

Degree: University Studies
2023-2024 Assessment Plan

	Student Learning Outcome #1	Students who successfully complete a University Studies degree will create an e-portfolio whereby they articulate professional intent, goals, and professionally relevant experiences, attributes, and competencies.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1) Faculty* will assess professional goals statements expressing specific, measurable, achievable, career-relevant, and time-bound achievements according to a rubric. 2) Faculty will assess professional online presence by constructing an e-portfolio with reflection statements for included items explaining the significance to students' professional goals according to a rubric. <p>*Throughout this document, "Faculty" refers to a committee comprised of all full-time teaching faculty in the Department of University Studies.</p>
	Proficiency	Scoring 3 out of 4 on the rubrics is deemed proficient.
DO	Benchmark	<ol style="list-style-type: none"> 1) As a result of completing UVST 3301, 85% of students will score at least ¾ on the Content Development criteria of the Written Communication Value Rubric. 2) As a result of completing UVST 3301, 85% of students will score at least ¾ on the Reflection criteria of the Foundations and Skills for Lifelong Learning Value Rubric.
	Results of Assessment	<ol style="list-style-type: none"> 1) 239 students' goals statements were evaluated. 88% met or exceeded the Content Development criteria of the Written Communication Value Rubric. 2) 243 students' e-portfolios were evaluated. 91% met or exceeded the Reflection criteria of the Foundations and Skills for Lifelong Learning Value Rubric.

S T U D Y	Analysis of Results	<ol style="list-style-type: none"> 1) Students are expected to consider, formulate, and articulate well considered professional goals. Students are required to elucidate each goal in terms of its specificity, measurability, applicability to the student's stated professional/career pursuit, reasonableness by which the student may achieve each goal, and the definite timeframe in which the student intends to achieve each goal. 88% of the students evaluated were deemed to have met or exceeded the requirement to use "appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work." 2) Students are expected to construct an electronic portfolio that presents a purposeful life trajectory. This instrument consists of multiple components requiring the student to contemplate and analyze life experiences and prior learning. Student analysis is to be informed by the student's measured awareness of implications and applications of events and learning. Furthermore, students are expected to integrate the multiplicity of these experiences for purposes of articulating a well-considered plan for current and future activities. 91% of the students evaluated were deemed to have met or exceeded the requirement to "reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events."
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1) Although 88% achieved the benchmark, we will take steps toward the remaining 12% by reviewing feedback returned to those students and developing responsive strategies. 2) Even though 91% achieved the benchmark, we will investigate a potentially more appropriate criterion by which to evaluate our assessment method. In addition to applying subsequent learning by utilizing formative assessments to successfully complete a summative assessment (i.e., activities preliminary to the completed electronic portfolio), students are expected to incorporate a variety of elements into a cohesive whole. We will replace the current benchmark criteria with the "Connecting, Synthesizing, Transforming" criteria of the Creative Thinking Value Rubric.

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	Student Learning Outcome #2	Students who successfully complete a University Studies degree will demonstrate ability to participate properly (i.e., from an enlightened point of view) in a culturally diverse milieu in relation to both interpersonal and professional relationships.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1) Faculty will assess exam demonstrating student understanding of how: one's experience(s) shape perception, perceptual "lenses" influence interpretation(s), belief(s), and knowledge, and one develops clear and accurate perceptions of the world that are not biased or limited to one perspective according to an exam. 2) Faculty will assess conceptual assessment discussion addressing core values, perceptions, inferences, judgments, and the benefits of diversity. Students will devote particular attention to applying these concepts in their chosen professional setting according to a rubric.
	Proficiency	<ol style="list-style-type: none"> 1) Scoring 12 out of 15 on the Chapter Exam is deemed proficient 2) Scoring 3 out of 4 on the rubric is deemed proficient.
DO	Benchmark	<ol style="list-style-type: none"> 1) As a result of completing UVST 4301, 85% of students will score at least 12/15 on the "Perceiving and Believing" chapter exam. 2) As a result of completing UVST 4301, 85% of students will score at least ¾ on the Applying Knowledge criteria of the Global Learning Value rubric.
	Results of Assessment	<ol style="list-style-type: none"> 1) The stated target was met as all competencies were judged to meet or exceed the evaluative standards as 96% of 241 students assessed scored greater than 75% on the "Perceiving and Believing" chapter exam. 2) The stated target was met as all competencies were judged to meet or exceed the evaluative standards as 87% of 204 students assessed scored greater than 75% on the

		assessment designed to assess student ability to discuss culturally diverse milieu in relation to both interpersonal and professional relationships.
S T U D Y	Analysis of Results	<ol style="list-style-type: none"> 1) Students are expected to complete an exam demonstrating a level of understanding of how: one's experience(s) shape perception, perceptual "lenses" influence interpretation(s), belief(s), and knowledge, and one develops clear and accurate perceptions of the world that are not biased or limited to one perspective. Additional topics include students thinking in an active, purposeful, and organized way to solve problems, work toward goals, and analyze issues. 96% of students scored higher than 75% on this chapter exam, demonstrating a collective understanding of those major concepts related to thinking critically about diversity in the workplace through a proper development of understanding and perceiving the values and background of others. 2) Students are expected to compose a conceptual response to a presented prompt through practical application of knowledge related to their "ability to participate properly (i.e., from an enlightened point of view) in a culturally diverse milieu in relation to both interpersonal and professional relationships". Students articulate core values associated with their current or future professional setting, identify specific areas in a professional setting positively affected by diversity, and how the student anticipates their professional setting will be influenced by strategies to promote diversity in the professional setting. 87% of students effectively articulated compelling and well-thought ideas in relation to stated benchmark according to the rubric, which measures strength of response, connection to course material, and response to classmate's posts.
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1) To more effectively measure the knowledge understanding and determine need for a revised benchmark, we will raise the benchmark to students scoring 80% or higher on this exam. Additionally, we will review exam questions for specific relevancy to "student understanding of how: one's experience(s) shape perception, perceptual "lenses" influence interpretation(s), belief(s), and knowledge, and one develops clear and accurate perceptions of the world that are not biased or limited to one perspective".

		<p>2) The stated target benchmark will be raised to 87%, as the current target of 85% was met. Additionally, the publisher for the textbook we use <i>Thinking Critically</i> by John Chaffee is under review for an updated edition. This new edition should provide updated and more recent information and situations whereby students can consider their own relationship with and attitude about diversity in the professional setting. Further, we will apply the “Global Self-Awareness” criterion from the “Global Learning Value Rubric”, as this criterion more effectively measures the intent and objective of the stated competency in relation to student understanding of cultural diversity knowledge and application of strategies necessary to create and appreciate diversity in a professional setting, as self-awareness involves a deeper level of reflective and critical thinking skills.</p>
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	Student Learning Outcome #3	Students who successfully complete a University Studies degree will demonstrate understanding, and application, of ethical behavior, which includes civility, social skills, and workplace etiquette.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1) Faculty will assess exam demonstrating student understanding of the definitions and bases of ethics and morality, the relation of ethics, morals, and personally held values, the impact of emotions, and personal responsibility, upon one's ethical choices, critical thinking as the means to moral decision making according to an exam. 2) Faculty will assess conceptual assessment discussion addressing the value, characteristics, and application of civility. Students will express strategies whereby they will apply these ideas in their chosen professional setting according to a rubric.
	Proficiency	<ol style="list-style-type: none"> 1) Scoring 12 out of 15 on the chapter exam is deemed proficient. 2) Scoring 3 out of 4 on the rubric is deemed proficient.
DO	Benchmark	<ol style="list-style-type: none"> 1) As a result of completing UVST 4301, 85% of students will score at least 12/15 on the "Thinking Critically about Morals" chapter exam. As a result of completing UVST 4301, 85% of students will score at least ¾ on the Application of Ethical Perspectives/Concepts criteria of the Ethical Reasoning Value rubric.
	Results of Assessment	<ol style="list-style-type: none"> 1) The stated target was met as all competencies were judged to meet or exceed the evaluative standards as 98% of 233 students assessed scored greater than 75% on the "Thinking Critically About Moral Issues" chapter exam. 2) The stated target was met as all competencies were judged to meet or exceed the evaluative standards as 89% of 223 students assessed scored greater than 75% on the assessment designed to assess student ability to demonstrate understanding, and application, of ethical behavior, which includes civility, social skills, and workplace etiquette.

S T U D Y	Analysis of Results	<ol style="list-style-type: none"> 1) Students are expected to complete an exam demonstrating a level of understanding of ethical reasoning and ethical behavior. Major concepts include identifying their own moral compass through reflective and critical thinking, developing and informed intuition, considering the ethics of justice, and the ethic of care. 98% of students scored higher than 75% on this chapter exam, demonstrating a collective understanding of those major concepts related to thinking critically about ethics. 2) Students are expected to compose a conceptual response to a presented prompt through practical application of knowledge related to “thinking critically about morals”. Students identify key characteristics of civility, respond to the question “Do you agree that “how you show up and treat people means everything”?, identify strategies to practice civility in their own professional setting, and identify how those strategies improve the professional environment in which they work. 89% of students effectively articulated compelling and well-thought ideas in relation to stated benchmark according to the rubric, which measures strength of response, connection to course material, and response to classmate’s posts.
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1) To more effectively measure the knowledge understanding and determine need for a revised benchmark, we will raise the benchmark to students scoring 80% or higher on this exam. Additionally, we will review exam questions for specific relevancy to “student understanding of the definitions and bases of ethics and morality, the relation of ethics, morals, and personally held values, the impact of emotions, and personal responsibility, upon one’s ethical choices, critical thinking as the means to moral decision making”. 2) The stated target benchmark will be raised to 87%, as the current target of 85% was met. Additionally, we will also identify new or additional situations in the professional setting whereby an ethical code of conduct must be considered to allow students to consider their own ethical framework and consider effective strategies to approach complex moral issues in a professional or personal setting. Further, we will apply the “Ethical Self-Awareness” criterion from the “Ethical Reasoning Value Rubric”, as this criterion more effectively measures the intent and objective of the stated competency in relation to student understanding of ethical knowledge and application of ethical standards in a professional setting, as self-awareness involves a deeper level of reflective and critical thinking skills.

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	Student Learning Outcome #4	Students who successfully complete a University Studies degree will consider and discuss strategies for responding to complex problems in relation to both interpersonal and professional situations.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1) Faculty will assess exam demonstrating student understanding of the concepts and strategies of creatively and constructively solving problems in complex situations according to an exam. 2) Faculty will assess conceptual assessment discussion addressing the value, characteristics, and application of complex problem solving. Students will express understanding of meaningful communication strategies to identify and evaluate if and how social media has a corrosive effect on an individual's thinking ability according to a rubric.
	Proficiency	<ol style="list-style-type: none"> 1) Scoring 12 out of 15 on the chapter exam is deemed proficient. 2) Scoring 3 out of 4 on the rubric is deemed proficient.
DO	Benchmark	<ol style="list-style-type: none"> 1) As a result of completing UVST 4301, 85% of students will score at least 12/15 on the "Solving Problems" chapter exam. 2) As a result of completing UVST 4301, 85% of students will score at least ¾ on the Define Problem criteria of the Problem-Solving Value rubric.
	Results of Assessment	<ol style="list-style-type: none"> 1) The stated target was met as all competencies were judged to meet or exceed the evaluative standards as 98% of 233 students assessed scored greater than 75% on the "Solving Problems" chapter exam. 2) The stated target was met as all competencies were judged to meet or exceed the evaluative standards as 91% of 210 students assessed scored greater than 75% on the assessment designed to

		<p>assess student ability to consider and discuss strategies for responding to complex problems in relation to both interpersonal and professional situations.</p>
S T U D Y	Analysis of Results	<ol style="list-style-type: none"> 1) Students are expected to complete an exam demonstrating a level of understanding of problem-solving knowledge. Major concepts include creating an organized approach to analyzing difficult problems, thinking creatively and constructively to solve problems, effectively solving complex problems through critical thinking, and thinking beyond themselves to contribute to solving problems on a bigger horizon (such as world issues). 98% of students scored higher than 75% on this chapter exam, demonstrating a collective understanding of those major concepts related to problem solving. 2) Students are expected to compose a conceptual response to a presented situation employing effective problem-solving strategies. Students articulate critical thinking skills as a means to apply these strategies to solve complex problems in both their professional and personal life. 91% of students effectively elucidated compelling and well-thought ideas in relation to stated benchmark according to the rubric, which measures strength of response, connection to course material, and response to classmate's posts.
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1) To more effectively measure the knowledge understanding and determine need for a revised benchmark, we will raise the benchmark to students scoring 80% or higher on this exam. Additionally, we will review exam questions for specific relevancy to "strategies for responding to complex problems in relation to both interpersonal and professional situations". 2) The stated target benchmark will be raised to 87%, as the current target of 85% was met. Additionally we will also identify new or additional problem-solving situations to allow students to , their own approach to problem solving and apply effective strategies to solve complex problems in a professional or personal setting. 3) Further, The University Studies degree offers students the opportunity to explore various academic areas as they prepare to enter the workforce or graduate school. The degree provides a flexible path for students to earn a bachelor's degree that focuses both on academic knowledge and practical application of professional skills and qualities. To serve our students more fully, we will design and seek approval through the curriculum committee a 2000-level exploratory course to introduce students to the core competencies necessary to be successful in a professional setting. This

		<p>exploration will help students who are undecided about an academic focus area or professional goal develop an academic plan to move toward academic and professional goals. Through this course, we will also determine the specific academic needs for students in the University Studies program and how we can further develop competencies for their success.</p>
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	Student Learning Outcome #5	Students who successfully complete a University Studies degree will write professional documents whereby they demonstrate an understanding of the key elements of written communication.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1) Faculty will assess professional introduction prose whereby students demonstrate understanding of purpose and audience through expressing specific professional goals, skills, and experience according to a rubric. 2) Faculty will assess professional resume by constructing a resume indicating professional experience, academic and professional training, and additional information relevant to the student according to a rubric.
	Proficiency	Scoring 3 out of 4 on the rubrics is deemed proficient.
DO	Benchmark	<ol style="list-style-type: none"> 1) As a result of completing UVST 3301, 85% of students will score at least $\frac{3}{4}$ on the Content Development criteria of the Written Communication Value Rubric. 2) As a result of completing UVST 3301, 85% of students will score at least $\frac{3}{4}$ on the Context of and Purpose for Writing criteria of the Written Communication Value Rubric.
	Results of Assessment	<ol style="list-style-type: none"> 1) 232 students' professional introductions were evaluated. 85% met or exceeded the Content Development criteria of the Written Communication Value Rubric. 2) 234 students' resumes were evaluated. 83% met or exceeded the Context of and Purpose for Writing criteria of the Written Communication Value Rubric.
S T U D Y	Analysis of Results	<ol style="list-style-type: none"> 1) Students are expected to advance articulation of goals and express initial integration of acquired knowledge, skills, and attributes (via analysis of life experiences and prior learning) into a well-crafted and concise professional introduction. Additionally, the introduction must demonstrate obvious regard for the student's intended audience. 85%

		<p>of the students evaluated were deemed to have used “appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.”</p> <p>2) Students are expected to compose a methodical and engaging record of life and learning experience. Students are required to include professional (employment) and personal (volunteer) history, educational/learning (formal and informal) history, involvement/role in organizations, and attestations (accolades, awards, commendations, etc.). This composition is evaluated according to stated content, format, and grammatical requirements. 83% of the students evaluated were deemed to have “demonstrated adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).”</p> <p>Frankly, we were surprised by these results. While the results indicate a mere 2% shortfall, we expected a higher percentage of students to successfully meet the challenge. This assignment demands strict adherence to specific (and stated) requirements. It is possible we overestimated student familiarity with the ideas and details this assignment mandates. A plan for improvement is included below.</p>
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ACT	Improvement Plan for 2024-2025	<p>1) We will take steps toward the remaining 15% by reviewing feedback returned to those students and developing responsive strategies. Additionally, given the context specific purpose for the professional introduction narrative, we will replace the current benchmark criteria with a criteria better suited to the method of assessment: the “Context and Purpose for Writing” criteria of the Written Communication Value Rubric.</p> <p>2) Given 83% achieved the benchmark, we will employ strategies to improve performance of the 2% shortfall...and remaining 15%. We will:</p> <ul style="list-style-type: none"> ▪ provide additional examples of exemplary resumes and intensify emphasis upon use of examples. ▪ review and revise the comprehensive checklist resource and intensify emphasis upon its value and use. ▪ implement a real-time class session or dedicated online conference time to address student questions/concerns about this item. ▪ review grading feedback to determine additional responsive strategies. ▪ replace the current benchmark criteria with a criterion more directly associated with the purpose and intent of this method of assessment: the “Genre and Disciplinary Conventions” criteria of the Written Communication Value Rubric.
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	Student Learning Outcome #6	Students who successfully complete a University Studies degree will identify and reflect on academic and professional accolades signifying professional growth demonstrating synthesis and transfer of knowledge from early experience and learning to mature understanding and connection with a specific professional discipline.

PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1) Faculty will assess assessment discussion identifying specific items which represent student academic or professional growth. Students will also reflect on the context and relational experience or skill specific to their chosen professional goals according to a rubric. 2) Faculty will assess portfolio artifacts project by constructing a digital project displaying at least three relevant items to show academic or professional growth with reflection statements for included items explaining the significance to students' professional goals according to a rubric.
	Proficiency	Scoring 3 out of 4 on the rubrics is deemed proficient.
DO	Benchmark	<ol style="list-style-type: none"> 1) As a result of completing UVST 3301, 85% of students will score at least $\frac{3}{4}$ on the Integrated Communication criteria of the Integrative Learning Value Rubric. 2) As a result of completing UVST 3301, 85% of students will score at least $\frac{3}{4}$ on the Reflection and Self-Assessment criteria of the Integrative Learning Value Rubric.
	Results of Assessment	<ol style="list-style-type: none"> 1) 214 students' assessment discussions were evaluated. 83% met or exceeded the Integrated Communication criteria of the Integrative Learning Value Rubric. 2) 218 students' artifacts projects were evaluated. 85% met or exceeded the Reflection and Self-Assessment criteria of the Integrative Learning Value Rubric.
S T U D Y	Analysis of Results	<ol style="list-style-type: none"> 1) Students are expected to articulate specific artifact items that demonstrate professionally relevant qualities they possess. "Professionally relevant" is determined and defined by the student's stated professional goals and chosen career pursuit(s). Students are required to articulate a minimum number of items. Additionally, students are required to explain why they've chosen each item, the attributes the item demonstrates, and the professional relevance of each item (i.e., correlation to stated goals and pursuit(s)). 83% of the students evaluated were deemed to have fulfilled the assignment by "choosing a format, language, or graph (or other visual representation)

		<p>to explicitly connect content and form, demonstrating awareness of purpose and audience.”</p> <p>This is intended as a formative assessment. It is required early in the semester to afford students as much time as possible to regard feedback and make necessary adjustments prior to submitting the corresponding project. As a formative assessment, it is intended to stimulate thought and, coupled with instructor feedback, facilitate improvement as the student proceeds to the actual project. It is possible that a benchmark of 85% is a bit ambitious for an exercise of this nature. Nonetheless, a plan for improvement is included below.</p> <p>2) Students are expected to construct a project, which must include images of professionally relevant artifact items. Additionally, students are required to articulate the context of each item (explain what it is), the attributes the item demonstrates (professionally relevant skills/knowledge/abilities), and the student’s application of noted attributes in his/her professional setting. The project advances the requirements of the previous discussion, goals statements, professional introduction, and resume. 85% of the students evaluated were deemed to have demonstrated “a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self- assessment, reflective, or creative work).” Additionally, these students have demonstrated proficiency by evaluating and articulating “changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).”</p>
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<p>ACT</p>	<p>Improvement Plan for 2024-2025</p>	<p>1) Given 83% achieved the benchmark, we will employ strategies to improve performance of the 2% shortfall...and remaining 15%. We will:</p> <ul style="list-style-type: none"> ▪ intensify emphasis upon use of exemplary projects to stimulate students' consideration of their own possibilities. ▪ conduct a real-time class session or dedicated online conference time to address student questions/concerns about this item. ▪ review grading feedback to determine additional responsive strategies. ▪ replace the current benchmark criteria with a criterion more directly associated with the purpose and intent of this method of assessment: the "Transfer" criteria, or the "Connections to Experience" criteria, both are from the Integrative Learning Value Rubric. <p>2) We will take steps toward the remaining 15% by reviewing feedback returned to those students and developing responsive strategies.</p>
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