

**SAMPLES OF “CLOSING OF THE LOOP” AS RESULT OF ASSESSMENT PROJECTS**
**College of Arts & Sciences (CAS)**

<b>PROGRAM</b>	<b>ASSESSMENT RESULT</b>	<b>CHANGE</b>
M.S. in Analytics	Analysis of feedback from employers that provide practicum experiences for the students.	Changed program curriculum by revising the database course.
B. A. in Architecture and Community Design	Analysis of embedded questions in courses and student projects.	Changed program curriculum by creating an Introduction to Architecture and Community Design class. Provided more tutoring in writing skills for students struggling with paper assignments.
B.A. Art History/ Arts Management	Analysis of embedded questions in courses and student projects.	Changed program curriculum by incorporating more “milestone” research assignments to help students practice the concepts. Experimented with differential assignments to help address the needs of both majors and non-majors in their classes.
B.A. in Asian Studies	Program Review	The director worked with faculty to integrate the teaching of multidisciplinary methodologies in the curriculum.
Master of Asian Pacific Studies	Program Review	Changed the program curriculum by adding a capstone course and revising their language requirement.
B.S. in Biology	Analysis of results of the ETS Field Test, review of syllabi content, and student feedback via survey and focus groups.	Added course sections to required courses, revised syllabi, created a career development seminar, and increased their coverage of primary literature.
B.S. in Chemistry	Analysis of American Chemical Society exam scores, embedded questions in final exams and program review.	Developed a Peer-Led Team Learning (PLTL) program, added a placement test for some of their courses, and moved research poster assignments to earlier in the curriculum.
M.S. in Chemistry	Analysis of American Chemical Society exam scores and review of teaching assistant evaluations.	Developed training seminars in teaching skills and strategies for the graduate students.

B.A. in Communication Studies	Analysis of pre- and post-test scores on embedded exam questions.	Revised learning outcomes. Considering an e-portfolio to help students synthesize their learning experiences and increase curricular coherence.
B.A. in Comparative Literature and Culture	Analysis of syllabi content analysis and advising plans Program review.	Adding an e-portfolio requirement to their curriculum to help the students synthesize their learning experiences.
B.S. in Computer Science	Analysis of embedded exam questions.	Revised program learning outcomes.
M.S. in Computer Science	Analysis of embedded exam questions and content of course syllabi	Addressed issues of curricular coherence by creating informal tracks.
B.A. in Design	Analysis of content of course syllabi	Changed program curriculum by creating two new courses on design and sustainability and design and social change that connect to the Program, College, and University missions.
B.A. in Economics	Analysis of embedded questions in courses.	Changed program curriculum by increasing instruction around supply and demand concepts in Principles courses.
B.A. in English	Analysis of pre- and post-test results of embedded exam questions and evaluations of student papers using a department-created rubric.	Changed program curriculum by implementing a new required foundation courses in the Writing track.
B.A. in Environmental Studies	Analysis of final exams in introductory courses and of oral exams taken by graduating seniors.	Changed program curriculum by adding a research methods course and an e-portfolio to the capstone.
B.S. in Environmental Science	Analysis of group projects using rubric and program review.	Increased scaffolding and instructor feedback around group projects in courses.

M.S. in Environmental Management	Analysis of written projects and oral presentations and program review.	Developed a guide with uniform expectations for oral presentations, increased writing opportunities, and had students develop their project ideas earlier.
B.S. in Kinesiology	Program review	Changed program curriculum (e.g., closed dated courses and the B.A. track) and renamed the major to bring it online with changes in the field.
B.A. in Fine Arts	Analysis of research papers, projects, and embedded quizzes and tests.	Changed program curriculum by increasing the conceptual work in 200 level courses and re-evaluating the prerequisites for the Senior Studio course.
B.A. in French Studies	Analysis of oral presentations and embedded questions and results of student focus groups.	The program faculty are petitioning the curriculum committee to revise the structure of the major to increase requirements at the 300 and 400 levels.
B.A. in History	Program review	Revised the program learning outcomes.
B.A. in International Studies	Analysis of graduating senior survey.	Created a peer advising system.
M.A. in International Studies	Analysis of embedded papers, presentations, and theses and results of student exit survey.	Program faculty are investigating using e-portfolios to help students synthesize their higher-level learning.
M.A. International and Development Economics	Analysis of oral presentations of students' Master Projects using department-created rubric	Increased training in econometrics and statistics.
B.A. in Japanese Studies	Analysis of oral presentations and language exams.	Program faculty are petitioning the curriculum committee to revise the structure of the major to increase coursework at the 300 and 400 levels.
B.A. in Latin American Studies	Analysis of written assignments and presentations and program review.	Changed program curriculum by increasing the language requirement.
B.A. in Media Studies	Analysis of syllabi content.	After reviewing syllabi for alignment and curriculum coherence, the program faculty are in the process of revising the structure of their major. They will be seeking input during the next program review.

B.A. in Performing Arts and Social Justice	Analysis of signature assignments.	The program revised their Core learning outcomes.
B.A. in Philosophy	Analysis of signature assignments using department-recreated rubric.	Program faculty now require a 1500+ word count for all critical papers in the lower division introductory philosophy and ethics courses.
B.A. in Politics	Analysis of embedded questions and retention and graduation rate data.	Developed a peer advising model that is used by other programs in the College.
B.A. in Psychology	Analysis of embedded questions in statistics courses and final papers in advanced research methods and program review.	The program faculty revised the research methods curriculum.
Masters in Public Affairs	Analysis of curriculum structure, syllabi content, and student advising sessions.	The program faculty moved the internship requirement earlier in the curriculum and revised their ethics course.
B.A. in Sociology	Program review	Program faculty are currently considering adding a research methods course to their curriculum.
B.A. in Spanish	Analysis of oral presentations and results of student focus groups.	The program faculty revised the structure of the program, including removing courses that were not effective.
B.A. in Theology and Religious Studies	Program review and analysis embedded assignments using a department-created rubric.	Changed program curriculum by creating formal tracks to address issue of coherence in the upper level curriculum.
M.S. in Web Science	Analysis of curriculum structure and syllabi content.	Program faculty are examining the link between the program and the M.S. in Computer Science in preparation for their next program review.
M.F.A. in Writing	Analysis of signature assignments from literature seminars by faculty team using a department-created rubric and student survey results.	Changed the poetry curriculum, revised thesis guidelines, eliminated an ineffective summer course, and increased support for the student-created journal.

## SAMPLES OF “CLOSING OF THE LOOP” AS RESULT OF ASSESSMENT PROJECTS

### School of Education (SOE)

In order to strengthen our ability to close the loop at a school-wide level several recent changes have been made and/or are in the process of being implemented in the SOE.

- An Associate Dean position has been dedicated to address issues of assessment school-wide
- An Assistant Director of Assessment has been hired to support Associate Dean in this work
- SOE is in the process of purchasing a school-wide Assessment Management System so that all assessment work can be seen and shared on same platform
- Developing new school-wide assessment tools to tie into our new strategic plan
- School-wide effort to re-examine current EdD program structure.

**Note on credential programs:** Each of our credential programs must have 4-6 assessments that we collect data on and report to the California Commission on Teacher Credentialing (CTC). We complete a Biennial Report on how we use this data to make changes for each report based on data. In credential programs below we have shared a small sampling of what we are working on for the CTC.

Below is a sampling of current practices of closing the loop in each of our programs.

PROGRAM	ASSESSMENT RESULT	CHANGE
SOE: M.A. in Catholic Education Leadership	Feedback from program survey data that was sent to students and stakeholders. Specific course survey data were also collected and used for these revisions.	CEL decided to require the Business and Finance for Catholic Schools course for both the M.A. and Ed.D. in Catholic Educational Leadership. Increased focus on Catholic Identity in courses. CEL faculty is reviewing and implementing various suggested proficiencies.
SOE: M.A. in Catholic School Teaching	Feedback from Department survey data that was sent to students and stakeholders. Specific course survey data was also collected and used for these revisions.	CEL and the Teacher Education Department re-conceptualized its Credential/M.A. in Catholic School Teaching. The School of Education Curriculum Committee approved that Catholic school teachers may earn a California Single or Multiple Subject, CLAD or BCLAD Emphasis Preliminary Credential, along with a Master of Arts in Teaching with a Concentration in Catholic Education.  CEL faculty is reviewing and implementing various suggested proficiencies.
SOE: M.A. in Catholic School Teaching (emphasis in Religious Education)	Feedback from Department survey data that was sent to students and stakeholders. Specific course survey data were also collected and used for these revisions.	CEL faculty is reviewing and implementing various suggested proficiencies.

<p>SOE: M.A. in Catholic School Teaching (emphasis in Religious Education)</p>	<p>Feedback from Department survey data that was sent to students and stakeholders. Specific course survey data was also collected and used for these revisions.</p>	<p>CEL faculty is reviewing and implementing various suggested proficiencies.</p>
<p>SOE: M.A. in Counseling Psychology (emphasis in Marriage &amp; Family Therapy)</p>	<p>Based on new licensure requirements the program is now 60 units.</p>	<p>Major program revisions in terms of new courses offered and the updates of current courses to better meet need of field.</p>
<p>SOE: M.A. in Counseling Psychology (emphasis in School Counseling with a Pupil Personnel Services Credential)</p>	<p>The following measures are used to assess candidates and help to determine changes in program:</p> <ul style="list-style-type: none"> <li>Embedded Course Assessments</li> <li>School Counseling Final Fieldwork Evaluation Form (competency performance)</li> <li>Narrative evaluation of the candidate's performance in school counseling practicum by on site mentor counselors</li> <li>Narrative evaluation of candidate's performance by university fieldwork supervisors</li> <li>Narrative (self-report) performance evaluation by USF school counseling candidates</li> <li>School Counseling Competency Attestation Sheets</li> </ul>	<p>Areas currently working on based on most recent feedback:</p> <ul style="list-style-type: none"> <li>There needs to be more focus in fieldwork on professional development, credential competencies, professionalism, interviewing skills, and networking to help students make more of a transition into the job market and beginning this earlier than the Spring of their second year</li> <li>Increased coordination for internship opportunities outside of SFUSD.</li> <li>Strengthen relationships with school sites in Oakland, Berkeley, and other East Bay sites where many SCP students live.</li> <li>Consistency of supervisors</li> </ul> <p><b>Courses/curriculum:</b></p> <ul style="list-style-type: none"> <li>Students want more engagement and stronger pedagogical skills in Cross Cultural Counseling. They want less redundancy in Prevention and Intervention and their Fieldwork class (in one of the sections).</li> </ul> <p><b>Structure/general:</b></p> <ul style="list-style-type: none"> <li>Students also suggested that it would have been helpful to participate in an ongoing social justice project while being in the program.</li> <li>It was suggested also that increasing a practical focus, instead of theory focus, would have been helpful.</li> <li>More collaboration between courses so that assignments did not feel redundant</li> <li>More information about LPCC options earlier on</li> </ul>

<p>SOE: M A. in Digital Media and Learning</p> <p>Fall 2014: New program/name MA in Digital Technologies for Teaching &amp; Learning face-to-face and online</p>	<p>New program design that is offered on Main campus as well as online.</p>	<p>Major program revisions in terms of new courses offered and the updates of current courses to better meet need of field.</p>
<p>SOE: M.A. in International &amp; Multicultural Education (IME)</p>	<p>This came about from feedback from the students on the final Masters course and from Faculty discussions on how to better support student learning outcomes for the course.</p>	<p>Developed both a Masters field project and Masters thesis rubric</p>
<p>SOE: M.A. in Learning and Instruction (with a Mild/Moderate Education Specialist</p>	<p>The following assessments are used to in the determination of changes in the program. The grades for fieldwork courses are based on completion of all coursework in the fieldwork classes and of all fieldwork requirements including lesson observations, university fieldwork supervisor and principal evaluations, candidate self evaluations and required submissions to the electronic portfolio demonstrating progress in the TPEs. During the first year of the program, candidates complete TPE formative assessment goals, which are scored on a rubric and revised until the requirement is met for each goal. These goals help the candidate plan how they are going to show progress toward mastery of each TPE as evident in the artifacts in their portfolios. Candidates' work on completing the portfolio throughout the two years of the program with their progress monitored by the fieldwork coordinator and the fieldwork course instructor during and at the end of each semester, using a rubric showing whether the candidates are meeting the competencies and objectives set in the various courses.</p>	<p>Candidate observations and conference schedule will be structured to focus on specific TPEs at certain checkpoints throughout the program with the electronic portfolio artifacts corresponding to targeted schedule.</p> <p>Developing calibrated training for supervisors on how to observe the TPEs at key checkpoints throughout the program.</p> <p>Providing TPE rubrics to supervisors and students of what Level 1-Basic, Level 2-Developing, Level 3-Proficient and Level 4-Advanced looks like for each TPE in the classroom at key checkpoints throughout the program. This will help provide clear performance benchmarks for supervisors and candidates.</p>

<p>SOE: M.A. Organization and Leadership</p>	<p>This came about from feedback from the students on the final Masters course and from Faculty to discussion on how to better support student on learning outcomes for course.</p>	<p>Developed both a Masters field project and Masters thesis rubric.</p>
<p>SOE: M.A. in Teaching: Urban Education and Social Justice (with either a Multiple or Single Subject K12 Teaching Credential)</p>	<p>The Teacher Education Department uses course assignments and activities, course evaluations, Cooperating Teacher, Master Teacher, and supervisor evaluations during student teaching, a Teaching Performance Assessment (either California Teacher Performance Assessment [CalTPA] or Performance Assessment for California Teachers [PACT]), the Reading Instruction Competency Assessment (RICA), and exit surveys to evaluate candidate competence and program effectiveness. In spring 2010, the program began to survey graduates who had graduated the previous year (2009). In 2011 paper surveys were sent out to 2009 and 2010 graduates. Since spring of 2012, all surveys are submitted to graduates electronically. In addition, graduates were asked to provide a survey to their principal and Induction Support Provider.</p> <p>Evaluation of Student Teachers by Classroom Teachers</p> <p>CalTPA/PACT</p> <p>RICA</p> <p>Candidate and Graduate Surveys</p>	<p>Calibrated training for supervisors on how to observe the TPEs at key checkpoints throughout the program.</p> <p>TPE rubrics provided to supervisors and students of what Level 1-Basic, Level 2-Developing, Level 3-Proficient and Level 4-Advanced looks like for each TPE in the classroom at key checkpoints throughout the program. This will help provide clear performance benchmarks for supervisors and candidates.</p>
<p>SOE: M.A. in Teaching Reading (with Reading Certificate)</p>	<p>Entrance and exit surveys with students and the use of the following competency assessments:</p> <p>Case Study and Reading Assessment Portfolio (4-point rubric)</p> <p>Literature Review (checklist of required elements)</p> <p>Supervisor Observations of 1:1 lesson (pass/retry)</p> <p>Supervisor Observations of small group lesson (4-point rubric)</p> <p>Supervisor Observations of whole group lesson (4-point rubric)</p>	<p>Add questions to the new exit survey related to evaluation of the program and instruction.</p> <p>Monitor if the information obtained is useful in the evaluation of the strengths and weaknesses of the program.</p>



SOE: M.A. in Teaching English as a Second Language (IME) Face-to-face Online program begin Spring 2013	New online program is helping department rethink how to assess each class.	Working to align assessment work between online and ground programs.
SOE: Ed.D. Catholic School Leadership	Feedback from program survey data that was sent to students and stakeholders. Specific course survey data was also collected and used for these revisions.	CEL decided to require the Business and Finance for Catholic Schools course for both the M.A. and Ed.D. in Catholic Educational Leadership. Increased focus on Catholic Identity in courses.  CEL faculty is reviewing and implementing various suggested proficiencies.
SOE: Ed.D. in International & Multicultural Education	Based on feedback from students and from collecting reviewing the dissertation products for the Department.	Developed portfolio evaluation tool for the Department. Also developed a qualifying presentation for students entering into the final stages of the doctoral work. Faculty come together to provide students direct feedback on their proposals.
SOE: Ed.D. Learning and Instruction	Based on feedback from students from students and faculty working to determine better ways of assessing and supporting students in core classes.	Developed several class rubrics (L&I 700, L&I 712, and L&I 707) for core courses including a rubric for the dissertation.
SOE: Ed.D. in Special Education	New program developed still in early stages of collecting assessment data on new students.	Creation of new program based on current needs in the field.
SOE: Ed.D. in Organization and Leadership	Based on feedback from students and from collecting reviewing the dissertation products for the Department.	Developed portfolio evaluation tool for the Department. Department also began using dissertation rubric.
SOE: K8 Multiple Subjects Teaching Credential	The Teacher Education Department uses course assignments and activities, course evaluations, Cooperating Teacher, Master Teacher, and supervisor evaluations during student teaching, a Teaching Performance Assessment (either California Teacher Performance Assessment [CalTPA] or Performance Assessment for California Teachers [PACT]), the Reading Instruction Competency Assessment (RICA), and exit surveys to evaluate candidate competence and program effectiveness. In spring 2010, the program began to survey graduates who had graduated the previous year (2009).	Current work in the department based of assessment data collected:  Increase candidates' ability to teach in diverse classrooms and to differentiate instruction for English Language Learners and students with different sexual orientations and with students with special needs. The need for this is indicated in TPA submissions, exit and graduate survey results.  Improve classroom management skills for teacher candidates as indicated in student teaching evaluations, exit

	<p>In 2011 paper surveys were sent out to 2009 and 2010 graduates. Since spring of 2012, all surveys are submitted to graduates electronically. In addition, graduates were asked to provide a survey to their principal and Induction Support Provider.</p> <p>Evaluation of Student Teachers by Classroom Teachers</p> <p>CalTPA/PACT</p> <p>RICA</p> <p>Candidate and Graduate Surveys</p>	<p>interviews, and graduate surveys.</p> <p>Improve the use of technology among teacher candidates at school sites, if possible, as indicated in student teaching evaluations.</p>
SOE: K8 Credential Multiple Subjects with Bilingual Authorization		<i>Same as above</i>
SOE: K12 Credential in Single Subject		<i>Same as above</i>
SOE: K12 Credential Single Subject with Bilingual Authorization		<i>Same as above</i>
SOE: Credential in Preliminary Administrative Services	<p>In order to assess the alignment of program content to CPSEL standards, the University of San Francisco collects data from credential students at several points over the course of the program, as well as following the program. The assessments conducted during the program are the entrance/exit survey and the standards-based competency assessment, which is based on fieldwork. The alumni surveys include the job readiness survey as well as the job placement survey.</p> <p>The program also meets with local school leaders through an advisory board to ensure program is addressing current needs in field.</p>	<p>Developed two new assessments for the program that assess candidates on case study activity and on how they address interview questions.</p> <p>Incorporated LCAP/LCFF into Budget &amp; Finance Course as well as into Education Law course</p> <p>Incorporated more content on Restorative Practices into Schools, Community, &amp; Society Course</p> <p>Incorporated content on PBIS into Data Based Decision Making for School Leaders course</p>
SOE: MA in Higher Education & Student Affairs (new program 2013-2014)	New program developed still in early stages of collecting assessment data on new students.	New program created to address need in field.
SOE: MA in Human Rights Education (new program)	New program developed still in early stages of collecting assessment data on new students.	New program created to address need in field.

**SAMPLES OF “CLOSING OF THE LOOP” AS RESULT OF ASSESSMENT PROJECTS**

**School of Management (SOM)**

<b>PROGRAM</b>	<b>ASSESSMENT RESULT</b>	<b>CHANGE</b>
SoM – ALL PROGRAMS	IN response to: 1) AACSB Team report identifying AOL as an area of concern 2) WASC visiting Team Report recommendations	Created “Director of Assessment of Learning”
SoM – ALL PROGRAMS	WASC Action letter identifying the high number of Part Time Faculty and the over utilization of faculty in underrepresented groups	Have made progress in demonstrating Faculty Qualifications – Notes provided (Also have new faculty qualifications for AACSB)
SoM – ALL PROGRAMS	To ensure consistent use of assessment plans to inform educational effectiveness	Implementation of TracDat
BSBA (SOM)	Resulting from the assessment of learning process, Faculty Meetings, and Student and Alumni surveys.	Across the BSBA Core courses as well as the below mentioned concentrations, courses have been added and/or removed, they have been revised, and Pre-requisites have been added or removed in order to meet the competency goals set forth by the department
BSBA: Concentration in Accounting (SOM)	Decision made through faculty meetings based on evaluations of the assessment of learning process and the needs of the program	It was determined that the topic of accounts and notes receivable are covered in a prerequisite course, BUS 320, Intermediate Accounting I at an appropriate level. To account for a lack of topic integration, the coverage of receivables in that course (320) will also better emphasize the loss contingency aspects so that students will better connect the two topics. This improvement will aid student learning in courses 320 and 429.
BSBA: Concentration in Entrepreneurship & Innovation (SOM)	As a result of assessing student skills through the assessment of learning process	Entrepreneurship & Innovation has been updated twice in the last 4 years, most recently this last academic year where we have provided for more choice in the curriculum but still ensure the key competencies are achieved. Specifically, we increased the amount of entrepreneurial finance that is included in the capstone 406 while also adding an essential experiential component (e.g. practicum in

		entrepreneurship and innovation) to ensure all entrepreneurship and innovation students develop organizational experience and insights that will make their transition from student to professional more seamless.
BSBA: Concentration in Finance (SOM)	Decision made through faculty meetings based on evaluations of the assessment of learning process and the needs of the program	When students are asked to demonstrate their understanding of the calculation and interpretation of Portfolio measurements the calculations were mostly correct, but explanations of results often lacked complete understanding of implication and, especially, limitations of the analysis. As a result, more time needs to be spent on interpretation and limitation of results. Some students appeared to not understand clearly the role of correlation in the matrix. Also, some appeared a bit confused by “optimal” results from optimizer program in Excel. Some students gave very clear explanations of why results appeared odd (ie--small sample, problem with using past data to extract implications of future performance), but others did not.
BSBA: Concentration in Hospitality Management (SOM)	Decision made through faculty meetings based on evaluations of the assessment of learning process and the needs of the program	Based upon the results of the assessment, we determined that changes should be made to the course (BUS 484) itself. Students taking the course should receive “proficient” coverage of this outcome in particular, as well as other department outcomes. As such, assessments directly related to the outcome “demonstrate leadership and team management skills necessary for success in a diverse and changing workplace” will be added to the class. The form of that assessment will be up to the professor teaching the class, but it may include team projects, team presentations, or other types of assignments.

BSBA: Concentration in International Business (SOM)	Decision made through faculty meetings based on evaluations of the assessment of learning process and the needs of the program	The IB assessment representative will be meeting with BUS 350 instructors to 1) ensure that LO#1 topical coverage is met in the syllabus and that there are appropriate means of assessing student learning 2) review the IB Program Curriculum Map with instructors in the future to ensure that program objectives are met.
BSBA: Concentration in Marketing (SOM)	Decision made through faculty meetings based on evaluations of the assessment of learning process and the needs of the program	We will assess students at the end of the marketing program not just at the beginning. Evaluation of student learning in an introductory business course (a core course for all business majors) is not an optimal approach if we are attempting to determine whether students have learned the concepts by the time they graduate. Also, an introductory course does not go deep enough into certain topics – such as Marketing Research. This process has been put into effect through an exit exam offered to all Marketing Majors
BSBA: Concentration in Organizational Behavior and Leadership (SOM)		<b>JOINTLY REPORTED WITH MSOD BELOW AS THE OLC DEPARTMENT</b>
BSM (SOM)		BSM is a mirror of BSBA
MBA (SOM)	Analysis of embedded questions conducted at the end of the academic year	Course syllabi reviewed to improve integration and increase content related to ethics, critical thinking
EMBA (SOM)	Assessment of Learning. Student comments: Due concerns from the students that the courses were not well integrated (which is a challenge for any MBA curriculum that spans such a wide variety of disciplines). In order to address this	Standardized the academic coursework to a specific number of meeting sessions and credits. Standardized the program meeting times to three Saturdays and one Friday per month. Created “Synthesis Sessions” at the end of every academic coursework pair where the two professors and the students come together to discuss how the coursework fits together as well as how it fits with their real world jobs.

MGEM (SOM)	Decision based on faculty discussions of the Assessment of Learning results and the needs of the program	<p>-Curricula Improvements - Assigning new business cases in relations to some of the companies the students may visit [i.e., Zapos.com]. Visiting startup companies and meeting with executives including Venture Capitalists that are highly correlates to the classroom experience and the curriculum at large.</p> <p>-Pedagogical Improvements- Open discussion forum about business cases allowing the students to share their insight with one another guided by the professor of the course.</p>
MPA (SOM)	<p>The COPRA decision letter states: the Commission seeks further elaboration of how substantial self-determining influence is assured under the new structure for the current and online MPA programs. The Commission requests the program provide updated information regarding the distribution of faculty for each of its locations / modalities."</p> <p>The COPRA decision letter states: The program should include information regarding how data collected from its competencies assessment is informing programmatic improvement."</p> <p>Based on faculty recommendations, a more efficient way of obtaining course-level information on the mastery of course outcomes has been implemented.</p>	<p>The NASPAA Assurance of Learning and Assessment Worksheet, in its current or revised form, will continue to be used by department chairs, faculty, and staff (specifically by the Director of Program Services and by the School-wide Director of Learning and Assessment) to collect individual faculty feedback, analyze the pertinence and relevance of current program and course learning outcomes, and ultimately make specific recommendations for curriculum review and improvement. This tool will be utilized for direct and indirect measure assessment purposes to the degree that faculty and program administration find it appropriate to sustain the infrastructure of assessment of required competencies and facilitate the continuous curricular improvement.</p> <p>Additional change is planned with implementation of TracDat</p>

<p>1) MSOD &amp; 2) BSBA: Concentration in Organizational Behavior and Leadership were jointly reported as OLC Department</p>	<p>Decision based on faculty discussions of the Assessment of Learning results and the needs of the program</p>	<p>Faculty discussions during faculty meetings are ongoing and lead to changes in</p> <ol style="list-style-type: none"> <li>1) individual course syllabus made by full-time faculty and are communicated to adjunct faculty assigned to teach sections of a specific course.</li> <li>2) Better calibration of the course learning goals, assignments and rubrics in relation to a program's stated goals. For example, the faculty are discussing whether the rubric should focus more on developing effective leadership, or put another way, should we be examining students with respect to a more positive approach to leadership?</li> <li>3) Better training on using the rubric to ensure greater inter-rater agreement without biasing independent evaluations.</li> <li>4) Create greater consistency of assignments for student evaluation and assessment of learning at the graduate level. This applies to core courses at the undergraduate and graduate levels.</li> <li>5) Updates to the Student Learning Assurance Plans for MSOD and BSM-OBL.</li> </ol>
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