

Evidence of Improvement Samples:

Example 1:

The past academic year has brought many changes to our undergraduate program; most importantly a name change, new student learning outcomes, and extensive curriculum revisions. These changes were inspired by a comprehensive review of previous assessment reports and student survey data. While transitioning to the new student learning outcomes we chose to retain some assessment methods from our previous assessment plan while also developing new ones to reflect the updated curriculum. With new courses come opportunities for new assessment methods and the development of new rubrics to demonstrate student learning. It is anticipated that the rubrics will undergo revisions as the new courses are taught and revised.

When looking at the assessment data from the 2021-2022 year, criterion were met for most assessment methods, although we had more mixed/"inconclusive" results than in previous years. This may be due to transitions in rubrics and instructors. Students continue to struggle with assessments related to budgeting but gains have been made in this area. The deficit seems to be in their self-confidence rather than their ability to do the actual assignment, based on comparisons of senior survey data to actual assignment outcomes. Assessment data drawn from our new courses shows strong student performance in the areas of ethics and basic counseling skills; such results are encouraging and validates our curricular changes.

In future assessment cycles we would like to revisit the use of course exams as assessment methods. At this time, exam scores seem to be meaningful only when other more direct assessments are used to provide greater context. Reporting exam scores does not seem to add value to the assessment report and their removal would lighten the assessment load for faculty while still maintaining rich data for our report.

Example 2:

Feedback from employers in the field have expressed concern for our students' ability to communicate professionally during their internship. Therefore, we brought this problem up in the last faculty review meeting and determined that a new Professional Media Literacy course should become required during students' sophomore year. We are in the process of adding this course to the required courses for this bachelor's degree.

Example 3:

As we come out of the pandemic and have more and more face-to-face classes, we would like our instructors and faculty to continue some of the best practices that occurred during all virtual learning. To identify these best practices, we will formulate a reflection survey for instructors to complete. Using these reflections, we will identify the top preferred practices and train all faculty/instructors in ways to implement the techniques into their now face-to-face coursework.

Example 4:

While the works of Paulo Freire will continue to be a highlight in the program's foundational courses, we now believe, based on results in other courses, that students need a broader set of theoretical knowledge. The introductory course will be revised to include a broader set of theories. This will mean that the Freirean letter assessment will be adapted to focus on a larger set of theorists.

Example 5:

Our program continuously meets criterion in all courses. However, we are noticing a diversification of our student enrollment base. It is important that our program continues to meet criterion in future years. Thus, we want to disaggregate the data results for major assignments in an effort to ensure all students continue to meet criterion. Hopefully, disaggregating the data will help us identify weaknesses in our curriculum before it is a major problem.