time faculty. The instrument assessed was and blend of objective and subjective.

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. 10 objective test items created for SML 144. Assess in the fall of 2018.
2. Assess SML 450 fall of 2018.
3. Ensure that SML 315 objective assessment instrument is prepared and implemented in Blackboard.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

Fall: SML 144, SML 315, SML 450

Spring: SML 320, SML 400

School of Humanities & Fine Arts

Reports & Programs

Academic Year: 2017-18

Lakeland University
Plymouth, Wisconsin

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Broadfield Social Studies (History) DATE: October 10, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
	There were no (zero) students enrolled in the Broadfield Social Studies program during the 2017-2018 academic year, so there is no assesment data to report.

1) What do the findings above (i.e., 2017-18 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: None

   "Hmmm…." Findings: None

   "Darn it" Findings: None

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

   No data available

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?

   No data available

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   No students have enrolled in this program for academic year 2018-19.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Communication DATE: 8/14/18

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
1. Communication effectively in informative, persuasive, and group public speaking situations	In the fall of 2017, 30 students across two sections of COM 111 averaged 13.7 on the assessment scale, with 56.6% scoring 15 points or more. In the summer of 2018, 15 students in COM 111 averaged 14.6 on the assessment scale, with 60% scoring 15 points or more.
2. Create messages appropriate to the audience, purpose, and context	In the summer of 2018, 9 students in COM 220 averaged 15.4 on the assessment scale, with 66% scoring 15 points or more.
3. Use and discuss key communication & new media concepts and terminology	In the fall of 2017, 13 students in COM 340 averaged 68.4% across all exams, with 53% of students scoring 70% or higher average on exams. In the spring of 2018, 27 students in COM 100 averaged 69.78% across all exams, with 44% scoring 70% or higher average on exams. In the summer of 2018, 7 students in COM 340 averaged 64.1% across all exams, with 55% scoring 70% or higher average on exams.
4. Critically analyze discourse	In the spring of 2018, 13 students in COM 350 averaged 16 on the assessment scale, with 69% scoring 15 points or more.
5. Write original works in accordance with professional, industry, or graduate school expectations	In the spring of 2018, 8 students in COM 425 averaged 16.25 on the assessment scale, with 87.5% scoring 15 points or more.
6. Create effective communications in digital and new media contexts	In the fall of 2018, 18 students in COM 325 averaged 15.6 on the assessment scale, with 66.6% scoring 15 points or more.

1) What do the findings above (i.e., 2017-18 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:

Despite the challenges posed by writing complex compositions in two different classes (most students enrolled in both during spring 2018), students seemed to do well in PLOs 4 (nearly meeting the standard) and 5 (well exceeding). These courses are senior level courses, and students should be demonstrating some of their best work.

"Hmmm…." Findings:

As this is the first time I'm working with this assessment criteria/rubrics/system, I'm wondering about the standards that are set for different levels within the courses. This was a question I tackled with a group when working with ILO assessment at my previous institution. Should we expect to see necessarily the same level of PLO outcomes in a 100-level course as we would a 300-level course? If no, then perhaps there needs to be a different acceptable benchmark for different level courses within the same PLO. If the same rubric is to be used over multiple classes to asses the same PLO, we shouldn't expect to see the same level of mastery at the beginning of a program as at the end.

"Darn it" Findings:

Even before I completed this assessment, I was disappointed with the performance in the fall public speaking courses. There are a number of factors that I discussed in my APRC self-evaluation that I wanted to implement. I had the opportunity to do develop some of those strategies this summer. The summer online-only section of public speaking performed better than the traditional sections. While there are a number of reasons for that, I think continuing to improve the classroom interactivity and communicating expectations clearer is essential. Using the Flipgrid tool and forcing students to drive conversation and interactivity helped them develop their understanding of the material better. However, clearly more improvement is needed.

Additionally, the reliance on exams to measure students' abilities to "use and discuss" communication concepts is problematic. However, the fact that students are doing so poorly on exams is concerning.

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 intent to focus on developing better models for students in COM 111 to view and reinforcing specific mechanics in relationship to the entirety of the presentation.

I intend to work with fellow faculty to review my exams and study guides to seek improvement while maintaining the rigor that is essential for motivating student success.

Since this time last year, I taught 8 new COM preps of the 13 courses I taught (Core III was my 9th prep). I came away with a much better grasp of what I lack and how I will address the instruction-specific issues. However, I would also add that I believe results would improve with the revision of the COM assessment criteria. Some of the qualitative rubrics were designed to assess specific assignments instead of skills/knowledge that would be assessed related to that specific PLO. There are also "double-barreled" assessment criteria and other issues. One conclusion that I am drawing here is that the assessment tools need to be revised. This is another task that I want to accomplish before the end of AY 18-19.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   1. Communicate effectively in informative, persuasive, and group public speaking situations
   2. Create messages appropriate to the audience, purpose, and context
   3. Use and discuss key communication & new media concepts and terminology
   5. Write original works in accordance with professional, industry, or graduate school expectations

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: ___B.F.A. Creative Writing_____ DATE: ____5/24/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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) for spring 2018, 87% (14 of 16 students) earned ≥75% on oral exam (goal was 80%). In WRT 215 (Fiction) for fall 2017, 87.5% (14 of 16 students) scored ≥50% on the midterm terminology and technique exam (goal was 80%).
#3 (master conventions of Standard English)	In FA17 and SP18 WRT 115 (Genres), avg score on pre-grammar assessment was 14 out of 32 (n=31); in SP18 WRT 300 (Adv Comp), avg score on post-grammar assessment was 24.6 out of 32 (n=6): avg gain between courses was 5.3 (program goal is 5).
#4 (use artistic conventions creatively and uniquely)	In FA17 and SP18 WRT 115 (Genres), 100% (n=32) scored ≥2 out of 4 on ENG/WRT distributional rubric (goal for program is 80%).

1) What do the findings above (i.e., 2017-18 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. In spring 2017, we did not meet our PLO #1 goal in WRT220; however, this year, the goal was exceed by 7%. Our goal was also surpassed in WRT215 by 7.5%.

   B. Met PLO #3 gain score goal based on the instruction and manuscript critique in the writing program courses, specifically WRT 300.

   C. Far exceeded PLO #4 goal again based on the instruction and activities presented in WRT 115.

   "Hmmm…." Findings:

   "Darn it" Findings:

   A. We did not receive data from the EWO WRT300 instructors for PLO #3.

   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?

   It is important to note that we are making constant changes to all our courses, changes that are not always directly related to our PLOs.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

First, we plan to continue 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. Some of our post-graduate data will be collected in spring 2019 when the first majors graduate.

Second, we will create an online version of the WRT300 exam for EWO to further assess PLO#3.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: **ENGLISH** DATE: **05/15/18**

Submit this form, along with any data to your academic dean and to the Provost's Office by 5/31/18.

PLO 4 REPORT: What did you discover about student learning in your program this year?

PLO measured	**Summary of results**
4 ("Identify key literary techniques, figures, and movements across a diverse range of texts")	12 terms were assessed in main campus section of ENG 220 (n=17). ENG 220 tested knowledge of these course-focused terms via a multiple-choice online exam. The test also included addition non-assessment questions, for a total of 20. ○ 2 students (12%) scored 75% or higher on this complete test ○ 3 students (18%) scored 75% or higher on assessment-specific questions ○ Students did best on questions related to poetic form (76% got these correct, see sample questions 2 & 10, below) ○ Students also did well on defining the main ideas of transcendentalism (76%, see sample question 6, below). ○ Students did worst on most questions defining a larger movement or period (see sample questions 1, 4, & 15, below) • American exceptionalism - 4 / 16 correct responses • Naturalism - 5 / 17 • Puritan thought - 4 / 17 • American Renaissance - 6 / 17 • Modernist literature - 4 / 17

1) What do the findings above (i.e., 2017-18 data) tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

Student knowledge seems most closely improved as it relates to poetry and close reading, which is a big part of ENG 220 and the program

"Hmmm…." Findings:

Last year, we suggested testing closer to the time of teaching. That may have helped in this year's measurement as well. This was an end-of-term assessment, and students seem to have forgotten most of the central "big" terms of the course. Then again, ideas that you forget after only a few weeks can't really be counted as knowledge.

"Darn it" Findings:

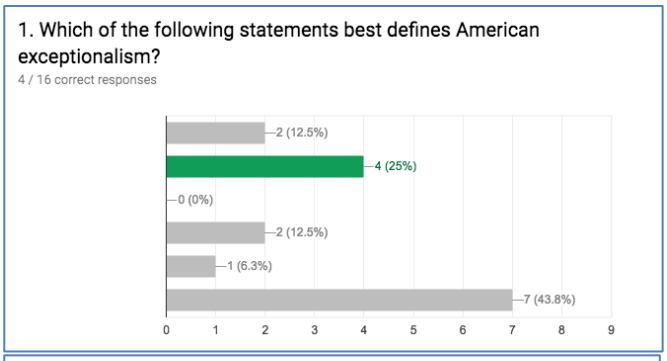
The course is designed to cover large ideas and movements repeatedly; these are not terms that are presented once and then avoided (in fact the poetic terms, like ballad meter, are close to that). It seems that the more we talk about particular ideas, the worse students do at them.

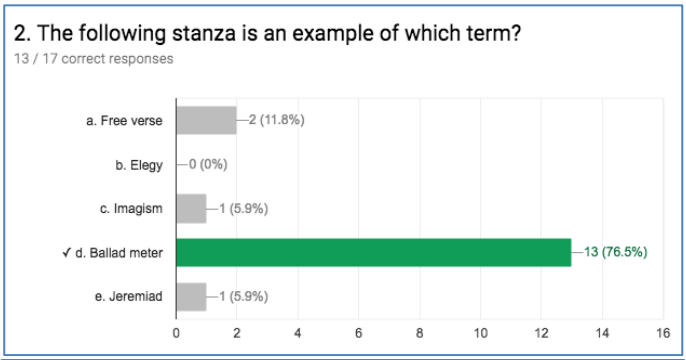
2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

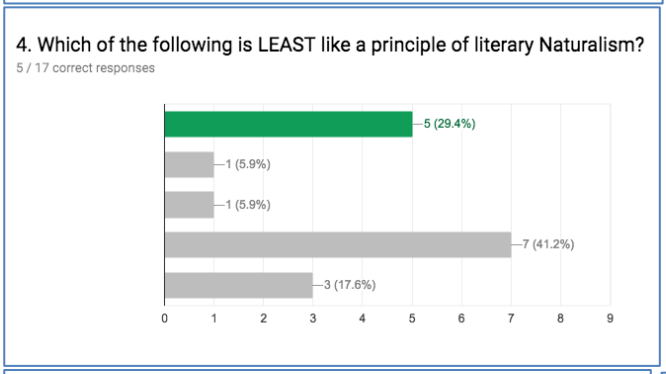
I suspect that handing out the list of terms beforehand and testing on particular terms sporadically, plus grading the exam more heavily, will help motivate end-of-term recall. Work

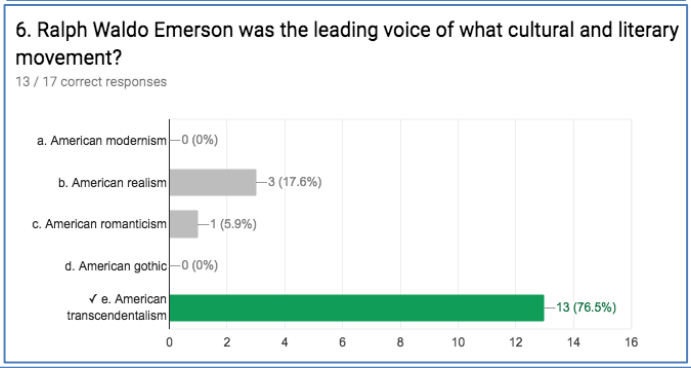
to make the “memorable” concepts more explicit – perhaps even by using a “Concept of the Week.”

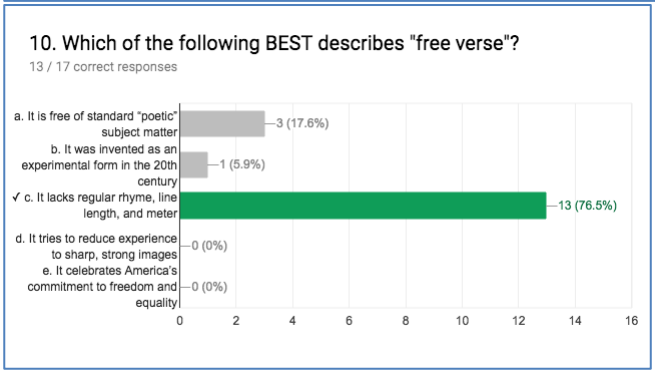
3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
PLO 1-3 in ENG 499; PLO 4 in ENG 211 and 212

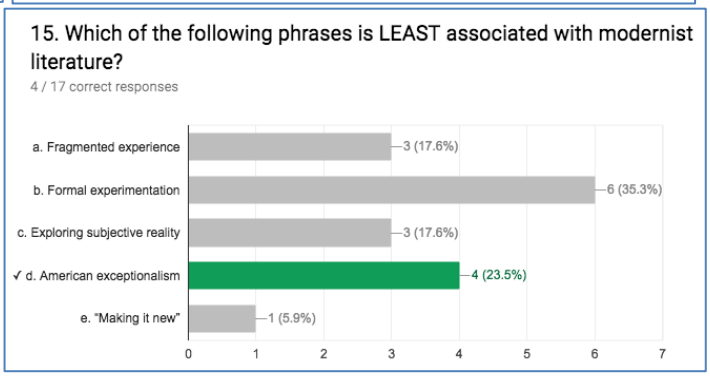












PLO 3 REPORT: What did you discover about student learning in your program this year?

PLO measured	Summary of results.
PLO 3 Rubric	Fall, 2017, we assessed student learning in the ENG 370 Shakespeare class, specifically how well students communicated ideas with evidence-driven support connected to the literary texts, how they expressed engagement and enthusiasm for the works under class discussion, and how they responded to their peers' views. This was a class, over-all, of good students. The final grades for six were A,AB, or B. The remaining four received a C, CD, or D. The rubric assessing their ability to communicate ideas in the classroom matches their final grades. Consistently, from criterion 1, 2, and 3 one sees that 2 or 3 of the students don't do well while the remaining majority—7or 8 students—scored "excellent" or "good." The 2 or 3 that don't do well out of the 10 rarely contributed except when prompted and were rarely able to react to alternative views. In criterion 4 three students were hesitant or showed little engagement.
	Please see the data sheet that accompanies this report, for more detailed information.

1) What do the findings above (i.e., 2017-18 data) tell you about the **curriculum or pedagogy** in your program?

   Identify findings that are cause for celebration, as well as findings that leave questions or concerns.

   "Woo-hoo!" Findings: This is difficult material for students because of the nature of the language—early Modern English—and because it is more difficult for students to read and visualize dramatic texts, especially Shakespeare, in contrast to novels or short stories. Because the majority, eight students of the ten, did well is something to celebrate. They were able in the semester that followed, Spring, 2018, in another literature class, to make reference, spontaneously, to characters and ideas from the Shakespeare plays we had discussed.

   "Darn it" Findings: We still have a small portion of the class relying on what the teacher says, or other students' contributions. These students tend to be those who do not buy the text or do not get the plays from the library, in short handicap themselves by not having a hard copy. Photocopying the texts from the Internet often leaves them without line notations, and therefore leaves them struggling to find where we are in class discussion. These students also did not do all the required memorizations, an assignment that gets them speaking the most famous passages from Shakespeare.

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?

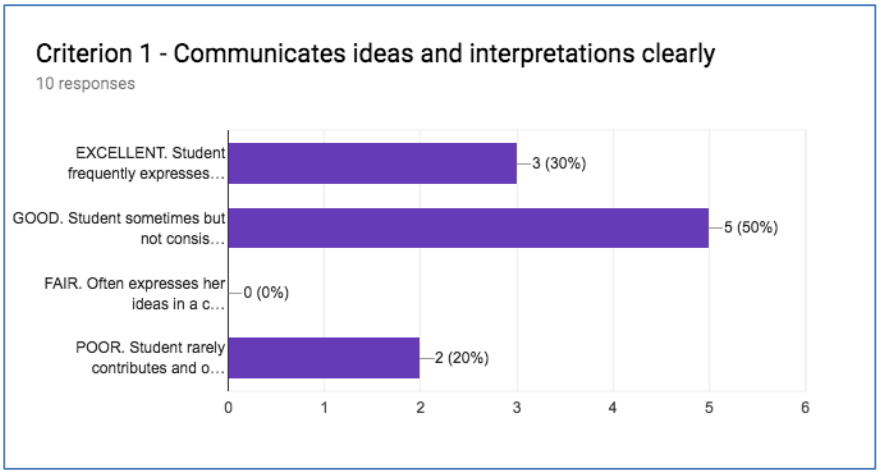
   Next year I would use two assignments that I used in another course taught this past Spring. In the Spring, 2018, ENG 310 Renaissance and Restoration Literature class I had two assignments that I used to improve all students' ability to score highly in this area of communications. I had the class present an hour-long panel discussion on Restoration Comedy, in which each student had to incorporate the views from a critical literary article, quote from the texts to support views of their own, and include one literary term as part of their contribution to the panel discussion. They and I were very happy with the engaged, vibrant outcome. A second assignment in which I attempted to strengthen the skills measured by this rubric was to create an oral final exam. Students were told which plays and literary terms they were to study beforehand; then each sat in my office answering essay-styled questions for one-half hour. Again, it was a good assignment to measure and increase their abilities to work with literary texts orally, one-on-one.

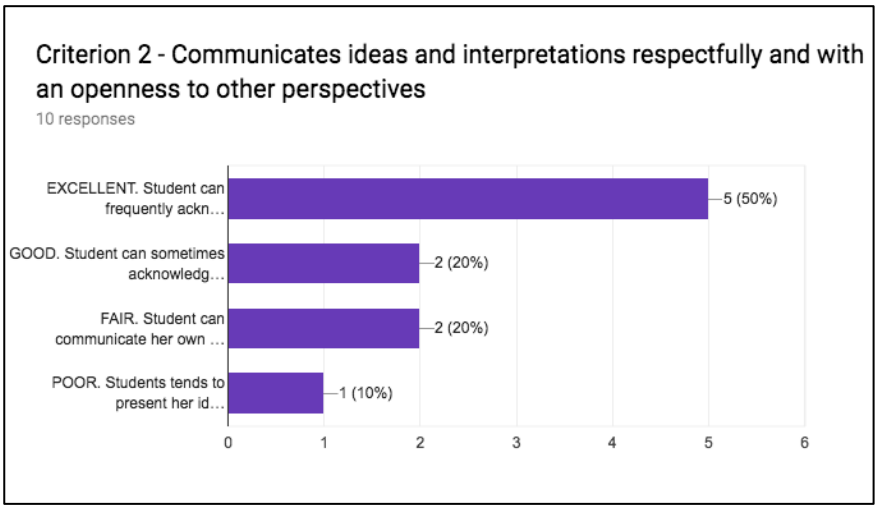
In future literature classes, in order to have students interact more with their peers' views, I think it is worth having the class form student pairs and on a regular basis and ask each to respond to a statement their partner makes about the text in class discussion. The student can show support for the partner's view by giving a supporting detail from the text or can support the partner by offering a modification of the viewpoint by offering a contradicting quote, which then leads to a more nuanced answer.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

This is something the whole English faculty needs to do together, especially since we are changing the English Program overall.

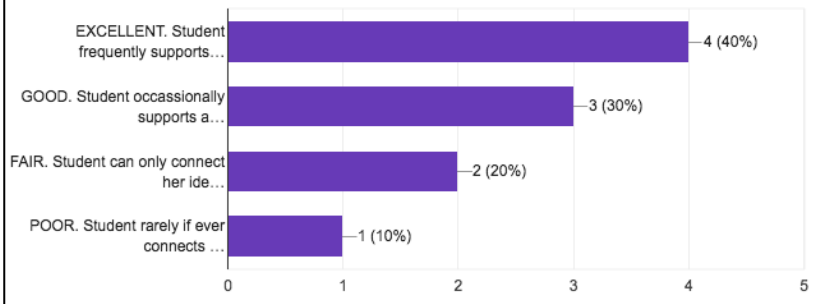
PLO 4 Assessment Data – 2017-18





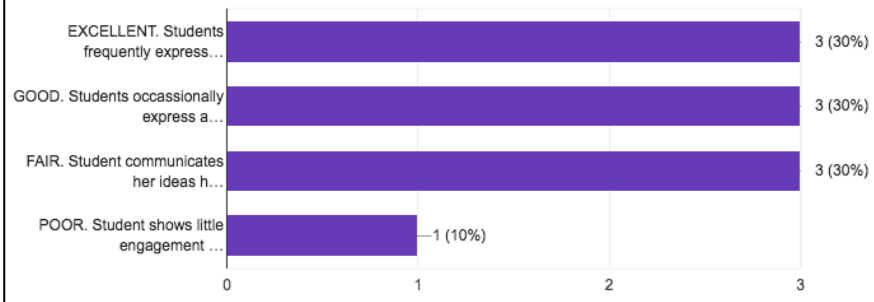
Criterion 3 - Communicates ideas in a way that is evidence-driven and connected to the details of the text

10 responses



Criterion 4 - Communicates ideas in a way that is engaged and enthusiastic

10 responses



Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Graphic Design DATE: May 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
PLO 1: Define the parameters of a design problem	Average Score = 4.86, Goal = 3.00, N=7
PLO 2: Conceptualize a broad range of creative and unique design solutions	Average Score = 4.00, Goal = 3.00, N=7
PLO 3: Judge how effectively a design solution satisfies the parameters of a design problem	Average Score = 4.31, Goal = 3.00, N=7
PLO 5: Competently operate industry-standard design software, devices, and tools	Average Score = 3.82, Goal = 3.00, N=23
PLO 6: Communicate effectively and professionally through visual, verbal, and written means	Average Score = 4.15, Goal = 3.00, N=28
PLO 8: Identify key characteristics of major art/design movements throughout history	Average Score = 4.71, Goal = 3.00, N=28

1) What do the findings above (i.e., 2017-18 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:
   An assessment baseline and thoroughly defined assessment plan for the new graphic design program was established this academic year. Every PLO assessed scored well above the assessment goal!

   "Hmmm…." Findings:
   Perhaps the assessment goal is too low, since all PLOs did score so well, but it is too soon to tell.

   "Darn it" Findings:
   The GDN 265 History of Graphic Design tests that were used to assess PLO 8 are not written in a way that test learning, but rather how well students can locate answers in the book, since this class is taught online and is an open-book test.

   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'd like to create a test for GDN 265 specifically for assessment purposes that actually test learning and are separate from the tests the adjunct instructor uses as part of her class.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   PLOs 4, 5, 6, 7, 8

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _____History_____ DATE: ____May 21, 2018_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
1. Demonstrate knowledge of history	100% of students scored at an admirable level or above for narrative content in their papers. 93.75% of students scored at an admirable level or above for historiographical content in their papers. History courses emphasize the retention of knowledge through reading quizzes, written assignments and in-class exams.
2. Construct evidence-based arguments using a variety of sources	93.75% of students scored at an admirable level or above for analytical content, and for their use of primary and secondary sources. The History program continues to focus on developing student critical thinking skills necessary to construct evidence-based arguments using a variety of historical sources.
3. Communicate ideas clearly and professionally.	100% of students scored at an admirable level or above for the quality of their citations, bibliography, organization and logic, and grammar and writing in their research papers. The History program promotes the acquisition of good communication skills according to the standards of the discipline of History.

1) What do the findings above (i.e., 2017-18 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 had a very good batch of students this year in the HIS 461 Historiography course, all of whom were hard working and interested in history. Most came with very good knowledge of history and well-established skills.

"Hmmm…." Findings: Students are increasingly relying on online software or downloaded applications to help them use the Chicago Style of citations, with good results.

"Darn it" Findings: Some students struggled to conceptualize the basic difference between Historiography and the historical record.

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 reported here would indicate that the History program is already doing well in its approach, but next time I teach this class I would be more diligent in explaining the difference between Historiography and the historical record, and I would take time to review the citation apps that are available for download or use online.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

I am planning to measure the following PLOs in 2018-19:

1. Demonstrate knowledge of history
2. Construct evidence-based arguments using a variety of sources
3. Communicate ideas clearly and professionally.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Music DATE: 5/29/18

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
PLO 2: Lead an ensemble effectively	X was the lone student in Advanced Conducting to take the final conducting practicum. Her results were above average-superior. She showed steady improvement from her midterm scores, and she displayed the skills and technique to be successful in the field, especially for a music performance major.
PLO 3: Use the piano as a professional tool	Two students took the piano proficiency exam this term. One student passed while the other will need to retake certain portions of the exam. Both students performed well on their solo piano repertoire and sight-reading, but we were somewhat disappointed with their scales/arpeggios and 48-hour accompaniment.
PLO 5: Use the theoretical language of music for the composition and analysis of musical pieces	Y was the lone student to finish the music theory sequence this term. His command of harmonic analysis and part-writing is exemplary for the most part. His test results revealed only a deficiency in using certain chords such as Neapolitan 6, Vsubs 6, V+, and common tone dim7.

1) What do the findings above (i.e., 2017-18 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: *For PLO2, our lone advanced conducting student displayed the skills and techniques she will need to be successful in the field. This is especially fortunate seeing as X hadn't taken basic conducting for a few semesters before this past semester. Based on what we've seen from our basic conducting students, they should achieve similar success next year in MUS 352.*

   For PLO 3, our piano students seem to be synthesizing a lot of important skills needed for music education. Elisabeth Daniels has proven time and again to be an effective teacher, and as long as our students put in the practice time, they will leave here with the tools they need at the piano.

   For PLO 5, Y finished out the theory sequence as well as any student we have seen. While his final exam score was a little below his own average, it still showed that he has command over the theoretical language and understands music implicitly.

   "Hmmm…." Findings: *Our "hmm" findings this year are somewhat straightforward in that we simply don't have enough students being assessed to draw any general conclusions. Looking ahead to the five-year-plan, we will be repeating these assessments each year over the next couple of years so that we can compile a more complete*

data set. We have started a chart for PLO 3 to show what these data sets will look like, but we won't be able to detect any real trends for at least a couple of years.

"Darn it" Findings: *For PLO 3, our "darn it" findings would be that our piano students are still struggling at scales and arpeggios, and their 48-hour accompaniments were somewhat less than stellar.*

For PLO 5, we would like our students to have a little better command of the Neapolitan 6 chord, as well as substitute dominants and common-tone diminished 7th chords.

Again, this is a very small sample size, so it is difficult to draw too many conclusions from these 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? *Next year, we would like the piano students to focus more on perfecting their scales and arpeggios, and we may try a slightly easier 48-hour accompaniment for the piano proficiency exam. The piece that was used was admittedly difficult to reduce and prepare in such a short turn-around time.*

   In Chromatic Harmony, it will help to spend a little more time on part-writing exercises for the chords mentioned above, and to do a more thorough review of these idioms before the final exam.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)? *In taking a look at the five-year plan, we will be repeating these assessments for PLOS 2, 3, and 5, and running assessments on PLOs 1, 4, and 6 as well.*

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: ___Religion_____ DATE: ___5/16/2018_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
1	Students did very well with this PLO as assessed in REL 450, averaging 4.65 on a 5 point scale
2	Mixed results as assessed in REL 362, with a 2.16 average on a 3 point scale
3	Students did well with this PLO as assessed in REL 410, with a 4.04 average on a 5 point scale
4	Mixed results. Students did well on this PLO as assessed in REL 410, with a 4.0 average on a 5 point scale, but among a different set of students in REL 362, two out of three struggled with this PLO, while a third did very well.
5	Mixed results in REL 362, with one student doing well, one doing ok, and another struggling

1) What do the findings above (i.e., 2017-18 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: Results on PLO 1 in REL 450 were outstanding, and very strong with PLOs 3 and 4 in REL 410

   "Hmmm…." Findings: The assignments in REL 362 have always been challenging ones for students, but the low enrollment in that course this term complicates drawing any valid conclusions from the data.

   "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 will need to aggregate more data in REL 362 before making adjustments based on these findings, and I will also incorporate other data such as student evaluations and my evaluations of the makeup of students in the next offering of the course. The methods I employ in REL 410 and REL 450 appear to be working well based on this data, but as I consider potential adjustments I will also utilize other inputs.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   We are planning to offer REL 361 in spring, and thus will assess PLOs 3 and 6.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _____SPANISH_____ DATE: __5/17/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
1 Reading Comprehension	**Common Strengths:** (SPA101) 82% 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. (SPA102) 50% of the students scored 75% or higher on this assessment. The majority of the students could identify main ideas, basic facts and explicit messages in the target language. (SPA202) 50% of students scored 90% or better and 50% of students scored 70% or better in 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	(SPA101) 59% of the students scored 75% or better on this assessment. The majority of the students could identify main ideas, basic facts and explicit messages in the target language. 49% of the students scored 60% or worse on this assessment. (SPA102) 50% of the students scored 80% or better on this assessment. The majority of the students could identify main ideas, basic facts and explicit messages in the target language. (SPA202) 80% of students scored 75% or better in this assessment. The majority of the students could identify main ideas, basic facts and explicit messages in the target language. **Common Areas for Improvement:** Listening (much like speaking) continues to be one of biggest challenges for first semester students. Hearing accents from native speakers coming from various Spanish-speaking countries is a challenge in itself. Finding a way to encourage 49% of first semester students to try their best (as opposed to ignore the listening sections and guess randomly) continues to be a challenge.
4 Speaking	(SPA310) 12 of 12 students scored 75% or higher on this assessment, 10 of which scored above 80%.

1) What do the findings above (i.e., 2017-18 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 challenges our students appropriately. Changes are made in the curriculum and to all assessment measures in each level of Spanish and at the end of every academic year in response to student results on these assessments.

   "Hmmm…." Findings: Reading comprehension is assessed six times throughout the semester in SPA101, SPA102, SPA201, and SPA202. In SPA101, the fall 2017 reading comprehension assessment was changed from written response to multiple choice or true/false. As a result, students focused on comprehension instead of on writing skills. In addition, we reviewed reading assessments throughout the semester. Consequently, scores improved

by 16%. The same techniques will be applied in SPA102 and SPA201/202 in the future to improve scores in all elementary and intermediate level Spanish classes.

Listening comprehension is assessed six times throughout the semester in SPA101, SPA102, SPA201, and SPA202. Assessing listening at the end of a class period (as opposed to the first 15 minutes) helps drastically to improve scores. Quizzes typically open with a listening section, but students are not "thinking in Spanish" until at least 30 minutes into any given class period. The timing of the listening portion is critical for accurate results.

"Darn it" Findings: Allow more class time to focus on reading comprehension and meaningful assessments. To improve results and reach the goal of 75% or higher for 75% of the class, reading assessments could be isolated from the quiz and administered the day before or after the chapter quizzes. Students are rushed to leave the quizzes (last portion of each class period) and do not dedicate the necessary time to a challenging area of language acquisition. In addition, incorporating exciting/relevant pop-culture and current event readings would be more engaging and solicit better results.

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?

   Combine reading and speaking assessments. Students read relevant and interesting articles and then discuss and debate the topics. As it stands now, students read and answer questions, but rarely talk about the readings because they are not interested in the topics. Speaking, listening, grammar, and vocabulary assessments are designed by theme and linked to each unit. Results are favorable in these areas.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   3 (listening) and 4 (speaking)

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Studio Art DATE: 6-5-2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
ART 401 Senior Exhibit 2018	1. Competently used a broad range of media and art tools in a variety of art disciplines – 5 Exceptional 2. Skillfully compose the elements of art including line, shape, value, texture, color and space into an organized whole - 5 Exceptional 3. Demonstrate a creative and original approach in solving artistic problems- 5 Exceptional 4. Communicate effectively through visual, verbal and written means. 3 Good. (Note" One of four students did not present herself well verbally.) 5. Present artwork in a professional manner 5 – Exceptional Overall Results = 4.6 out of 5 1 = unacceptable 2 = needs improvement 3 = acceptable 4 = good 5 = exceptional
ART 339 Portfolio Preparation 2017 (from Monique Brickham)	4. Communicate effectively through visual, verbal and written means. – 4.17 5. Present artwork in a professional manner – 4.22 Overall = 4.19 out of 5 1 = unacceptable 2 = needs improvement 3 = acceptable 4 = good 5 = exceptional

1) What do the findings above (i.e., 2017-18 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: Art Program students graduate from Lakeland with exceptional art skills including program learning outcomes 1, 2, 3, and 5

"Hmmm…." Findings:

"Darn it" Findings: PLO #4 Communication effectively through visual, verbal and written means needs improvement.

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?

For Senior Exhibition, I intend to require students to do at least one mock or practice verbal presentation in the presents of me and the other students before the actual verbal presentation at the Senior Exhibit. If they do poorly, more than one will be required.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

The same two as listed above and **ART 242 Color Theory.**

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: __B. A. Writing_____ DATE: ___5/24/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
#1 (understand key terms, histories, forms within genres)	In 2017-18, 4 of 5 students (80%) scored ≥ 80% on WRT 335 (Tech Wrt) exam (goal is 50%)
#2 (present work clearly and professionally)	Since 2009, 37 of 40 (92%) writing major graduates scored ≥ 2.5 (out of 4) on the Senior Project (goal is 80%)
#5 (build a community of writers)	In 2017-18, 1 of 2 (50%) writing major students scored ≥ 2.0 (out of 4) on WRT 335 (Tech Wrt) Rubric (goal is 80%) Since 2009, 29 of 39 (74%) writing major graduates scored ≥ 2.5 (out of 4) on Major Rubric (goal is 80%)
#7 (apply knowledge and skills to real-world settings)	Since 2009, 28 of 38 (73%) writing major graduates scored ≥ 2.5 (out of 4) on Major Rubric (goal is 80%)

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. We exceeded our goal for PLO #1 this year in WRT335, and the percentage of students who scored ≥ 80% on the WRT 335 assessment increased from last year.

B. 92% 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. The ability for our students to "build a community of writers" in PLO #5 in WRT335 has decreased by 30% from last year, and only 1 of 2 students demonstrated the skills to achieve our goal . However, this decrease could be due to the low enrollment of writing majors in the course thus a smaller sample size.

B. Once again, our end-of-program assessment rubric shows that our students' ability to "build a community of writers" in 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 74% 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, and some do not seem prepared for workshop discussion.

C. In our end-of-program assessment, students in the past several years did not meet our expectation for PLO #7 "apply knowledge and skills gained in the classroom to real-world settings (e.g., internships, *The Mirror*, *Seems*, etc.)" This year, only 73% reached our goal of scoring 2.5 or above (out of 4) on our rubric.

"Darn it" Findings:

A. We did not create and administer an assessment of PLO#6 "demonstrate work habits necessary for successful careers within the writing profession" in WRT211 and WRT212.

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?

(changes detailed below)

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

First, we will continue to measure all of our PLOs each year in order to establish baselines and generate enough responses for statistical viability.

Second, we plan to record all student assessment results from WRT335 for PLO #5 in WRT335 to align with how we collect data from all our other courses (We report scores from all students regardless of their major). Also, in order to establish a greater bond between our writing majors earlier on, this past fall 2017, we treated all *incoming* writing and creative writing students to a lunch. During this time, we had the opportunity to get to know them, but more importantly, they had the chance to create friendships with each other. We would like to be able to extend this invitation to our *returning* students as well to bring together all student writers. Finally, we invited the writing majors to also work with our visiting writer Kathryn Gahl this year, which included an additional group workshop that gave all students regardless of their status (freshmen to seniors) to work with each other. We plan to continue both of these practices next year to "build a strong[er] community of writers."

Third, due to multiple leadership changes in WRT211 and WRT212 over the last couple of years, we had yet to move forward to create and administer an assessment for PLO#6 "demonstrate work habits necessary for successful careers within the writing profession." However, with new, innovative, committed instructors for the upcoming year, we plan to work as a team and complete this task. In addition, we believe by developing a closer relationship with these instructors, we can not only create an effective assessment, for PLO#6, but be able to gather more complete data to assess students in PLO#7, for while scoring graduating students in this area, we found it challenging to accurately assess their ability to meet this outcome in the *Mirror* specifically, for we had little to work with beyond their final grade in the course and commentary from the students. In addition, enrollment in WRT211 and WRT212 by writing majors has decreased over the years, so in order to increase enrollment, students will be allowed to enroll for 0 credit.

School of Science, Technology and Education

Reports & Programs

Academic Year: 2017-18

Lakeland University
Plymouth, Wisconsin

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _____Associate of Science_____ DATE: __05/30/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

****The three PLOs addressed in this year's report are parallel to PLOs 8, 1, and 5 of the Lakeland Interdisciplinary Studies program for earning a Bachelor's degree. Due to very small numbers of students receiving the A.S. degree (7 total students in the last three years) and the aggregate nature of the data collected, we are unable to effectively assess the performance of A.S. students as a distinct group. These data will speak to the effectiveness of Lakeland University at achieving these PLOs in a broader population which includes the A.S. students.**

****Anecdotally, all 7 of the students who have completed this program have been pre-nursing students who have transferred to our partner institution, Columbia College of Nursing. All 7 have been admitted, are on track to graduate, or have already graduated.**

PLO measured

3. Demonstrate knowledge of multiple academic disciplines

5. Evaluate different types of information.

Summary of results

The Distributional Studies assessment plan was implemented in 2017-18 in 30 Main Campus and EWO courses, across the 8 distributional categories. A total of 610 students were assessed using dedicated IDS rubrics on course-specific assignments. The overall results were as follows:

	Number of Students	**Level 4: EXCELLENT**	**Level 3: GOOD**	**Level 2: FAIR**	**Level 1: POOR**
All Courses	610	244	201	102	63
Percent		40.0%	33.0%	16.7%	10.3%
Main Campus	481	175	153	93	60
Percent		36.4%	31.8%	19.3%	12.5%
EWO	129	69	48	9	3
Percent		53.5%	37.2%	7.0%	2.3%

Because we are dealing with multiple different courses, addressing multiple discrete and discipline specific IDS outcomes, it remains difficult to generalize effectively about the data and how to apply the findings (positively or negatively). Nonetheless, the overall trends in most of the sections are reassuring.

More than 70% of the students rated at "good" or above in disciplinary knowledge and/or discipline-specific skills of information evaluation (see below each category's IDS learning objectives), with EWO students rating significantly higher.

Among these categories, students met these objectives most strongly in Art, Humanities, and Social Sciences Classes (with more 40-60% earning "excellent" marks). Students had more difficulty in Mathematics and the Natural Sciences, where 36% and 43%, respectively, were rated as "fair" or "poor." According to the instructors, Math students had difficulty identifying the correct procedure to apply to particular problems, but once they identified the procedure

	knew how to apply it. In the Natural Science classes, students faced basic challenges with interpreting graphs, converting simple fractions, and applying algebraic skills. (These two sets of challenges seem to be related.)

Distributional Category Objectives measured in 2017-18

ART/MUS	Students will be able to describe the concepts and/or methods used in creating a piece of visual art, music, or theatre
	Students will be able to create, interpret, or analyze visual art, music, or theatre using methods in the classroom or studio
HIS/POL	Students will be able to analyze significant historical or political events in the study of a people, period, or culture.
	Students will be able to interpret a primary or secondary source to identify its key points and perspective/bias
LIT/WRT	Students will be able to recognize and describe the concepts and/or methods involved in creating a piece of literary art
MATH	Students will be able to apply an appropriate analytical, logical, or statistical procedure to solve a problem
NAT SCI	Students will be able to use their understanding of a scientific concept to interpret a natural phenomenon
	Students will be able to draw accurate conclusions from scientific data.
PHI/REL	Students will be able to identify and describe the central tenets of a religious or philosophical system
SOC SCI	Students will be able to differentiate among significant perspectives applied in [particular social science fields]
W LANG	Students will be able to demonstrate level-appropriate skills in reading comprehension in the chosen language

1) What do the findings above data tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

A vast majority of our distributional studies teachers find that their students, by the end of the term, can perform general analytical tasks, using knowledge in the field, at an introductory level. Across many categories of coursework, instructors reported that students had a good handle on basic terms, theories, definitions, and procedures.

"Hmmm…." Findings:

The findings are perhaps *too* positively skewed in Arts and EWO classes. Perhaps the testing tool needs to be normed or checked against overall class/assignment grades. Alternately, the tools and objectives themselves may need to be compared with other IDS categories to see that most teachers are assessing similarly robust levels of skills and knowledge.

Also, across many categories of coursework, instructors reported that subsets of students (although they knew the basic terms and concepts) had a difficult time applying those terms in a more thoughtful and analytically rich way (see "common areas for improvement" in ENG 275; CRJ 140; SPA 101; PHI 232; REL 232; ECN 230).

"Darn it" Findings:

As noted above, the only significant patterns of challenge come in the area of Math and Science, where students are having trouble identifying the proper producers to follow, as well as basic algebraic and interpretive skills (understanding graphs, parsing questions, etc.). Can more work be done in these areas, within these classes or within other parts of the "qualitative skills" segment of the IDS curriculum?

Because we are dealing with multiple different courses, addressing multiple discrete and discipline specific IDS outcomes, it remains difficult to generalize effectively about the data and how to apply the findings (positively or negatively). Nonetheless, the overall trends in most of the sections are positive.

Supplementary Distribuition Studies Assessment Data

	Number of Students	Level 4 EXCELLENT	Level 3 GOOD	Level 2 FAIR	Level 1 POOR
Art Music & Theater	59	35	13	5	6
Percent		59.3%	22.0%	8.5%	10.2%
History & Pol Science	87	26	41	15	5
Percent		29.9%	47.1%	17.2%	5.7%
Literature & Writing	94	42	29	20	3
Percent		44.7%	30.9%	21.3%	3.2%
Mathematics	104	38	28	19	19
Percent		36.5%	26.9%	18.3%	18.3%
Natural Sciences	92	22	29	21	20
Percent		23.9%	31.5%	22.8%	21.7%
Philosophy & Religion	86	32	18	6	1
Percent		37.2%	20.9%	7.0%	1.2%
Social Sciences	66	29	22	11	4
Percent		43.9%	33.3%	16.7%	6.1%
World Languages	22	8	10	2	2
Percent		36.4%	45.5%	9.1%	9.1%

"Common Areas of Strength" (by IDS category)

Art, Music, and Theatre	In "Scarborough Fair" the students were able to identify the use of strings and an electronic harpsichord in the music. As for the vocals they could identify a wistful/melancholy feeling in the music which reflected the lyrics of the song. With "Joy to the World" they easily identified the rhythmic vitality of the Baroque style, and the busyness of the music ("filling up space with action and movement"). Generally, the students picked up on the emotional aspect of both pieces, and the Baroque element of a single affect in the music.
	None
	Students who have studied the pieces well enough to identify them can generally also place them according to historical period and/or genre. The majority of the class scored at A/AB/B level in their performance on this component.
History and Political Science	They all seemed to grasp that both sides of the argument needed to be presented. They were familiar with citing their sources and offering a references page.
	A general improvement in historical knowledge
	Good thesis well developed few digressions
Literature and Writing	Analyze literary passages for how an author selects specific words for their connotations, and how those connotations are then used to develop an underlying theme in the literary work -- Use of topic sentences and PIE format to structure paragraphs
	Good understanding of terminology. Good ability to articulate ways to improve aspects of the story.

	1) Students were able to accurately and effectively describe the use of most literary conventions; 2) All students noted responses they received from their audience whether that was from the large group workshop, peer-to-peer workshop, or feedback from instructor. They explained how this feedback led to their revisions and inclusions of the above conventions in their literary piece for improvement. 3) The majority of the students who reflected about their nonfiction work noted precisely how reflection played a role in the creation of their essay, which was not seen in the Fall 2016 assessment.
	The students understand the concepts.
	Overall excellent articulation of how they put together their scripts and storyboards. They spoke well about the stories they created, the screenplay form, and their characters.
	All students used analytical formal terms appropriate to the artform
Mathematics	Once students determined the correct procedure to use for solving a particular problem, they successfully used the best processes and correct calculations necessary to arrive at the correct solution.
	Students accurately follow statistical procedures and calculate probabilities.
	None
	Applying the formulas once determining which procedure to use.
	Three of the students did the problem completely correct
Natural Sciences	applying model they've learned to new set of data, setting up comparisons, drawing conclusions
	Most of the students in the class (18/28 or 64.3%) were able to score Excellent or Good on this assessment, so most successfully made the proper conclusions given the data and information provided.
	Many students were able to make reasonable interpretations of the phenomenon.
	Students were generally able to interpret this word problem.
Philosophy and Religion	All of the students excelled at describing the central tenets of the three major theories of ethics (Teleology, Deontology, and Virtue Ethics).
	Review of times, terms, people, conceptions connection and application of concepts.
	Students did well in describing the essential beliefs and character of Buddhism. Some minor inaccuracies occurred, but overall the class as a whole did very well. This was also a very high functioning class overall.
	Students were able to identify general precepts of different ethical theories
Social Sciences	Students who scored well, generally were able to handle higher order (Blooms taxonomy) questions, and did well throughout the course.
	Passion
	Most students were able to identify and differentiate between the positive and negative effects of globalization on the culture examined in their papers.
	Ability to define the two perspectives.
World Languages	The majority of the students could identify main ideas, basic facts and explicit messages in the target language.

"Common Areas for Improvement" (by IDS catergory)

Art, Music, and Theatre	Fewer students picked up on the use of polyphony in the vocals of "Scarborough Fair." This is such an important piece of the Baroque style. With the Mannheim Steamroller piece, their use of electronic harpsichords/synthesizers gave students an opportunity to identify Baroque flamboyance, but they generally did not pick up on that. Plus, being an instrumental work, the students who chose this option had trouble calling to mind the lyrics of the Christmas carol.
	None
	The most frequent errors are mismatching the piece with the composer/performer name. If a student has mistaken the composer, they may also misrepresent which style/genre the work belongs to based on their notes about these individuals.
History and Political Science	Many writers were far too conversational and need to be introduced to more academic writing. Some did not seem to understand the importance of organizing a paper and utilizing paragraphs.
	Better retention and understanding of Historical trends.
	Footnoting and bibliography.
Literature and Writing	Thesis statements often need to be more specific --Proofreading for punctuation (especially comma splices), missing words, or improper word forms --Use of more effective signal phrases to set up quotations as evidence for topic sentences
	difficulties using direct dialogue in a story in effective ways, as opposed to perfunctory ways.
	When reflecting upon the use of punctuation in poetry, most didn't refer to the term caesura
	Application/Analysis of the concepts varies widely.
	Visualizing their story and characters in the screenplay form was the hardest thing for them to talk about (and do.)
	Many students still had trouble connecting the form to the content
Mathematics	Students struggle with determining the appropriate statistical procedure when presented with case scenarios.
	Students struggle to determine which procedure to use in the context of multiple case scenarios.
	75% of students skipped 1+ assignments
	Determining the correct procedure.
	One student did not recognize the correct tool to use for this problem
Natural Sciences	algebra skills, organization
	Several students failed to make the conversions from simple fractions to % (i.e., 8 hrs. out of a 24 hr. day = 33% of one day). Several students clearly could not read/interpret the pie graph so they could not make the correct conclusions.
	I need to provide a better prompt for the question since I didn't specifically request them to state the limitations of alternative interpretations. Many students understood that shape was important, but they used incorrect terminology. I think I can incorporate more examples of this phenomenon to allow them to better recognize the differences in compounds.
	Students have a hard time visualizing what is happening with graphs. I think they will be more comfortable with them if they read/create/use them more often.
Philosophy and Religion	In the future, I plan to give students more opportunities to use critical thinking approaches in their applications of the three theories -- to minimize their tendency

	to apply the tenets rigidly -- without consideration of overarching concepts (e.g., integrity).
	Make connections between dates and events.
	Some students still had a tendency to "essentialize" the tradition by failing to note the degree to which even central tenets of Buddhism are held in variant forms. I will need to continue stressing the internal diversity of Buddhism and Hinduism.
	Could not apply details to cases with equal rigor
Social Sciences	Higher order Bloom's questions tended to be answered incorrectly by poorer scoring students
	This was a more difficult cohort. Noticed many areas where reading comprehension was an issue.
	A small handful of students offered a fairly superficial analysis of the effects of globalization.
	Illustration of examples in various areas of the criminal justice system rather than just one (i.e., policing or law).
World Languages	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. . In SPA101, the fall 2018 reading comprehension assessment was changed (beginning fall 2017) from written response to multiple choice or true/false. As a result, students focused on comprehension instead of on writing skills. In addition, we reviewed reading assessments throughout the semester. Consequently, scores improved by 16%.

PLO measured	Summary of results
4. Communicate effectively in speech and writing	In Spring 2018, we implemented a wholly revised assessment rubric in GEN 112 in both EWO (n=47) and on the Main Campus (n=84). Compared to the previous tool, this rubric focused less on evidence use and formatting and more on evidence framing and analysis/interpretation. It also has new criteria that assess paragraph coherence, argument structure, and the ability to acknowledge and respond to counterarguments, potential criticism, or and argument's limitations.

	Problem-posing Introduction	Thesis Statement	Reasons	Acknowledgement and Response	Citation and Support	Evidence Integration and Analysis	Paragraph Structure	Syntax and Mechanics
Overall Ave Pre	2.74	2.51	2.28	1.62	2.24	1.96	2.14	2.69
Overall Ave Post	3.44	3.23	3.22	2.71	3.19	3.05	3.15	3.26
OVERALL CHANGE	**0.69**	**0.71**	**0.94**	**1.09**	**0.96**	**1.09**	**1.00**	**0.57**

CLARITY/COHERENCE

The overall measurements (provided below) indicate that students improved significantly in their ability to write coherent claim-centered and supported paragraphs (Crit 7), raising the average score by a full point/grade level. EWO students ended up with even higher marks in the posttest, compared to Main Campus students (3.30 vs 3.07). But for assessment purposes, it is perhaps most interesting to note how low the pre-test assessment scores in this area were for on-campus students (1.91 vs 2.56 in EWO). This is especially surprising since most of the Spring Term GEN 112 students on campus would have just finished 14 weeks of GEN 110, which should have taught them how to structure paragraphs clearly and coherently.

CORRECTNESS

Smaller amounts of improvement overall here, but some exists, even though GEN 112 does no focus on syntax and mechanics. Again, main campus students – often right out of GEN 110 -- enter the class with markedly lower marks than EWO students (2.46 vs 3.10 on the pretest). Still, those students do move into the 3.0 range by the post-test

Additional data from the Spring 2018 assessment, broken down by site and section:

	Problem-posing Introduction	Thesis Statement	Reasons	Acknowledgement and Response	Citation and Support	Evidence Integration and Analysis	Paragraph Structure	Syntax and Mechanics
MAIN Ave Pre	2.71	2.39	2.01	1.26	2.13	1.56	1.91	2.46
MAIN Ave Post	3.35	3.04	3.14	2.52	3.13	2.99	3.07	3.07
MAIN CHANGE	**0.64**	**0.65**	**1.13**	**1.26**	**0.99**	**1.43**	**1.16**	**0.60**
MAIN Post-test Number	84							
EWO Ave Pre	2.81	2.73	2.75	2.25	2.42	2.65	2.56	3.10
EWO Ave Post	3.60	3.57	3.36	3.04	3.32	3.15	3.30	3.62
EWO CHANGE	**0.79**	**0.84**	**0.61**	**0.79**	**0.90**	**0.50**	**0.74**	**0.52**
EWO Post-test Number	47							

1) What do the findings above (i.e., 2017-18 data) tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

The revised assessment tool, with new and more focused criteria, indicates that GEN 112 does indeed help students both to analyze their evidence explicitly on the page (as opposed to simply presenting supportive data) and to actively consider and respond to counterarguments or potential criticism on the page. Many of our Main Campus teacher use books specifically designed to encourage this king of explicit reader-centered thinking and writing. (Based on last year's data, the GEN 112 main campus instructors met to share strategies for helping to teach problem-posing intro structures.)

"Hmmm…." Findings:

Every category of EWO scores – pre and post-test – was greater than their corresponding Main Campus scores, sometimes by more than a whole scale-point. While this may be attributed to the more mature writing skills of adult learners, I wonder if we need to analyze and norm all the scoring abilities of our instructors.

"Darn it" Findings:

As noted above, the entry-level (pretest) scores for Main Campus GEN 112 students in the Spring Term indicate that students were surprisingly deficient in deploying paragraph structures coherently and clearly. This is especially odd considering many of them had just passed GEN 110, which should help them to write "well-developed and effectively-organized paragraphs" (GEN 110 CLO 1).

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?

   Given the nature of the data collected and the small sample size, there are not many options to specifically address student learning in the A.S. program. We are reassured by the data collected across the institution that students are achieving these learning outcomes. In the future, we hope the number of A.S. students increase to the point where statistical analysis seems likely to produce meaningful results.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   We intend to measure PLOs 1 and 2 which deal specifically with the math and science learning of A.S. students.

Biochemistry 2018 Assessment Outcomes: **5/14/18**

Course	Assessment Type	Results:		
		Knowledge	Analysis	Conclusions
BIOC 353	Exam Questions	2.8 (SD 1.2)	2.6 (SD 1.0)	2.9 (SD 0.7)
BIOC 353	Exam Questions	2.4 (SD 0.9)	2.6 (SD 1.0)	2.1 (SD 1.0)

Table 1. These data are an average of multiple exam questions out of a four point scale covering Biochemistry's Program Learning Outcome #1: Apply the principles of chemistry and biology to understand biological systems.

Course	Assessment Type	Results							
		Organization	Delivery	Supporting Material	Use of Information	Design	Hypothesis	Conclusions	Q/A
BIOC 343	Oral	3.4	3.3	2.7	2.9	2.9	2.9	3.4	3.4
CHM 476	Oral	3.3	4	3.3	3	2.7	3	3.3	3.3
CHM 476	Written	3.7	NA	3.3	3	2.7	3.3	3.7	NA

Table 2. These data are the average out of four-point scale for Program learning outcome #s 2-6. NA is not applicable for written work.

Graduating Seniors in Biochemistry:

	Presented in LURSS?	Attended off campus science experience
Nykyra Ware	Yes (poster + oral)	No
Brook Bignell	Yes (multiple posters + oral)	x (poster presenter)

Table 3. These data provide a snapshot of the student's preparedness for professional networking (PLO #5).

I do have some thoughts about these data, but I feel I should point out some of the caveats before I begin with those. Since I do not have historical numbers, it is difficult to make any concrete recommendations for the overall program. That, and since our program has also been revamped (not based on assessment data, but based off institutional requirements; i.e. the loss of May term), some students have gone through the revamped program, while others have not. Finally, the student numbers currently in biochemistry are very small, with just two graduates this year and potentially only two or three expected next year. The n values for these data are currently very low, so I wouldn't expect to be able to get much significant information from this set.

That said, I did realize while scoring the graded questions that there are a few exam questions that I should modify the prompt to encourage more meaningful responses. The number of points I'm assigning also seems to indicate the level of detail I want back. Based on my rubric for scoring the responses for the categories in Table 1, I feel I need to adjust the prompt to allow students to recognize more what I'm looking for in a complete answer.

Additionally, there is work to be done between the chemistry, biochemistry, and biology programs. The capstone BIO/CHM 475 and 476 courses have just merged. There should be more homologous assessment for all of these programs rather than piecemeal versions of past programs. This would provide better data year over year as well as between programs.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _____BIOLOGY_____ DATE: _____06/08/2018_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
3. Identify variations of life forms, applying the principles of evolution to explain those variations.	Multiple choice assessment in BIO112. Criteria for success is that students average 75% correct answers. Sp16 – 12 students averaged 64% Sp17 – 17 students averaged 77% Sp18 – 11 students averaged 73% Composite Sp16-Sp18 – 40 students averaged 71% Assessment of research article problem set in BIO475. Criteria for success is 50% of students will be scored at 36/48 or higher and 90% will be scored at 24/48 or higher on the rubric. Composite data for Fa16 and Fa17 (no data from Fa15 due to a staffing gap) – 12 of 18 students (67%) scored 36/48 or higher and 17 of 18 (94%) scored 24/48 or higher.
5. Identify, explain, and apply principles of ecology.	Lab Report Rubric in BIO350. Criteria for success are that students will average 2.5/4 on each section of the rubric. Composite data from Fa15 and Fa17 (the class did not run in Fa16) showed that students met expectations in every sections of the lab report: Title (3.0), Abstract (2.5), Introduction (3.1), Methods (3.1), Results (2.5), Discussion (2.9), Conclusion (2.7), and Presentation (2.9). Assessment of research article problem set in BIO475. Criteria for success is 50% of students will be scored at 36/48 or higher and 90% will be scored at 24/48 or higher on the rubric. Composite data for Fa15, Fa16 and Fa17 – 21 of 27 students (78%) scored 36/48 or higher and 26 of 27 (96%) scored 24/48 or higher.

1) What do the findings above (i.e., 2017-18 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:

   - All measures used to assess outcome 5 met or exceeded expectations. Seeing students meet expectations for writing abstracts and results in BIO350 was particularly gratifying as these have been consistent areas of challenge in the past.
   - Students in BIO475 performed well above expectations. Only one students did not meet the minimal level of competency for each outcome.

   "Hmmm…." Findings:

   - Scores on the BIO112 assessment continue to remain constant, but just below out criteria for success. Data from the previous three year span (Sp13-Sp15) showed an average of 71% correct answers, just like the 71% average for the last three years.

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 questions in the BIO112 need to be revised. The course content has changed a bit over the last several years and the assessment needs to be modified to reflect those changes. Perhaps this would alter the scores.

   None of the data above suggest the need for curricular modifications.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   For AY 2018-2019, we will assess PLOs 6 and 7.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: __Broad Field Science (Education)_____ DATE: _____05/30/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
1. Create learning experiences that make science subject matter meaningful to students.	See Education Assessment Report
2. Demonstrate proficiency in teaching a broad set of science disciplines to students between the ages of 10-21.	See Education Assessment Report

1) What do the findings above (i.e., 2017-18 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: See Education Assessment Report

   "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?

   See Education Assessment Report

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   PLOs 2 and 3 will be measured again next year (DPI requires annual assessment of these outcomes).

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: __Computer Science_____ DATE: __5/18/2018_____

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

PLO measured	Summary of results
1	CPS200: 10/18 = 56% (Fall 2017) and 4/10 = 40% (Spring 2018); CPS362: 10/12 = 83%; CPS442: 12/16 = 75%.
2	CPS 442: 10/16 = 63% CPS 445: 9/13 = 70%
3	This will be measured in 2018-2019

1) What do the findings above (i.e., 2017-18 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:
   - In CPS362, most of students were able to demonstrate technical concepts.
   - In CPS 442, 75% of the students demonstrated technical competency and problem solving skills

   "Hmmm…." Findings:
   - In CPS445, 70% of students were able to demonstrate communication and project management skills. While this is a majority, it should be close to 75% or above.

   "Darn it" Findings:
   - Since the types of assessment problems of CPS200 are multiple choices and true/false questions, it did not reflect accurately students' performances. So we need to design a different tool for CPS200.
   - In CPS 442, the assessment tool will need to be adjusted. A project-based assessment tool will be added to help measure team building and communication.

   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?

   More team-based activities and projects.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   In 2018-2019, PLOs 1, 2, and 3 will be measured.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Criminal Justice DATE: 2017-2018 Academic Year

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
Explain each foundation of the criminal justice system, including criminal law, policing, and corrections	CRJ 140 (N = 11) **Not Achieved (18%):** Goal at less than 15% of class scored at or less than "1" (3 at 4, 4 at 3, 2 at 2, 1 at 1, and 1 at 0) CRJ 203 (N = 24) **Not Achieved (20%):** Goal at less than 15% of class scored at or less than "1" (5 at 4, 7 at 3, 4 at 2, 5 at 1, 0 at 0) CRJ 348 (N = 12) **Not achieved (41%)**: Goal at less than 15% of class scored at or less than deficient "1" (2 at 4, 4 at 3, 1 at 2, 5 at 1, and 0 at 0) CRJ 332 (N = 11) **Achieved (100%):** Goal at less than 15% of class scored at "deficient" in each category • Identify factors (Deficient = 2, Proficient = 6, Advanced = 3) • Draw Connections (Deficient = 1, Proficient = 8, Advanced = 1) • Application (Deficient = 0, Proficient = 9, Advanced = 2)
Exhibit effective research skills in the evaluation of current research and the responsible use of data	CRJ 300: Content: 3/14 or 21% of class scored a poor on this area Analysis: 3/14 or 21% of class scored a poor on this area Conclusions: 3/14 or 21% of class scored a poor on this area Sources and Evidence: 1/14 or 7% of class scored a poor on this area Organization: 0/14 or 0% scored a poor on this area (well done) APA Style: 2/14 or 14% of class scored a poor on this area Grammar: 1/14 or 7% of class scored a poor on this area
Evaluate the limits of the criminal justice system	CRJ 450 (N = 8) **Not Achieved (25%):** Goal at less than 15% of class scored at or less than "1" (2 at 4, 1 at 3, 3 at 2, 2 at 1, 0 at 0) CRJ 302 (N = 17) **Not Achieved (17%):** Goal at less than 15% of the class scored at or less than "1" (7 at 4, 3 at 3, 3 at 2, 3 at 1, 1 incomplete) CRJ 302.L (N = 17) **Not Achieved (30%):** Goal at less than 15% of the class scored at less than "1" (3 at 4, 6 at 3, 2 at 2, 5 at 1 – 2 failed to turn in)

Demonstrate independent problem solving skills which are generalizable to a future vocation	**CRJ 400 Achieved. N = 5** Students for the academic year achieved highest marks for employer responses and paper. **CRJ 492 Achieved 10/10** students met the threshold of being at or above proficient. Evaluate problem (6 at proficient, 4 at advanced) Create a plan (6 at proficient, 4 at advanced)
Present ideas clearly and professionally in both written and oral contexts	**CRJ 492: Not achieved 7/10** met the threshold of being at or above proficient. 30% did not. Prepare and deliver oral presentation (2 not proficient, 4 proficient, 4 advanced) Effectively communicate research to inform social policy (3 not proficient, 4 proficient, 2 advanced. 1 unable to be scored)
Analyze ethical issues using multiple frameworks and articulate a personal code of ethics (finding passion)	**CRJ 370 Not Achieved (26%):** Goal at less than 15% of class at unacceptable levels scored as "1" N=15 (4 at 4, 6 at 3, 4 at 2, 1 at 1)

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:

- Lakeland's Criminal Justice students for 2017-2018 school year were exceptional in their internships and placements. They scored remarkably well on all the internship criteria, and received high meritorious praise from internship sites. One student was offered employment at the place of internship.
- The Criminal Justice students enrolled in CRJ 300 described, in detail, their research projects in theoretically and methodologically relevant literature.

"Hmmm…." Findings:

- While close due to small class size, CRJ 370 still proves to be a difficult course for students who perceive that it is not academic but judgement calls. Not a skill to be built but a "feeling" that they will know when they are in the moment. In the summer EWO version, a document/reading about the importance to address this before the situation presents itself will be piloted.

- CRJ 348 proves to be a difficult course for the amount of material needed for the class.

"Darn it" Findings:

- While the sample size for CRJ 450 is quite small, it was disappointing this course presented difficulty for students. Only one of the eight students enrolled was not a CRJ major; given this, students at the 400-level should be able to evaluate the limits of the criminal justice system in relation to race, ethnicity, and gender. This is a re-occurring topic in most, if not all, criminal justice courses offered in the program.

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?

    - Additional reading specific to thinking during stress for CRJ 370 to change mindset.
    - Examine ways to break up CRJ 348 with Effective Correctional Practices without losing information for those who do not take that elective.
    - Weekly Blackboard quizzes for CRJ 203. The majority of this course is populated with second-semester freshmen, and weekly quizzes on the course readings may be beneficial at the 200-level.
    - Additional readings/assignments for CRJ 450 to examine the relation between race, ethnicity, gender, and crime to issues of policies, programs, and activities aimed at controlling crime and evaluating the limits of the criminal justice system.

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

    Same as year 2017-2018.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Education DATE: June 15, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
PLOs #1 - #9 (see pages 3 - 4 for the list of PLOs)	The edTPA is a teacher performance assessment that is completed during student teaching. Students must achieve a passing score on the assessment in order to be endorsed for licensure. 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 2017-2018, **ALL** 9 student teachers successfully completed the edTPA. The average test total was 46.1 (higher than the average total test score for 2016-2017, which 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 (3.2).
PLOs #9 - #12 (see pages 4 – 5 for the list of PLOs)	The Benchmark III Portfolio is used to measure these outcomes. On a scale of 1 (Inadequate) to 4 (Exemplary), the results are: PLO #9: 3.1 PLO #10: 3.3 PLO #11: 2.6 PLO #12: 2.7

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: Our program provides students with the knowledge, skills, and dispositions to successfully pass the edTPA – a required assessment for licensure. Students in 2017-2018 had a higher average total test score (46.1) compared to students in 2016-2017 (45.6).

   "Hmmm…." Findings: The average scores for PLOs 11 and 12 were lower than our goal of 3.0 (proficient). Upon examination of the data, the scores were lower because one student chose not to submit any artifacts for those two standards and another student forgot to include her artifacts for standard 11.

   "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?

   No changes.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   All PLOs are measured every year by the Education Program.

Curriculum Mapping: Program Learning Outcomes – Course Learning Outcomes

Place an * in the Course Column Headers to indicate a required course, versus an elective.

In the cells, place the course number and course learning outcome number in parentheses where the course is a specific point of data collection related to assessment of program learning outcomes.

Note: Cells highlighted in green indicate courses where program assessment data are collected.

Program Learning Outcomes	Course 1 *	Course 2 *	Course 3 *	Course 4 *	Course 5 *	Course 6 *	Course 7 *	Course 8 *	Course 9
1. demonstrate knowledge of the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. (**Knowledge**)	EDU 100	EDU 373	EDU 449	EDU 450, EDU 60, EDU 470					
2. describe how children with broad ranges of abilities learn and provides instruction that supports their intellectual, social, and personal development. (**Knowledge**)	EDU 100	EDUP 230	EDUP 330	EDU 373	All methods courses	EDU 449	EDU 450, EDU 460, EDU 470		
3. demonstrate how pupils differ in their approaches to learning and can adapt instructions to meet the diverse needs of pupils, including those with disabilities and exceptionalities. (Application)	EDU 100	EDUP 230	EDUP 330	EDU 373	All methods courses	EDUP 432	EDU 449	EDU 450, EDU 460, EDU 470	
4. use a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills. (**Knowledge**)	EDU 100	EDU 140	EDUP 230	All methods courses	EDU 449	EDU 450, EDU 460, EDU 470			
5. apply an understanding of individual and group motivation and behavior to create a learning	EDU 100	EDUP 230	EDU 373	All methods courses	EDU 449	SOC 210	EDU 450, EDU 460,		

environment that encourages positive social interaction, active engagement in learning, and self motivation. (**Skills**)							EDU 470		
6. use effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. (**Skills**)	EDU 100	EDU 140	EDU 373	All methods courses	COM 111	EDU 449	EDU 450, EDU 460, EDU 470		
7. organize and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. (**Skills**)	EDU 100	All methods courses	EDU 373	EDU 450, EDU 460, EDU 470					
8. use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of pupils. (**Knowledge**, **Skills**)	EDU 100	All methods courses	EDU 449	EDU 450, EDU 460, EDU 470					
9. evaluate the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others; and seek opportunities to grow professionally. (**Dispositions**)	EDU 100	EDUP 330	EDU 373	EDU 449	EDU 450, EDU 460, EDU 470				
10. foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being; and act with integrity, fairness, and in an ethical manner. (**Dispositions**)	EDU 100	EDUP 330	All methods courses	EDU 449	SOC 210	EDU 450, EDU 460, EDU 470			
11. effectively integrate the principles of character education based on pro-social values and stimulates the examination and understanding of personal, social, and civic values. (**Dispositions**)	EDU 100	EDUP 330	EDU 373	EDU 449	EDU 450, EDU 460, EDU 470				

12. integrate the central ingredients of critical thinking and use rational, evidence-based argument in the presentation of classroom materials. (**Skills**)	EDU 100	EDUP 230	EDU 373	EDU 449	EDU 450, EDU 460, EDU 470				

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: __Exercise Science _____ DATE: _5/21/18_____

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.	Critical thinking outcome improved 35-42% compared to last year.
2.	Students in BIO 211 only learned 47.9% average of key concepts. Will discuss with Dr. Karls.
2.	Students in ESS 201 only learned 59% of key concepts. Will discuss with Dr. McGivern
2.	Internship "critical thinking/knowledge" evaluation item remains high 9.5/10 in '17, 9.44/10 in '18, and reliable.
2.	Pre-ESS 341 anatomy readiness quiz was 3.6% higher this year, but still only at 19.6%.
2.	ESS 341 assessment of anatomy was 64.8% this year vs 74% last year.
3.	ESS 220 application of practical knowledge was 84.3% and met the goal.
4.	ESS 425 program design was 77.38% in '17 and 75.5% in '18.
7.	Internship "professionalism" evaluation item was 9.1/10 in '17, and 9.55/10 in '18.
7.	Internship "quality of work" evaluation item was 9.2/10 in "17 and 9.78/10 in '18.
7.	In course "professionalism" scores ranged from 84.6-100% in '17, to 98.4-100% in '18.

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: Critical thinking improved in ESS 143 and 425; In class behavioral/professionalism scores are very high. Internship site supervisors also rate "professionalism" as very high (9.55/10). Prioritizing professionalism is paying off. Holding high expectations for student's behavior seems to be effective. Adding value to our students as prospective employees is important to me. Since the raw cognitive horsepower is only modifiable to a degree, and we are starting with a fairly low collective baseline, we also focus a lot on developing many other professional virtues to produce the best people and future employees that we can.

   Internship supervisors are very pleased with our student's critical thinking/knowledge and quality of work. High programmatic expectations seem to yield good success when our students engage in the community.

   "Hmmm…." Findings: Small mean % changes one way or another for some PLO's are likely not reliable indicator of change for courses with small "N's."

   "Darn it" Findings: Students continue to struggle learning key anatomy concepts in BIO 211, confirmed each year on the pre- ESS 341 readiness score (19.6%), yielding perhaps a sub-optimal ESS 341 ceiling of learning of these concepts as evidenced by an ESS 341 final exam assessment score of 64.8%. So, we start with 19.6% and are able to elevate that to 64.8%. I would think that if we started at a higher baseline, we would finish concomitantly higher.

   Students were well sort of the goal for the PLO for ESS 201.

   Students came up a little short on the ESS 425 assignment (PLO 4) again, but this is due, in part, to one really low score. Student are able to earn perfect scores on this task, but others only earn 33%. This range of grades is unlike I have seen elsewhere.

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?**

   Even more content on critical thinking. Even more time spent on muscle origins and insertions, if possible, but also realize it is a zero sum game, metaphorically speaking. Continue holding a really high bar on in-class professionalism and behavior. This seems to be working very well.

3) **Before you head out for the summer, what PLOs are you planning to measure next year (in 2017-18)?**
   Pretty much all of them again.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: **Ethnic & Gender Studies** DATE: **5/1/2018**

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

- ***No data was gathered this year.***
- ***Implementation of the Diversity Studies minor & its assessment plan will commence this coming Fall 2018.***

PLO measured	Summary of results

1) What do the findings above (i.e., 2017-18 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 2018-19)?

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Master of Arts in Counseling DATE: May 22, 2018

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
#1 apply counseling roles and theories	99% of students' Internship II on-site evaluations indicated proficient or higher on the sections of the final internship evaluation aligned with this outcome. The two students who did not score at proficient were required to re-take internship II. One did and was successful in meeting the target for this outcome. Up until the spring, 2018 semester this outcome was also measured using data from the Praxis II. In review of the 22 students who took the Praxis II for internship I fall 2017 semester, 21 students met this outcome one student failed but retook the exam and passed.
#2 apply relevant state and federal laws, etc.	School counseling students are required to demonstrate this outcome by attaching relevant artifacts to the required portfolio. Students' portfolios are not approved unless this outcome is met at the proficient level. 100% of students have met this outcome. Up until the spring, 2018 semester this outcome was also measured using data from the Praxis II. In review of the 22 students who took the Praxis II for internship I fall 2017 semester, all 22 students met this outcome.
#5 differentiate and apply career development theories, etc.	A course project was designed and implemented to measure this outcome beginning with the spring 2018 semester. Data had not be uploaded to the L> by MAC advisors at the time of this report.
#6 exhibit individual counseling skills	95% of students' Internship I on-site evaluations indicated proficient or higher on the sections of the final internship evaluation aligned with this outcome. Students who did not score at the proficient level were placed on remediation plans pending a review at the end of the summer or fall semester.
#7 group counseling skills	In the CN 738 Group Therapy course where adjunct instructors used the Group Counseling Competence Scale, 100% of students' scored proficient or higher on all of the competencies listed on this scale. Several adjunct instructors did not implement the method of assessment during the first semester. Up until the spring, 2018 semester this outcome was also measured using data from the Praxis II. In review of the 22 students who took the Praxis II for internship I fall 2017 semester, 21 students met this outcome one student failed but retook the exam and passed.
#9 reflect and document skills and knowledge for support of ongoing PD and self-evaluation	The data from this outcome is collected from MAC students' final on-site and practicum instructor's evaluation and for school counselors the data is additionally collected through documentation on the students' portfolio. Both measures indicated that 100% of students met this target. School counseling students are required to demonstrate this outcome by attaching relevant artifacts to the required portfolio. Students' portfolios are not approved unless this outcome is met at the proficient level. 100% of students have met this outcome
# 10 interpersonal behaviors and characteristics of counselors in training	100% of Internship I students in all three tracks of the MAC program scored at the proficient or advanced level in all areas on the Dispositional Rubric

#11 demonstrate skills to used technology	Data is collected from the final evaluations of practicum and internship I students. The evaluations for both measures indicate 100% of students have met this outcome at proficient to advanced level.

1) What do the findings above (i.e., 2017-18 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: MAC students work very hard to meet all the current outcomes that are being measured for the program improvement plan. There are several other ways I have collected data for improvement that are not methods listed as part of the program assessment plan. The other measures include; post-graduate survey and three semesters of the National Counselor Exam (NCE) results of our community counseling students.

On the area of the Post-Graduate survey focused on how well prepared students felt they were as a result of their experience, 85% of the students who responded to this question agreed to strongly agreed they felt they were prepared for a specific field of professional counseling. The other 15% responded they neither agreed nor disagreed. MAC students taking the NCE score at the national average of 66%-75% and five scale points below CACREP schools. Our students seem to be challenged on the sections of group work and professional orientation and ethics on this exam. While I would love to see all our community counseling students who take the NCE pass, having taken this exam, I understand how difficult it is and that there will always be students who don't pass the first time.

In the past, we have also been able to collect data from our school counseling students though their scores on the Praxis II school counseling exam. However, beginning with the spring 2018 semester, MAC school counseling students with a GPA of 3.5 or higher are no longer required to take and pass the Praxis II exam.

"Hmmm…." Findings: As the director of the MAC program, I remain concerned with instructors who do not implement the methods of assessment for the outcomes that are part of their courses. I have listed the outcomes associated with the appropriate MAC courses including the method of assessment. I will continue to work with Center Directors with this issue. A better system is warranted.

"Darn it" Findings: **See above**. In addition to the concern about the current collection system of assessment data, this academic year I have had to have two students re-take internship courses and fours students on remediation plans. The other "darn it" finding is the lack of focus that many of our MAC graduates place on the importance of grammar as expressed by instructors and the portfolio coordinator. Students continue to be flagged with a referral to a writing tutor on starfish but do not follow up with this referral. Students loose many points on written work due to poor grammar skills.

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 need to work closer with Center Directors to communicate more with MAC instructors. Somehow, we need to come up with a plan to support instructors who teach courses that implement assessment methods as part of the assessment plan. Many are not implementing these methods. In addition, MAC advisors need to be reminded to upload data to the MAC folder on the L>.

Adjunct instructors need to be required to attend at least one faculty training a year. I find that instructors who take time to attend these once a year meetings, are the instructors who follow procedures and policies more readily. I do not have to "dog" them to revise old syllabi, collect important data, and keep up to date on their blackboard shells.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

PLO's for 2018-19:

- Continue to collect data for # 5 Career skills- since the method of assessment was first implemented in spring 2018

- Continue to collect data for outcome #7- Group skills, #1-counseling roles etc. Internship II evals, #2-state and national laws etc. using school counselors' portfolio, #6- counseling skills using internship I evals, #9-support for ongoing PD-using Practicum and Portfolio eval, #10- dispositional rubric, #11- technology skills using practicum evals.
- Design and implement method of assessment outcome #1- Case Study for CN 726 to measure students' ability to identify and apply counseling roles and theories, including models of interaction, prevention, and intervention.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _____Mathematics_____ DATE: __5/17/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	Summary of results
1	MAT242 9/13 (Question 1) and 6/13 (Question 2). MAT362 5/6 satisfied 75% or above.
2	MAT430 5/6 (definition) and 4/6 (proof). MAT 362 3/6 (proof) satisfied 75% or above.
3	MAT242 9/13 satisfied 75% or above.
4	MAT362 4/6 satisfied 75% or above.

1) What do the findings above 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 MAT 242 students did very well on the volume of revolution problem for Outcome 3. 9/13 got a 3 or 4 and only one student had a 1.
   - In MAT 362, five out of the six students got a 4 on the system of equations problem for Outcome 1.

   "Hmmm…." Findings:
   - The data on student performance on proofs was mixed. In MAT 430, four of the six students got a 4 while two got a 1. This suggested that they either got it or didn't. In MAT 362, the results were more spread out and probably reflective of the student abilities.

   "Darn it" Findings:
   - The MAT 242 students really struggled with Question 2 for Outcome 1. This was the power series question.

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?
   - Devote more time to studying power series in MAT 242 next year. Try to ensure the students understand why and how power series are useful.
   - Continue to work on proof writing with students. Choose an assessment problem that gives a more accurate range of outcomes.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?
   PLO#1 in MAT231, MAT 322 & MAT331; PLO#2 in MAT322; PLO#3 in MAT231 and MAT352; PLO#4 in MAT352.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _____Pre-nursing_____ DATE: __05/30/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

****The three PLOs addressed in this year's report are parallel to PLOs 8, 1, and 5 of the Lakeland Interdisciplinary Studies program for earning a Bachelor's degree. Due to very small numbers of students completing the pre-nursing program (7 total students in the last three years) and the aggregate nature of the data collected, we are unable to effectively assess the performance of pre-nursing students as a distinct group. These data will speak to the effectiveness of Lakeland University at achieving these PLOs in a broader population which includes the pre-nursing students.**

****Anecdotally, all 7 of the students who have completed this program transferred to our partner institution, Columbia College of Nursing. All 7 have been admitted, are on track to graduate, or have already graduated.**

PLO measured	**Summary of results**
3. Demonstrate knowledge of multiple academic disciplines 5. Evaluate different types of information.	The Distributional Studies assessment plan was implemented in 2017-18 in 30 Main Campus and EWO courses, across the 8 distributional categories. A total of 610 students were assessed using dedicated IDS rubrics on course-specific assignments. The overall results were as follows:

	Number of Students	**Level 4: EXCELLENT**	**Level 3: GOOD**	**Level 2: FAIR**	**Level 1: POOR**
All Courses	610	244	201	102	63
Percent		40.0%	33.0%	16.7%	10.3%
Main Campus	481	175	153	93	60
Percent		36.4%	31.8%	19.3%	12.5%
EWO	129	69	48	9	3
Percent		53.5%	37.2%	7.0%	2.3%

Because we are dealing with multiple different courses, addressing multiple discrete and discipline specific IDS outcomes, it remains difficult to generalize effectively about the data and how to apply the findings (positively or negatively). Nonetheless, the overall trends in most of the sections are reassuring.

More than 70% of the students rated at "good" or above in disciplinary knowledge and/or discipline-specific skills of information evaluation (see below each category's IDS learning objectives), with EWO students rating significantly higher.
Among these categories, students met these objectives most strongly in Art, Humanities, and Social Sciences Classes (with more 40-60% earning "excellent" marks). Students had more difficulty in Mathematics and the Natural Sciences, where 36% and 43%, respectively, were rated as "fair" or "poor." According to the instructors, Math students had difficulty identifying the correct procedure to apply to particular problems, but once they identified the procedure

	knew how to apply it. In the Natural Science classes, students faced basic challenges with interpreting graphs, converting simple fractions, and applying algebraic skills. (These two sets of challenges seem to be related.)

Distributional Category Objectives measured in 2017-18

ART/MUS	Students will be able to describe the concepts and/or methods used in creating a piece of visual art, music, or theatre
	Students will be able to create, interpret, or analyze visual art, music, or theatre using methods in the classroom or studio
HIS/POL	Students will be able to analyze significant historical or political events in the study of a people, period, or culture.
	Students will be able to interpret a primary or secondary source to identify its key points and perspective/bias
LIT/WRT	Students will be able to recognize and describe the concepts and/or methods involved in creating a piece of literary art
MATH	Students will be able to apply an appropriate analytical, logical, or statistical procedure to solve a problem
NAT SCI	Students will be able to use their understanding of a scientific concept to interpret a natural phenomenon
	Students will be able to draw accurate conclusions from scientific data.
PHI/REL	Students will be able to identify and describe the central tenets of a religious or philosophical system
SOC SCI	Students will be able to differentiate among significant perspectives applied in [particular social science fields]
W LANG	Students will be able to demonstrate level-appropriate skills in reading comprehension in the chosen language

1) What do the findings above data tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

A vast majority of our distributional studies teachers find that their students, by the end of the term, can perform general analytical tasks, using knowledge in the field, at an introductory level. Across many categories of coursework, instructors reported that students had a good handle on basic terms, theories, definitions, and procedures.

"Hmmm…." Findings:

The findings are perhaps *too* positively skewed in Arts and EWO classes. Perhaps the testing tool needs to be normed or checked against overall class/assignment grades. Alternately, the tools and objectives themselves may need to be compared with other IDS categories to see that most teachers are assessing similarly robust levels of skills and knowledge.

Also, across many categories of coursework, instructors reported that subsets of students (although they knew the basic terms and concepts) had a difficult time applying those terms in a more thoughtful and analytically rich way (see "common areas for improvement" in ENG 275; CRJ 140; SPA 101; PHI 232; REL 232; ECN 230).

"Darn it" Findings:

As noted above, the only significant patterns of challenge come in the area of Math and Science, where students are having trouble identifying the proper producers to follow, as well as basic algebraic and interpretive skills (understanding graphs, parsing questions, etc.). Can more work be done in these areas, within these classes or within other parts of the "qualitative skills" segment of the IDS curriculum?

Because we are dealing with multiple different courses, addressing multiple discrete and discipline specific IDS outcomes, it remains difficult to generalize effectively about the data and how to apply the findings (positively or negatively). Nonetheless, the overall trends in most of the sections are positive.

Supplementary Distribuition Studies Assessment Data

	Number of Students	Level 4 EXCELLENT	Level 3 GOOD	Level 2 FAIR	Level 1 POOR
Art Music & Theater	59	35	13	5	6
Percent		59.3%	22.0%	8.5%	10.2%
History & Pol Science	87	26	41	15	5
Percent		29.9%	47.1%	17.2%	5.7%
Literature & Writing	94	42	29	20	3
Percent		44.7%	30.9%	21.3%	3.2%
Mathematics	104	38	28	19	19
Percent		36.5%	26.9%	18.3%	18.3%
Natural Sciences	92	22	29	21	20
Percent		23.9%	31.5%	22.8%	21.7%
Philosophy & Religion	86	32	18	6	1
Percent		37.2%	20.9%	7.0%	1.2%
Social Sciences	66	29	22	11	4
Percent		43.9%	33.3%	16.7%	6.1%
World Languages	22	8	10	2	2
Percent		36.4%	45.5%	9.1%	9.1%

"Common Areas of Strength" (by IDS category)

Art, Music, and Theatre	In "Scarborough Fair" the students were able to identify the use of strings and an electronic harpsichord in the music. As for the vocals they could identify a wistful/melancholy feeling in the music which reflected the lyrics of the song. With "Joy to the World" they easily identified the rhythmic vitality of the Baroque style, and the busyness of the music ("filling up space with action and movement"). Generally, the students picked up on the emotional aspect of both pieces, and the Baroque element of a single affect in the music.
	None
	Students who have studied the pieces well enough to identify them can generally also place them according to historical period and/or genre. The majority of the class scored at A/AB/B level in their performance on this component.
History and Political Science	They all seemed to grasp that both sides of the argument needed to be presented. They were familiar with citing their sources and offering a references page.
	A general improvement in historical knowledge
	Good thesis well developed few digressions
Literature and Writing	Analyze literary passages for how an author selects specific words for their connotations, and how those connotations are then used to develop an underlying theme in the literary work -- Use of topic sentences and PIE format to structure paragraphs
	Good understanding of terminology. Good ability to articulate ways to improve aspects of the story.

	1) Students were able to accurately and effectively describe the use of most literary conventions; 2) All students noted responses they received from their audience whether that was from the large group workshop, peer-to-peer workshop, or feedback from instructor. They explained how this feedback led to their revisions and inclusions of the above conventions in their literary piece for improvement. 3) The majority of the students who reflected about their nonfiction work noted precisely how reflection played a role in the creation of their essay, which was not seen in the Fall 2016 assessment.
	The students understand the concepts.
	Overall excellent articulation of how they put together their scripts and storyboards. They spoke well about the stories they created, the screenplay form, and their characters.
	All students used analytical formal terms appropriate to the artform
Mathematics	Once students determined the correct procedure to use for solving a particular problem, they successfully used the best processes and correct calculations necessary to arrive at the correct solution.
	Students accurately follow statistical procedures and calculate probabilities.
	None
	Applying the formulas once determining which procedure to use.
	Three of the students did the problem completely correct
Natural Sciences	applying model they've learned to new set of data, setting up comparisons, drawing conclusions
	Most of the students in the class (18/28 or 64.3%) were able to score Excellent or Good on this assessment, so most successfully made the proper conclusions given the data and information provided.
	Many students were able to make reasonable interpretations of the phenomenon.
	Students were generally able to interpret this word problem.
Philosophy and Religion	All of the students excelled at describing the central tenets of the three major theories of ethics (Teleology, Deontology, and Virtue Ethics).
	Review of times, terms, people, conceptions connection and application of concepts.
	Students did well in describing the essential beliefs and character of Buddhism. Some minor inaccuracies occurred, but overall the class as a whole did very well. This was also a very high functioning class overall.
	Students were able to identify general precepts of different ethical theories
Social Sciences	Students who scored well, generally were able to handle higher order (Blooms taxonomy) questions, and did well throughout the course.
	Passion
	Most students were able to identify and differentiate between the positive and negative effects of globalization on the culture examined in their papers.
	Ability to define the two perspectives.
World Languages	The majority of the students could identify main ideas, basic facts and explicit messages in the target language.

"Common Areas for Improvement" (by IDS catergory)

Art, Music, and Theatre	Fewer students picked up on the use of polyphony in the vocals of "Scarborough Fair." This is such an important piece of the Baroque style. With the Mannheim Steamroller piece, their use of electronic harpsichords/synthesizers gave students an opportunity to identify Baroque flamboyance, but they generally did not pick up on that. Plus, being an instrumental work, the students who chose this option had trouble calling to mind the lyrics of the Christmas carol.
	None
	The most frequent errors are mismatching the piece with the composer/performer name. If a student has mistaken the composer, they may also misrepresent which style/genre the work belongs to based on their notes about these individuals.
History and Political Science	Many writers were far too conversational and need to be introduced to more academic writing. Some did not seem to understand the importance of organizing a paper and utilizing paragraphs.
	Better retention and understanding of Historical trends.
	Footnoting and bibliography.
Literature and Writing	Thesis statements often need to be more specific --Proofreading for punctuation (especially comma splices), missing words, or improper word forms --Use of more effective signal phrases to set up quotations as evidence for topic sentences
	difficulties using direct dialogue in a story in effective ways, as opposed to perfunctory ways.
	When reflecting upon the use of punctuation in poetry, most didn't refer to the term caesura
	Application/Analysis of the concepts varies widely.
	Visualizing their story and characters in the screenplay form was the hardest thing for them to talk about (and do.)
	Many students still had trouble connecting the form to the content
Mathematics	Students struggle with determining the appropriate statistical procedure when presented with case scenarios.
	Students struggle to determine which procedure to use in the context of multiple case scenarios.
	75% of students skipped 1+ assignments
	Determining the correct procedure.
	One student did not recognize the correct tool to use for this problem
Natural Sciences	algebra skills, organization
	Several students failed to make the conversions from simple fractions to % (i.e., 8 hrs. out of a 24 hr. day = 33% of one day). Several students clearly could not read/interpret the pie graph so they could not make the correct conclusions.
	I need to provide a better prompt for the question since I didn't specifically request them to state the limitations of alternative interpretations. Many students understood that shape was important, but they used incorrect terminology. I think I can incorporate more examples of this phenomenon to allow them to better recognize the differences in compounds.
	Students have a hard time visualizing what is happening with graphs. I think they will be more comfortable with them if they read/create/use them more often.
Philosophy and Religion	In the future, I plan to give students more opportunities to use critical thinking approaches in their applications of the three theories -- to minimize their tendency

	to apply the tenets rigidly -- without consideration of overarching concepts (e.g., integrity).
	Make connections between dates and events.
	Some students still had a tendency to "essentialize" the tradition by failing to note the degree to which even central tenets of Buddhism are held in variant forms. I will need to continue stressing the internal diversity of Buddhism and Hinduism.
	Could not apply details to cases with equal rigor
Social Sciences	Higher order Bloom's questions tended to be answered incorrectly by poorer scoring students
	This was a more difficult cohort. Noticed many areas where reading comprehension was an issue.
	A small handful of students offered a fairly superficial analysis of the effects of globalization.
	Illustration of examples in various areas of the criminal justice system rather than just one (i.e., policing or law).
World Languages	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. . In SPA101, the fall 2018 reading comprehension assessment was changed (beginning fall 2017) from written response to multiple choice or true/false. As a result, students focused on comprehension instead of on writing skills. In addition, we reviewed reading assessments throughout the semester. Consequently, scores improved by 16%.

PLO measured	Summary of results
4. Communicate effectively in speech and writing	In Spring 2018, we implemented a wholly revised assessment rubric in GEN 112 in both EWO (n=47) and on the Main Campus (n=84). Compared to the previous tool, this rubric focused less on evidence use and formatting and more on evidence framing and analysis/interpretation. It also has new criteria that assess paragraph coherence, argument structure, and the ability to acknowledge and respond to counterarguments, potential criticism, or and argument's limitations.

	Problem-posing Introduction	Thesis Statement	Reasons	Acknowledgement and Response	Citation and Support	Evidence Integration and Analysis	Paragraph Structure	Syntax and Mechanics
Overall Ave Pre	2.74	2.51	2.28	1.62	2.24	1.96	2.14	2.69
Overall Ave Post	3.44	3.23	3.22	2.71	3.19	3.05	3.15	3.26
OVERALL CHANGE	**0.69**	**0.71**	**0.94**	**1.09**	**0.96**	**1.09**	**1.00**	**0.57**

CLARITY/COHERENCE

The overall measurements (provided below) indicate that students improved significantly in their ability to write coherent claim-centered and supported paragraphs (Crit 7), raising the average score by a full point/grade level. EWO students ended up with even higher marks in the posttest, compared to Main Campus students (3.30 vs 3.07). But for assessment purposes, it is perhaps most interesting to note how low the pre-test assessment scores in this area were for on-campus students (1.91 vs 2.56 in EWO). This is especially surprising since most of the Spring Term GEN 112 students on campus would have just finished 14 weeks of GEN 110, which should have taught them how to structure paragraphs clearly and coherently.

CORRECTNESS

Smaller amounts of improvement overall here, but some exists, even though GEN 112 does no focus on syntax and mechanics. Again, main campus students – often right out of GEN 110 -- enter the class with markedly lower marks than EWO students (2.46 vs 3.10 on the pretest). Still, those students do move into the 3.0 range by the post-test

Additional data from the Spring 2018 assessment, broken down by site and section:

	Problem-posing Introduction	Thesis Statement	Reasons	Acknowledgement and Response	Citation and Support	Evidence Integration and Analysis	Paragraph Structure	Syntax and Mechanics
MAIN Ave Pre	2.71	2.39	2.01	1.26	2.13	1.56	1.91	2.46
MAIN Ave Post	3.35	3.04	3.14	2.52	3.13	2.99	3.07	3.07
MAIN CHANGE	**0.64**	**0.65**	**1.13**	**1.26**	**0.99**	**1.43**	**1.16**	**0.60**
MAIN Post-test Number	84							
EWO Ave Pre	2.81	2.73	2.75	2.25	2.42	2.65	2.56	3.10
EWO Ave Post	3.60	3.57	3.36	3.04	3.32	3.15	3.30	3.62
EWO CHANGE	**0.79**	**0.84**	**0.61**	**0.79**	**0.90**	**0.50**	**0.74**	**0.52**
EWO Post-test Number	47							

1) What do the findings above (i.e., 2017-18 data) tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

The revised assessment tool, with new and more focused criteria, indicates that GEN 112 does indeed help students both to analyze their evidence explicitly on the page (as opposed to simply presenting supportive data) and to actively consider and respond to counterarguments or potential criticism on the page. Many of our Main Campus teacher use books specifically designed to encourage this king of explicit reader-centered thinking and writing. (Based on last year's data, the GEN 112 main campus instructors met to share strategies for helping to teach problem-posing intro structures.)

"Hmmm…." Findings:

Every category of EWO scores – pre and post-test – was greater than their corresponding Main Campus scores, sometimes by more than a whole scale-point. While this may be attributed to the more mature writing skills of adult learners, I wonder if we need to analyze and norm all the scoring abilities of our instructors.

"Darn it" Findings:

As noted above, the entry-level (pretest) scores for Main Campus GEN 112 students in the Spring Term indicate that students were surprisingly deficient in deploying paragraph structures coherently and clearly. This is especially odd considering many of them had just passed GEN 110, which should help them to write "well-developed and effectively-organized paragraphs" (GEN 110 CLO 1).

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?

   Given the nature of the data collected and the small sample size, there are not many options to specifically address student learning in the pre-nursing program. We are reassured by the data collected across the institution that students are achieving these learning outcomes. In the future, we hope the number of pre-nursing students increase to the point where statistical analysis seems likely to produce meaningful results.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   We intend to measure PLOs 1 and 2 which deal specifically with the math and science learning of pre-nursing students.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: _____Psychology_____ DATE: ___25-May-18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
1 Comprehension	82% of students (70 of 85) met C-or-better criterion and 5% (4 of 85) earned F
2 Research & data analysis	68% of students (13 of 19) met C-or-better criterion and 21% (4 of 19) earned F
3 Ethical standards	100% of students (10 of 10) met C-or-better criterion and 0% (0 of 10) earned F
4 Writing skills	79% of students (31 of 39) met C-or-better criterion and 5% (2 of 39) earned F
5 Professional development	80% of students (127 of 159) passed and 20% (31 of 159) failed to complete the assignment

1) What do the findings above (i.e., 2017-18 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: PLO 1, PLO 3 and PLO 4: criteria achieved, illustrating effective pedagogy.

   "Hmmm…." Findings: In May 2017, we submitted objective questions and guidelines for implementation in EWO. However, none of these were administered in courses taught by EWO adjuncts.

   "Darn it" Findings: PLO 2 and PLO 5 (Professional Development): criterion not achieved.

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?

   Statistics for Psychology TRAD (PLO 2) and Cognitive Psychology TRAD (PLO 1), both of which saw only 60% of students meet C-or-better criterion, will incorporate daily quizzes. Experimental Psychology TRAD (PLO 2), which met the C or better criterion with 77% but had 22% earn an F, will incorporate chapter quizzes. The goal of the quizzes is to facilitate increased and more frequent studying.

   PLO 5: Adherence was below the 85% criterion for the second consecutive year. We observed that when this outcome was presented by faculty (as opposed to staff), compliance was at 100%. We will closely monitor adherence in Fall 2018. (For this PLO, one course will be faculty-administered and three will be staff-administered in Fall 2018.) If completion rates do not improve, we will revisit the strategy for this outcome in Spring 2019.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   All PLOs will be measured.

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: __Science – Life and Environmental Emphasis (Education)_____ DATE: _____05/30/18_____

Submit this form, along with any data you collected to your academic dean and to the Provost's Office by 5/31/18.

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

PLO measured	**Summary of results**
1. Create learning experiences that make science subject matter meaningful to students.	See Education Assessment Report
2. Demonstrate proficiency in teaching a broad set of science disciplines to students between the ages of 10-21.	See Education Assessment Report

1) What do the findings above (i.e., 2017-18 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: See Education Assessment Report

   "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?

   See Education Assessment Report

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   PLOs 2 and 3 will be measured again next year (DPI requires annual assessment of these outcomes).

Interdisciplinary Studies

Reports & Programs

Academic Year: 2017-18

Lakeland University
Plymouth, Wisconsin

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Interdisciplinary Studies (IDS) – Rhetorical Skills DATE: May 2018

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

PLO measured	Summary of results
PLO #1: Write clear, coherent, and correct prose. PLO #2: Use writing as a tool for thinking and analysis.	In Spring 2018, we implemented a wholly revised assessment rubric in GEN 112 in both EWO (n=47) and on the Main Campus (n=84). Compared to the previous tool, this rubric focused less on evidence use and formatting and more on evidence framing and analysis/interpretation. It also has new criteria that assess paragraph coherence, argument structure, and the ability to acknowledge and respond to counterarguments, potential criticism, or and argument's limitations.

	Problem-posing Introduction	Thesis Statement	Reasons	Acknowledgement and Response	Citation and Support	Evidence Integration and Analysis	Paragraph Structure	Syntax and Mechanics
Overall Ave Pre	2.74	2.51	2.28	1.62	2.24	1.96	2.14	2.69
Overall Ave Post	3.44	3.23	3.22	2.71	3.19	3.05	3.15	3.26
OVERALL CHANGE	**0.69**	**0.71**	**0.94**	**1.09**	**0.96**	**1.09**	**1.00**	**0.57**

CLARITY/COHERENCE (Criteria 2, 7)

The overall measurements (provided below) indicate that students improved significantly in their ability to write coherent claim-centered and supported paragraphs (Crit 7), raising the average score by a full point/grade level. EWO students ended up with even higher marks in the posttest, compared to Main Campus students (3.30 vs 3.07). But for assessment purposes, it is perhaps most interesting to note how low the pre-test assessment scores in this area were for on-campus students (1.91 vs 2.56 in EWO). This is especially surprising since most of the Spring Term GEN 112 students on campus would have just finished 14 weeks of GEN 110, which should have taught them how to structure paragraphs clearly and coherently.

CORRECTNESS (Criterion 8)

Smaller amounts of improvement overall here, but some exists, even though GEN 112 does no focus on syntax and mechanics. Again, main campus students – often right out of GEN 110 -- enter the class with markedly lower marks than EWO students (2.46 vs 3.10 on the pretest). Still, those students do move into the 3.0 range by the post-test

WRITING AS A TOOL FOR THINKING AND ANALYSIS (Criteria 1, 4, and 6)

The largest gains across the board came in the area of Evidence Integration and Analysis (Crit 6). In fact, Main Campus students' scores went up 1.43 in this area – specifically in the criterion that requires student not just to insert data, but to frame and interpret it, showing how it supports their arguments. This, for us, is the central analytical skill on display.

Equally sizable gains are shown in "Acknowledging and Responding to Counterarguments" (Crit 4) and in writing "Problem-Posing Introductions" (Crit 1) – two criteria that focus on considering counterarguments and the ongoing discussions in which one's writing is taking place. Main

	Campus students' scores went up 1.26 points (1.26 → 2.52), effectively doubling their ratings in these areas. This makes sense given how little argument (as a genre) is emphasized in GEN 110. The ability to frame problem-posing introductions (which asks students to think about situating their arguments in extant discussions and/or to motivate their reader to care about their claims) improved equally both on campus and online, although to a lesser extent.

1. What do the findings above (i.e., 2017-18 data) tell you about the **curriculum or pedagogy** in your program?

   "Woo-hoo!" Findings:

   > The revised assessment tool, with new and more focused criteria, indicates that GEN 112 does indeed help students both to analyze their evidence explicitly on the page (as opposed to simply presenting supportive data) and to actively consider and respond to counterarguments or potential criticism on the page. Many of our Main Campus teacher use books specifically designed to encourage this king of explicit reader-centered thinking and writing. (Based on last year's data, the GEN 112 main campus instructors met to share strategies for helping to teach problem-posing intro structures.)

   "Hmmm…." Findings:

   > Every category of EWO scores – pre and post-test – was greater than their corresponding Main Campus scores, sometimes by more than a whole scale-point. While this may be attributed to the more mature writing skills of adult learners, I wonder if we need to analyze and norm all the scoring abilities of our instructors.

   "Darn it" Findings:

   > As noted above, the entry-level (pretest) scores for Main Campus GEN 112 students in the Spring Term indicate that students were surprisingly deficient in deploying paragraph structures coherently and clearly. This is especially odd considering many of them had just passed GEN 110, which should help them to write "well-developed and effectively-organized paragraphs" (GEN 110 CLO 1).

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?

   > As suggested above, I would like to look as assessment norming, consider the common structure for introductions and evidence analysis (common text?). More immediately, we can explore ways that GEN 110 sections can focus more on and test out new tools to reinforcing paragraph-structuring skills. Would a shared vocabulary of paragraph structure help?

3. Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

   > In Rhetorical Skills, PLO2 (GEN 112) and PLO3 (WI courses). We will need to develop a plan and/or tool for measuring the Writing Intensive courses, perhaps using the Composition II rubric as a starting point or a more general assessment of student abilities (see the IDS distributional rubrics). Also, we can look into how the programs are already prepared to assess writing in these course

Additional data from the Spring 2018 assessment, broken down by site and section:

	Problem-posing Introduction	Thesis Statement	Reasons	Acknowledgement and Response	Citation and Support	Evidence Integration and Analysis	Paragraph Structure	Syntax and Mechanics
MAIN Ave Pre	2.71	2.39	2.01	1.26	2.13	1.56	1.91	2.46
MAIN Ave Post	3.35	3.04	3.14	2.52	3.13	2.99	3.07	3.07
MAIN CHANGE	**0.64**	**0.65**	**1.13**	**1.26**	**0.99**	**1.43**	**1.16**	**0.60**
MAIN Post-test Number	84							
EWO Ave Pre	2.81	2.73	2.75	2.25	2.42	2.65	2.56	3.10
EWO Ave Post	3.60	3.57	3.36	3.04	3.32	3.15	3.30	3.62
EWO CHANGE	**0.79**	**0.84**	**0.61**	**0.79**	**0.90**	**0.50**	**0.74**	**0.52**
EWO Post-test Number	47							
SEC 01-02 - Ave Pre	3.68	2.90	2.28	1.75	1.95	1.80	2.23	2.75
SEC 01-02 - Ave Post	3.87	3.38	3.46	2.64	3.13	3.23	3.33	3.15
SEC 01-02 - Ave Change	0.20	0.48	1.19	0.89	1.18	1.43	1.11	0.40
SEC 03 - Ave Pre	1.21	1.63	1.63	1.11	2.11	1.05	1.32	2.05
SEC 03 - Ave Post	2.76	2.82	3.00	2.41	2.94	2.76	2.65	2.94
SEC 03 - Ave Change	1.55	1.19	1.37	1.31	0.84	1.71	1.33	0.89
SEC 04-05 - Ave Pre	2.37	2.19	1.90	0.73	2.39	1.55	1.85	2.34
SEC 04-05 - Ave Post	2.96	2.68	2.77	2.43	3.23	2.79	2.95	3.02
SEC 04-05 - Ave Change	0.59	0.49	0.86	1.70	0.85	1.24	1.09	0.68
SEC D1 - Ave Pre	2.65	2.65	2.85	2.25	2.30	2.75	2.45	2.70
SEC D1 - Ave Post	3.30	3.50	3.30	2.90	3.25	3.00	3.10	3.40
SEC D1 - Ave Change	0.65	0.85	0.45	0.65	0.95	0.25	0.65	0.70
SEC G1 - Ave Pre	2.53	2.88	2.59	2.76	2.24	2.35	2.59	3.53
SEC G1 - Ave Post	3.82	3.59	3.47	3.29	3.47	3.35	3.71	3.82
SEC G1 - Ave Change	1.29	0.71	0.88	0.53	1.24	1.00	1.12	0.29
SEC V1 - Ave Pre	3.33	2.67	2.80	1.67	2.80	2.87	2.67	3.13
SEC V1 - Ave Post	3.80	3.70	3.30	2.90	3.20	3.10	3.00	3.70
SEC V1 - Ave Change	0.47	1.03	0.50	1.23	0.40	0.23	0.33	0.57

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Interdisciplinary Studies (IDS) – Quantitative Skills DATE: May 2018

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

PLO measured

PLO #4: Perform basic mathematical and statistical functions

Summary of results

In Fall 2017, three sections of MAT 130 used common final exam questions to assess the course learning outcomes (CLO 1-9). Each question was scored on a 0-4 scale, using a rubric shared with the IDS Mathematics Distributional Studies assessment. This year we added 0 to the scale to account for the students who left a problem completely blank. Last year we assessed Questions 2 and 3 together, but this year we did them separately. The results were as follows:

	Q1	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**
# of 4s	24	10	21	22	19	19	7	7	19
# of 3s	6	0	0	0	12	6	7	22	9
# of 2s	10	14	4	22	6	13	26	15	6
# of 1s	7	20	15	7	14	11	8	3	11
# of 0s	5	8	12	1	1	3	4	5	7

KEY: Assessment Scores Meanings (via Distributional Studies Rubric)

4: Correctly solves problem with little or no mistakes (90%-100%)
3: Uses the appropriate procedure and makes significant progress toward solution with minor mistakes (75%-89%)
2: Shows some knowledge of appropriate procedure but with more significant mistakes or misunderstandings (60%-74%)
1: Makes some effort but fails to recognize or apply appropriate procedure (<60%)
0: Provides no answer

KEY: CLOs (and corresponding Assessment Questions)

1. Manipulate algebraic equations (Q1)
2. Translate verbal phrases into algebraic expressions and vice versa (Q2 and Q3)
3. Set up and solve linear equations and inequalities (Q2 and Q3)
4. Use a coordinate system to plot points (Q4)
5. Sketch graphs of equations in particular lines and parabolas (Q4)
6. Find the midpoint and length of line segments (Q5)
7. Set up and solve systems of linear equations in two and three variables (Q6)
8. Manipulate polynomials, rational expressions, complex fractions, and radicals (Q7)
9. Manipulate complex numbers (Q8)
10. Solve quadratic equations by factoring, completing the square, and quadratic formula (Q9)

1) What do the findings above (i.e., 2017-18 data) tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

In Fall 2017 a big change was made to the way we taught MAT 130. We started using the software ALEKS. This is an adaptive learning software where each student follows an individual learning path through the material. We did try to keep everyone at about the same pace since we had due dates for chapters every 2 weeks and tests throughout the semester. Using this system, the percentage of students getting 3s and 4s remained similar to the previous year.

"Hmmm…." Findings:

While the number of students getting 3s or 4s was similar to 2016, the average assessment scores were lower. Anecdotally, the instructors felt like ALEKS was a big help to the students who stuck with it as it provided help to them whenever they wanted to work on it. Students who didn't put the time in for homework were more likely to fall behind and give up than in past semesters. The instructors made some adjustments to how they incorporated ALEKS with the time spent during class this spring and will continue to adjust their practices in the fall.

"Darn it" Findings:

Also, there seem to be patterns in lower performance both in the linked Questions 2-3 (particularly the ability of student to translate written statements into mathematical equations, as well as Questions 7-8 (both involving the manipulation of complex numbers and fractions). What do in-class activities and assessments say about the challenges students face in these particular areas.

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 "Hmm" findings, above.

Also, can we explore ways of helping students to think about *how* to translate written statement into mathematical equations, or *how* to decide which is the proper mathematical procedure to use analyze particular types of cases? This seems to be a problem that we can see both in this assessment plan (see "Darn it") and in the distributional studies assessment for Math and Natural Science. This skill seems to be central to any goal of numerical or quantitative literacy: students need to be able to figure out how to use mathematical skills to better understand and analyze particular real-world cases.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

IDS PLO3 is not scheduled to be assessed in 2018-19. However, we may way to explore whether we should have distinct measures for the basic skills and distributional studies assessment in math. Also, the PLO indicates that students will all learn basic mathematical *and statistical* functions. Is this accurate? Should/could that PLO say "or"?

Lakeland University

Annual Program Assessment Report Worksheet

PROGRAM: Interdisciplinary Studies (IDS) – Distributional Studies DATE: May 2018

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

PLO measured

PLO #5: Evaluate different types of information (via Distributional Studies PLOs)

PLO #8: Demonstrate knowledge of multiple academic disciplines (via Distributional Studies PLOs)

Summary of results

The Distributional Studies assessment plan was implemented in 2017-18 in 30 Main Campus and EWO courses, across the 8 distributional categories. A total of 610 students were assessed using dedicated IDS rubrics on course-specific assignments. The overall results were as follows:

	Number of Students	Level 4: EXCELLENT	Level 3: GOOD	Level 2: FAIR	Level 1: POOR
All Courses	610	244	201	102	63
Percent		40.0%	33.0%	16.7%	10.3%
Main Campus	481	175	153	93	60
Percent		36.4%	31.8%	19.3%	12.5%
EWO	129	69	48	9	3
Percent		53.5%	37.2%	7.0%	2.3%

Because we are dealing with multiple different courses, addressing multiple discrete and discipline specific IDS outcomes, it remains difficult to generalize effectively about the data and how to apply the findings (positively or negatively). Nonetheless, the overall trends in most of the sections are reassuring.

More than 70% of the students rated at "good" or above in disciplinary knowledge and/or discipline-specific skills of information evaluation (see below each category's IDS learning objectives), with EWO students rating significantly higher.

Among these categories, students met these objectives most strongly in Art, Humanities, and Social Sciences Classes (with more 40-60% earning "excellent" marks). Students had more difficulty in Mathematics and the Natural Sciences, where 36% and 43%, respectively, were rated as "fair" or "poor." According to the instructors, Math students had difficulty identifying the correct procedure to apply to particular problems, but once they identified the procedure knew how to apply it. In the Natural Science classes, students faced basic challenges with interpreting graphs, converting simple fractions, and applying algebraic skills. (These two sets of challenges seem to be related.)

Distributional Category Objectives measured in 2017-18

ART/MUS Students will be able to describe the concepts and/or methods used in creating a piece of visual art, music, or theatre
Students will be able to create, interpret, or analyze visual art, music, or theatre using methods in the classroom or studio

HIS/POL Students will be able to analyze significant historical or political events in the study of a people, period, or culture.
Students will be able to interpret a primary or secondary source to identify its key points and perspective/bias

LIT/WRT Students will be able to recognize and describe the concepts and/or methods involved in creating a piece of literary art

MATH Students will be able to apply an appropriate analytical, logical, or statistical procedure to solve a problem

NAT SCI Students will be able to use their understanding of a scientific concept to interpret a natural phenomenon
Students will be able to draw accurate conclusions from scientific data.

PHI/REL Students will be able to identify and describe the central tenets of a religious or philosophical system

SOC SCI Students will be able to differentiate among significant perspectives applied in [particular social science fields]

W LANG Students will be able to demonstrate level-appropriate skills in reading comprehension in the chosen language

1) What do the findings above data tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

A vast majority of our distributional studies teachers find that their students, by the end of the term, can perform general analytical tasks, using knowledge in the field, at an introductory level. Across many categories of coursework, instructors reported that students had a good handle on basic terms, theories, definitions, and procedures.

"Hmmm…." Findings:

The findings are perhaps *too* positively skewed in Arts and EWO classes. Perhaps the testing tool needs to be normed or checked against overall class/assignment grades. Alternately, the tools and objectives themselves may need to be compared with other IDS categories to see that most teachers are assessing similarly robust levels of skills and knowledge.

Also, across many categories of coursework, instructors reported that subsets of students (although they knew the basic terms and concepts) had a difficult time applying those terms in a more thoughtful and analytically rich way (see "common areas for improvement" in ENG 275; CRJ 140; SPA 101; PHI 232; REL 232; ECN 230).

"Darn it" Findings:

As noted above, the only significant patterns of challenge come in the area of Math and Science, where students are having trouble identifying the proper producers to follow, as well as basic algebraic and interpretive skills (understanding graphs, parsing questions, etc.). Can more work be done in these areas, within these classes or within other parts of the "qualitative skills" segment of the IDS curriculum?

Because we are dealing with multiple different courses, addressing multiple discrete and discipline specific IDS outcomes, it remains difficult to generalize effectively about the data and how to apply the findings (positively ort negatively). Nonetheless, the overall trends in most of the sections are positive.

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?

As noted above, according to the instructors' statements of "common areas of challenge" (as well as the lower assessment scores), Math students had difficulty identifying the correct procedure to apply to particular problems, but once they identified the procedure knew how to apply it. In the Natural Science classes, students faced basic challenges with interpreting graphs, converting simple fractions, and applying algebraic skills.

Can we explore new ways of helping students to think more explicitly about *how* to identify proper procedures for particular cases, to analyze the salient components of graphs or word problems, etc.? This seems to be a problem that we can see both in this assessment plan and in student performance in IDS Quantitative Skills assessment (MAT 130). These skills, I think, are central to quantitative literacy: students need to be able to figure out how to use mathematical skills to better understand and analyze particular real-world cases.

3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

IDS PLO 5 and 8 are not scheduled to be measured via the distributional studies classes next year. However, we perhaps should run a smaller number, focusing on EWO and LUJ courses.

Supplementary Distribuition Studies Assessment Data

	Number of Students	Level 4 EXCELLENT	Level 3 GOOD	Level 2 FAIR	Level 1 POOR
Art Music & Theater	59	35	13	5	6
Percent		59.3%	22.0%	8.5%	10.2%
History & Pol Science	87	26	41	15	5
Percent		29.9%	47.1%	17.2%	5.7%
Literature & Writing	94	42	29	20	3
Percent		44.7%	30.9%	21.3%	3.2%
Mathematics	104	38	28	19	19
Percent		36.5%	26.9%	18.3%	18.3%
Natural Sciences	92	22	29	21	20
Percent		23.9%	31.5%	22.8%	21.7%
Philosophy & Religion	86	32	18	6	1
Percent		37.2%	20.9%	7.0%	1.2%
Social Sciences	66	29	22	11	4
Percent		43.9%	33.3%	16.7%	6.1%
World Languages	22	8	10	2	2
Percent		36.4%	45.5%	9.1%	9.1%

"Common Areas of Strength" (by IDS category)

Art, Music, and Theatre	In "Scarborough Fair" the students were able to identify the use of strings and an electronic harpsichord in the music. As for the vocals they could identify a wistful/melancholy feeling in the music which reflected the lyrics of the song. With "Joy to the World" they easily identified the rhythmic vitality of the Baroque style, and the busyness of the music ("filling up space with action and movement"). Generally, the students picked up on the emotional aspect of both pieces, and the Baroque element of a single affect in the music.
	None
	Students who have studied the pieces well enough to identify them can generally also place them according to historical period and/or genre. The majority of the class scored at A/AB/B level in their performance on this component.
History and Political Science	They all seemed to grasp that both sides of the argument needed to be presented. They were familiar with citing their sources and offering a references page.
	A general improvement in historical knowledge
	Good thesis well developed few digressions
Literature and Writing	Analyze literary passages for how an author selects specific words for their connotations, and how those connotations are then used to develop an underlying theme in the literary work -- Use of topic sentences and PIE format to structure paragraphs
	Good understanding of terminology. Good ability to articulate ways to improve aspects of the story.

	1) Students were able to accurately and effectively describe the use of most literary conventions; 2) All students noted responses they received from their audience whether that was from the large group workshop, peer-to-peer workshop, or feedback from instructor. They explained how this feedback led to their revisions and inclusions of the above conventions in their literary piece for improvement. 3) The majority of the students who reflected about their nonfiction work noted precisely how reflection played a role in the creation of their essay, which was not seen in the Fall 2016 assessment.
	The students understand the concepts.
	Overall excellent articulation of how they put together their scripts and storyboards. They spoke well about the stories they created, the screenplay form, and their characters.
	All students used analytical formal terms appropriate to the artform
Mathematics	Once students determined the correct procedure to use for solving a particular problem, they successfully used the best processes and correct calculations necessary to arrive at the correct solution.
	Students accurately follow statistical procedures and calculate probabilities.
	None
	Applying the formulas once determining which procedure to use.
	Three of the students did the problem completely correct
Natural Sciences	applying model they've learned to new set of data, setting up comparisons, drawing conclusions
	Most of the students in the class (18/28 or 64.3%) were able to score Excellent or Good on this assessment, so most successfully made the proper conclusions given the data and information provided.
	Many students were able to make reasonable interpretations of the phenomenon.
	Students were generally able to interpret this word problem.
Philosophy and Religion	All of the students excelled at describing the central tenets of the three major theories of ethics (Teleology, Deontology, and Virtue Ethics).
	Review of times, terms, people, conceptions connection and application of concepts.
	Students did well in describing the essential beliefs and character of Buddhism. Some minor inaccuracies occurred, but overall the class as a whole did very well. This was also a very high functioning class overall.
	Students were able to identify general precepts of different ethical theories
Social Sciences	Students who scored well, generally were able to handle higher order (Blooms taxonomy) questions, and did well throughout the course.
	Passion
	Most students were able to identify and differentiate between the positive and negative effects of globalization on the culture examined in their papers.
	Ability to define the two perspectives.
World Languages	The majority of the students could identify main ideas, basic facts and explicit messages in the target language.

"Common Areas for Improvement" (by IDS catergory)

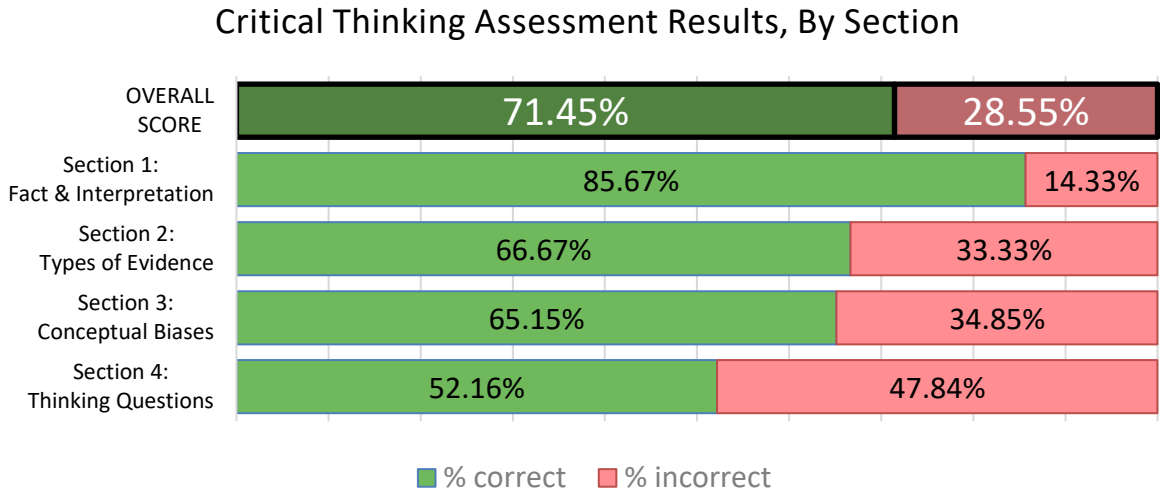
Art, Music, and Theatre	Fewer students picked up on the use of polyphony in the vocals of "Scarborough Fair." This is such an important piece of the Baroque style. With the Mannheim Steamroller piece, their use of electronic harpsichords/synthesizers gave students an opportunity to identify Baroque flamboyance, but they generally did not pick up on that. Plus, being an instrumental work, the students who chose this option had trouble calling to mind the lyrics of the Christmas carol.
	None
	The most frequent errors are mismatching the piece with the composer/performer name. If a student has mistaken the composer, they may also misrepresent which style/genre the work belongs to based on their notes about these individuals.
History and Political Science	Many writers were far too conversational and need to be introduced to more academic writing. Some did not seem to understand the importance of organizing a paper and utilizing paragraphs.
	Better retention and understanding of Historical trends.
	Footnoting and bibliography.
Literature and Writing	Thesis statements often need to be more specific --Proofreading for punctuation (especially comma splices), missing words, or improper word forms --Use of more effective signal phrases to set up quotations as evidence for topic sentences
	difficulties using direct dialogue in a story in effective ways, as opposed to perfunctory ways.
	When reflecting upon the use of punctuation in poetry, most didn't refer to the term caesura
	Application/Analysis of the concepts varies widely.
	Visualizing their story and characters in the screenplay form was the hardest thing for them to talk about (and do.)
	Many students still had trouble connecting the form to the content
Mathematics	Students struggle with determining the appropriate statistical procedure when presented with case scenarios.
	Students struggle to determine which procedure to use in the context of multiple case scenarios.
	75% of students skipped 1+ assignments
	Determining the correct procedure.
	One student did not recognize the correct tool to use for this problem
Natural Sciences	algebra skills, organization
	Several students failed to make the conversions from simple fractions to % (i.e., 8 hrs. out of a 24 hr. day = 33% of one day). Several students clearly could not read/interpret the pie graph so they could not make the correct conclusions.
	I need to provide a better prompt for the question since I didn't specifically request them to state the limitations of alternative interpretations. Many students understood that shape was important, but they used incorrect terminology. I think I can incorporate more examples of this phenomenon to allow them to better recognize the differences in compounds.
	Students have a hard time visualizing what is happening with graphs. I think they will be more comfortable with them if they read/create/use them more often.

Philosophy and Religion	In the future, I plan to give students more opportunities to use critical thinking approaches in their applications of the three theories -- to minimize their tendency to apply the tenets rigidly -- without consideration of overarching concepts (e.g., integrity).
	Make connections between dates and events.
	Some students still had a tendency to "essentialize" the tradition by failing to note the degree to which even central tenets of Buddhism are held in variant forms. I will need to continue stressing the internal diversity of Buddhism and Hinduism.
	Could not apply details to cases with equal rigor
Social Sciences	Higher order Bloom's questions tended to be answered incorrectly by poorer scoring students
	This was a more difficult cohort. Noticed many areas where reading comprehension was an issue.
	A small handful of students offered a fairly superficial analysis of the effects of globalization.
	Illustration of examples in various areas of the criminal justice system rather than just one (i.e., policing or law).
World Languages	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. . In SPA101, the fall 2018 reading comprehension assessment was changed (beginning fall 2017) from written response to multiple choice or true/false. As a result, students focused on comprehension instead of on writing skills. In addition, we reviewed reading assessments throughout the semester. Consequently, scores improved by 16%.

Lakeland University
Annual Program Assessment Report Worksheet

PROGRAM: Interdisciplinary Studies (IDS) – Critical Thinking Core DATE: May 2018

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

PLO measured	**Summary of results**
ILO #1: Think critically PLO #5: Evaluate different types of information PLO #6: Examine problems from multiple perspectives. PLO #7: Make decisions in an evidence-based fashion.	During the 2017-18 academic year, eight sections of Core I administered Lakeland's new Core I Critical Thinking Assessment Test to their students (n=108). The test was created in-house and focused on each of the GEN 130's four critical-thinking CLOs, specifically the abilities to: • distinguish between fact and interpretation; • identify and search for both confirming and disconfirming evidence; • discuss cognitive biases that influence the way we think and approach problems; and • ask and answer key questions that assess arguments and their perspectives. The overall and section-by-section results were as follows:  Clearly, the overall scores are positive, indicating the students are leaving Core I with a decent ability to recognize and correctly critical thinking skills as the introductory level. This is especially the case with the ability to think about and categorize different types of information/evidence/interpretation (Sections 1 and 2, which correlate to both PLO 5 and PLO 7). Students faced more challenges in Sections 3 and 4, which focused more on the ways in which our perspectives – and those of others – can affect our approach to and assessment of data and problems (PLO 6). The question of the final section also focuses on evidence – on evaluating what we know and what we don't know about ab problem. The lower scores here connect to the goals of PLO 7.

1) What do the 2017-18 data tell you about the **curriculum or pedagogy** in your program?

"Woo-hoo!" Findings:

The newest version of Core I, with a more explicit curricular and pedagogical focus on Critical Thinking, seems to providing first-year students with a stable introductory level of critical thinking skills. This is especially true of students' ability to distinguish fact and interpretation (a skill that is practice via argument analysis, summary writing, resource evaluation, and other means). These scores, however, are a bit inflated, relative to the others, because the "Fact and Interpretation" section required one to choose from only 2 (as opposed to 4-5) possible answers.

"Hmmm…." Findings:

The lowest scores in the "fact and interpretation" section come on questions that use the language of "fact" within interpretive statement (Q5, 71% correct) and or fact authentically factual statements about feelings (Q7, 74%). There are, in a sense, trap question – but they show an area where students' analytical skills can be sharpened. Similarly, students scored lowest on the "confirming/disconfirming" question that provided an outcome that seemed to support a hypothesis, but also indicated a different cause (Q13, 43%). Again, students are "fooled" when some vocabulary or data seems to point in the opposite direction.

"Darn it" Findings:

There are lower scores that I expect on particular "cognitive bias" questions, including the *confirmation bias* (Q16, 51%), which is not only one of the most important, but is also explicitly linked to the goals of distinguishing "confirming and disconfirming evidence" and the class "critical thinking bookmark" question that asks one to focus on "How might you be wrong?" (The exam question in Part 4 that address the "how might you be wrong" inquiry [Q19] showed students scoring equally low [48%]).

Moreover, the students scored lowest overall on the section related to the class's "critical thinking bookmark" question. This is surprising because those questions would be the most readily at hard each day, printed right on Core I's only common text.

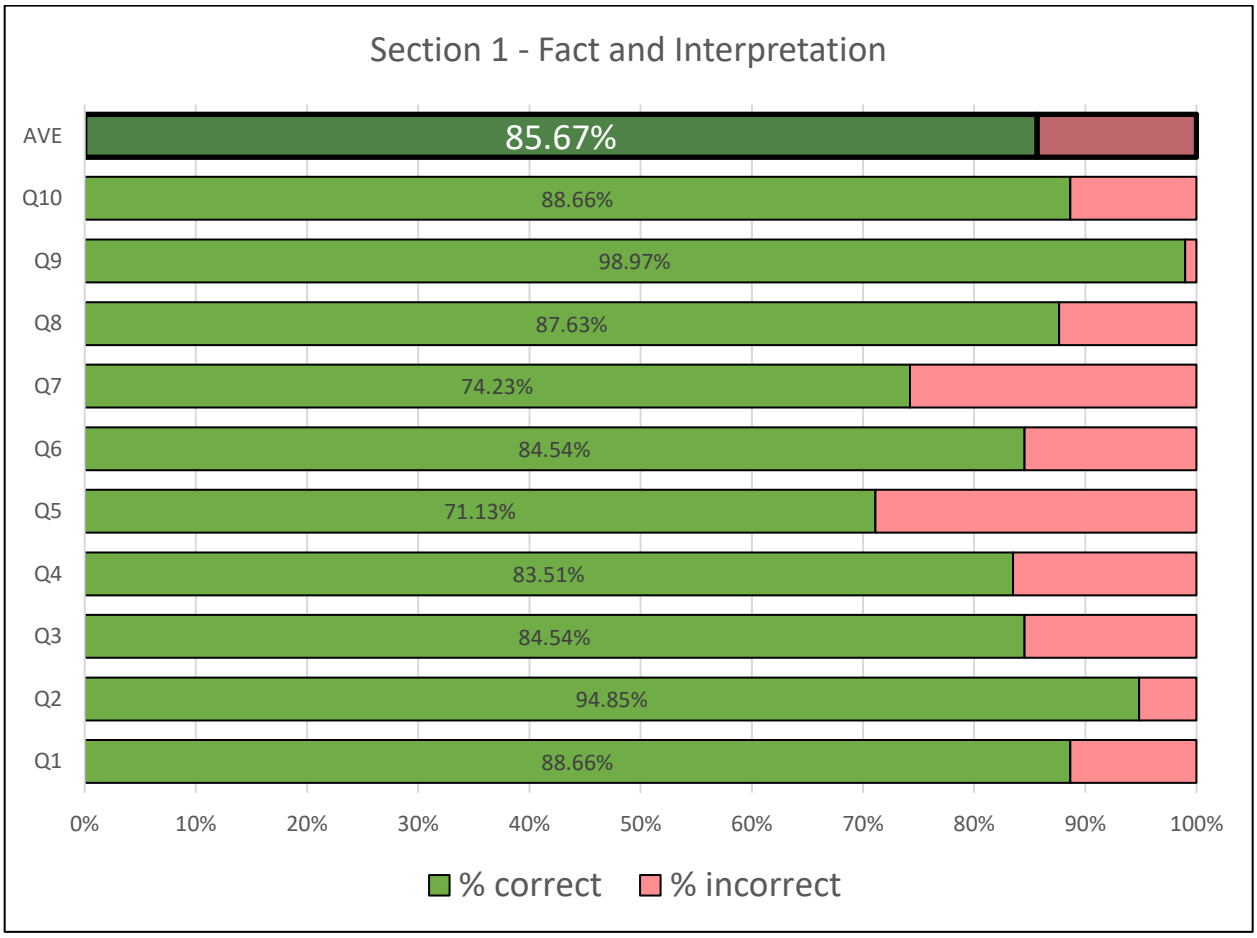
2) Based on the data you gathered on student learning, what are some things you'd like to try in your curriculum or pedagogy to improve student learning next year?

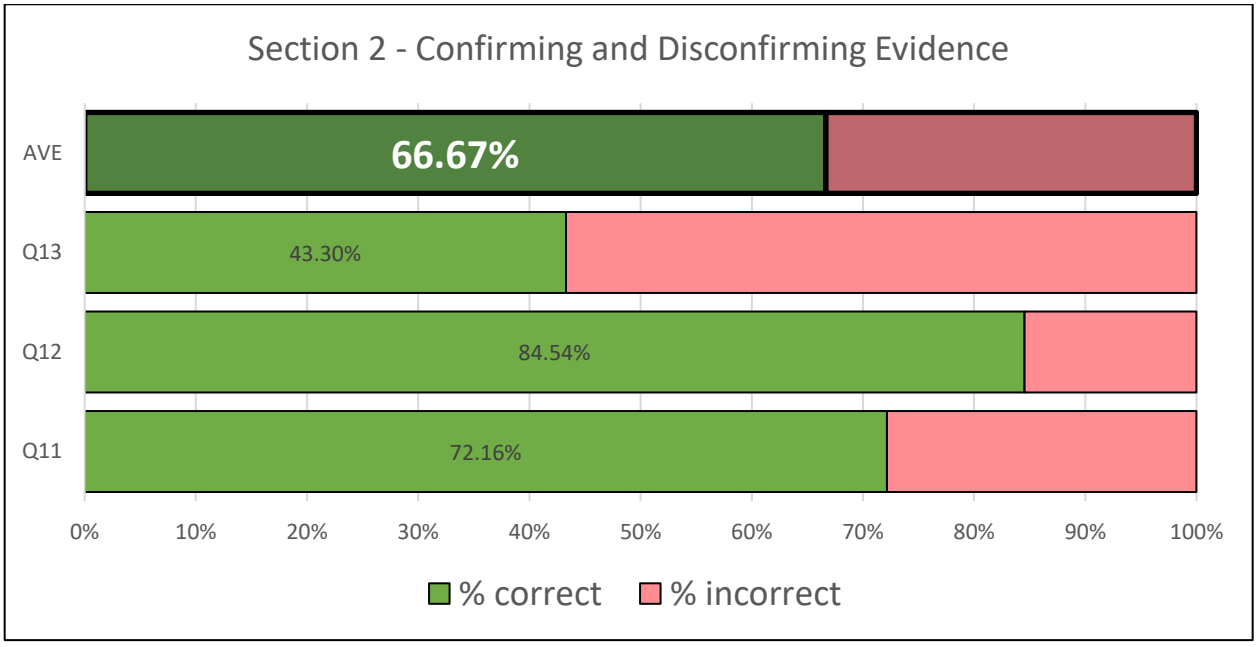
Based on the low scores related to the course's central "critical thinking question" and its relation to some of the central biases (like confirmation bias), I suggest that Core I teacher plan to use the bookmark's central questions every 2-3 class sessions, even if only in a minimal way. This would not require new assignments or daily memorization; it would, however, keep these questions and their application explicitly on the table, as part of the class discussion and focus.

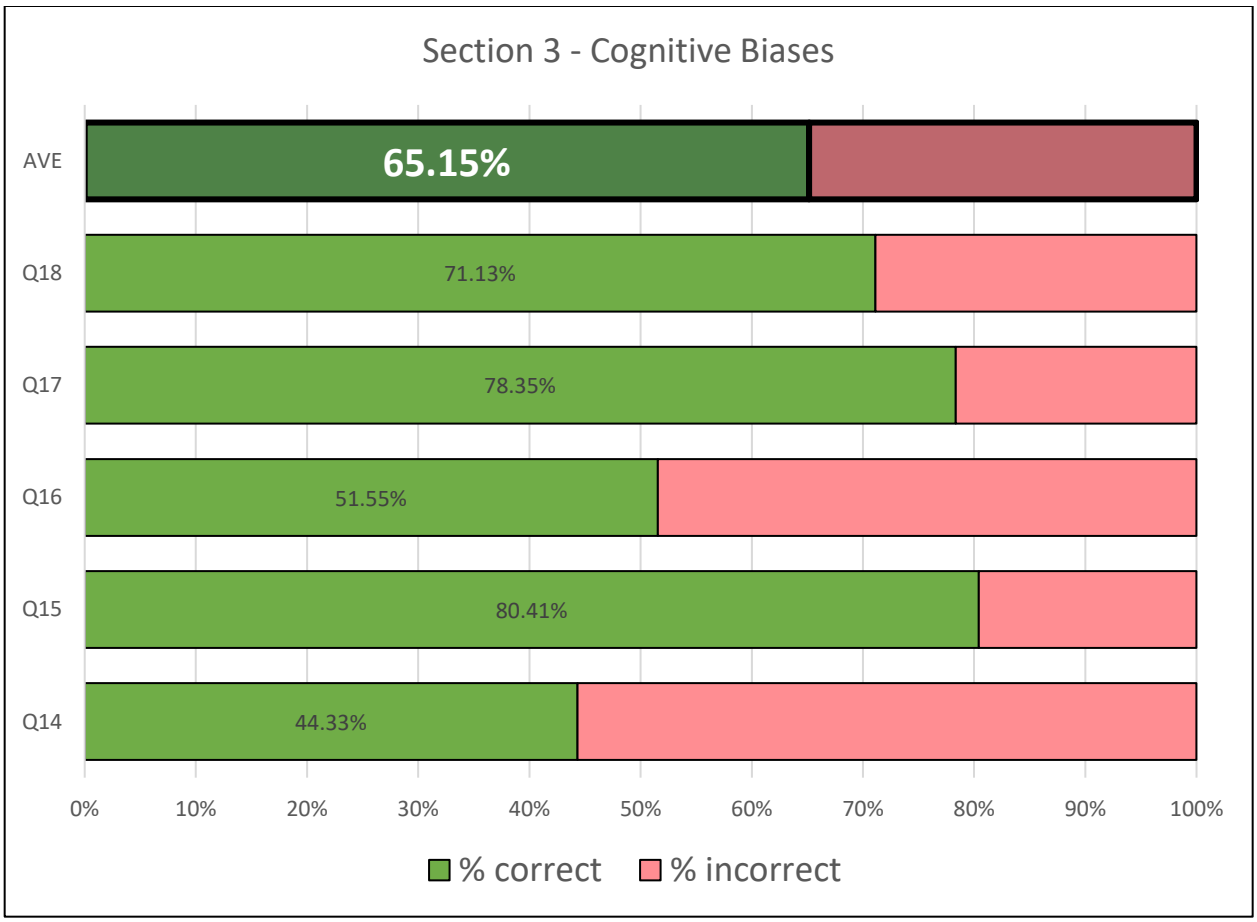
3) Before you head out for the summer, what PLOs are you planning to measure next year (in 2018-19)?

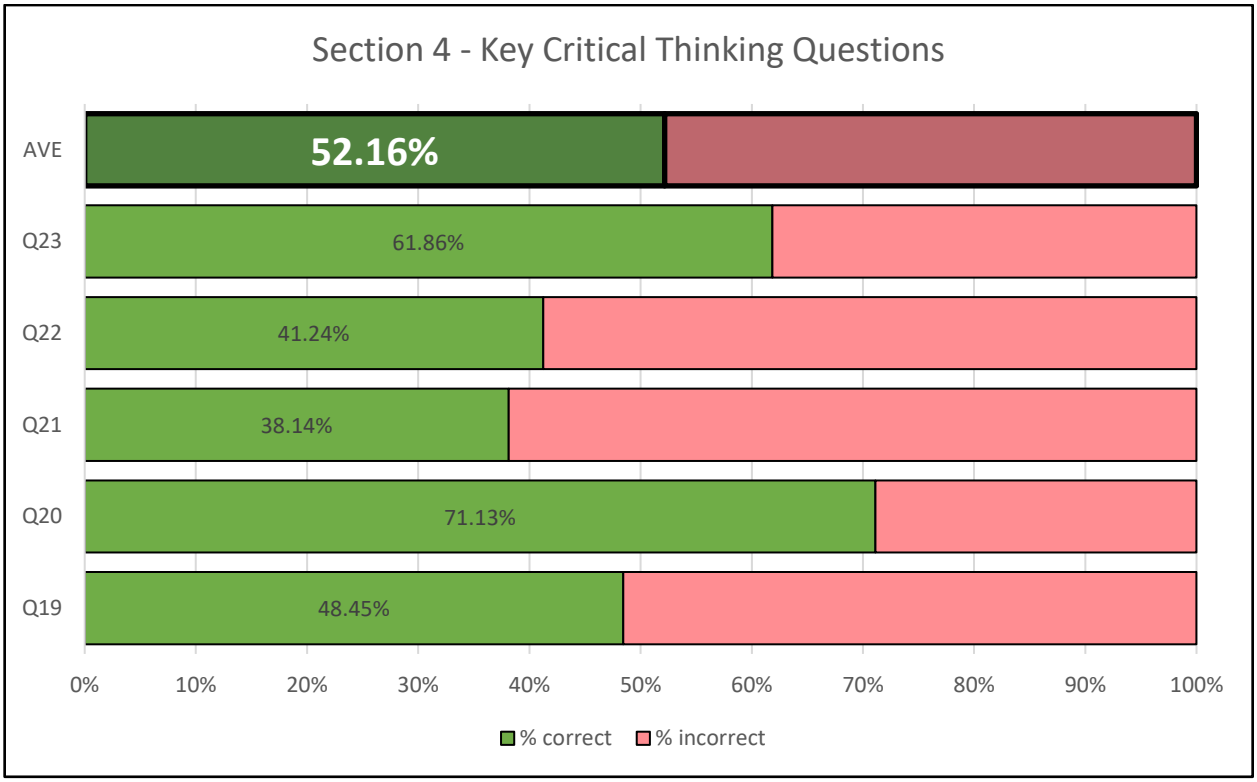
Definitely PLO 6 and 7, in Core II or III. Potentially PLO 5-7 in Core I again.

Complete Core I Critical Thinking Assessment Results, by Section






Section 3 - Cognitive Biases
AVE
65.15%
Q18
71.13%
Q17
78.35%
Q16
51.55%
Q15
80.41%
Q14
44.33%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
% correct
% incorrect


Section 4 - Key Critical Thinking Questions
AVE
52.16%
Q23
61.86%
Q22
41.24%
Q21
38.14%
Q20
71.13%
Q19
48.45%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
% correct
% incorrect