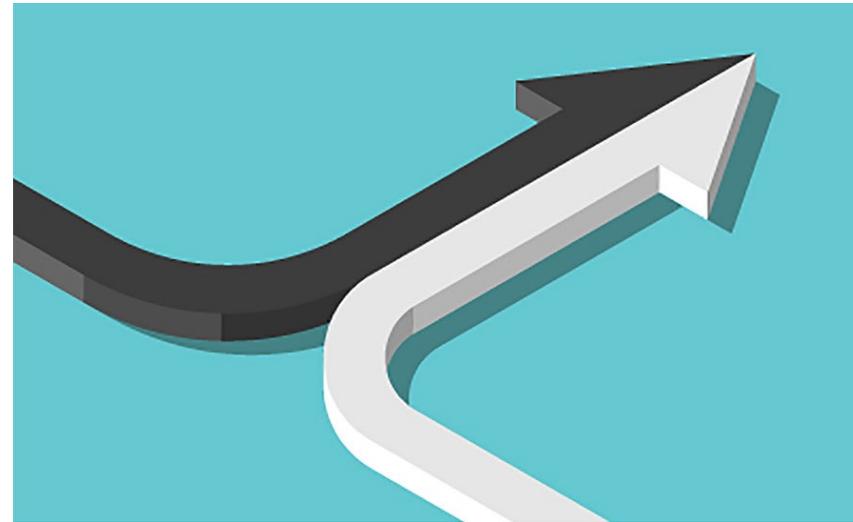


***Necessary Alignments:
Integrating and Assessing a New
Set of Institutional and General
Education Learning Outcomes***



Presented by
Jim Vermilya, Bart Bruehler, & Frank Poncé



**Necessary Alignments:
Our story begins . . .**

WHAT: The Situation & the Problem

- Indiana Wesleyan University – A faith-based, mid-sized, masters institution in the Midwest
- Organizational Structure – 5 Principle Academic Units (PAUs– Now 3) directed to serve their particular students well

- Result: Differing assessment systems and outcomes fit to specific students



WHAT: The Situation & the Problem

- HLC Report cites concerns over the lack of shared outcomes and complete assessment cycles with regard to General Education across the institution (GELOs)
- The challenging of aligning and collaborating across instantiated systems and cultures
- A further realization that we lacked similar coherence and process around institutional learning outcomes (ILOs)



Higher Learning
Commission

WHY: The Purpose of Aligning

- Compliance
- Serving Our Students
- Synergy
- Coherence





**Necessary Alignments:
A Fresh Start is needed.**

HOW: GELO/ILO Development

- Gen Ed Council (re-)formed from across the institution to craft outcomes and rubrics
- Working with the Indiana Transfer Core (6) plus our missional, faith-based outcome = 7 GELOs



HOW: GELO/ILO Development

- Widely vetted and approved through units, council, and senate
- This prompted a similar processes for our ILOs, simplifying from 18 “aims” to 3 outcomes





**Necessary Alignments:
A Fresh Start for General Education**

HOW: GELO Implementation Phase I

- **All Bachelors programs identify 2 priority GELOs to incorporate and assess (including Character)**
- **All Bachelors programs integrate assessment of priority GELOs in 400-level courses, aiming for mastery**
- **Bachelor 400-level course (and others) will incorporate language regarding the presence, value, and assessment of relevant GELOs**

HOW: GELO Implementation Phase I

- GELO language and rubrics are integrated into materials for each relevant GE course
- Key assessments for each primary outcome are integrated into each GE course (expected low achievement)
- All relevant program and GE course faculty (including adjuncts) are/will go through *rater calibration training* for their relevant outcome(s)



**Rater Calibration Training:
All capstone/400-level program faculty
All Gen Ed faculty.**

Rater Calibration Training Video from Dr. Poncé



Course Menu



Activities v



Communication v



Progress v



Tools v



Help

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Overview

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Course Schedule

Course Menu 64

Module 1:
 Assessment
Foundations 1

Module 2:
 Assessment of the
IWU Core 7 62

Module 3: Tuning
 Master Courses to
the IWU Core 7 1

Module 1: Assessment Foundations

Print

Settings

Add dates and restrictions...

Add a description...

Upload / Create v

Existing Activities v

Bulk Edit

Introduction to IWU Assessment v

Web Page

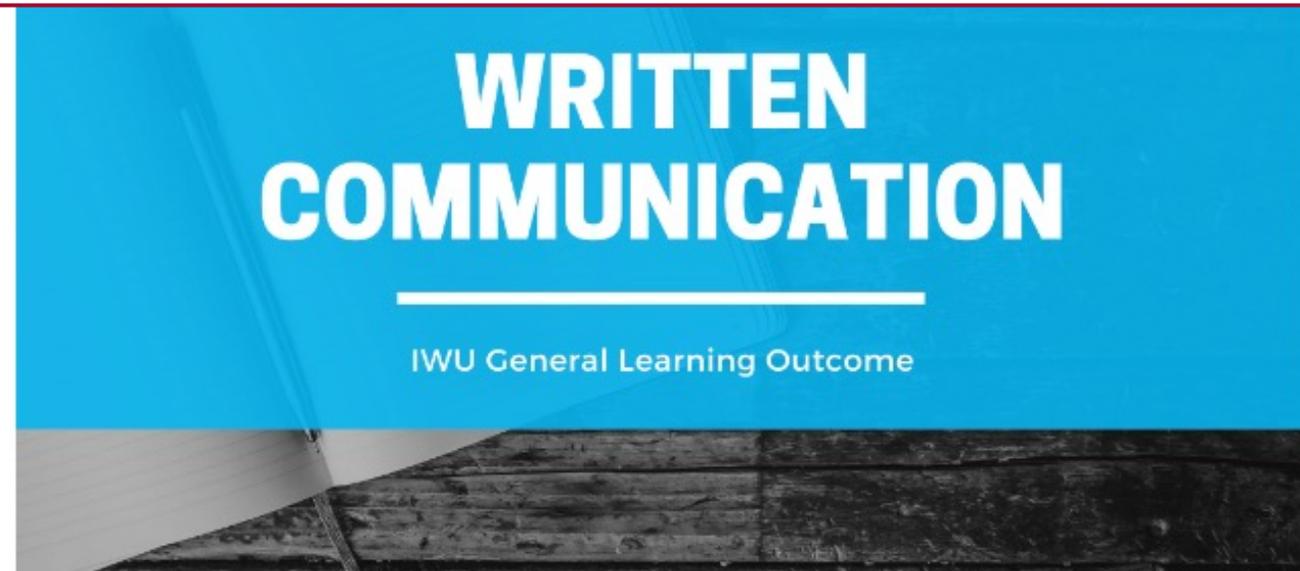
All conditions must be met

Member of at least one group in group category: **Primary Gen Ed Outcome**

Member of at least one group in group category: **Primary School**

Add a sub-module...

Module 1:	1
Assessment Foundations	
Module 2:	62
Assessment of the IWU Core 7	
Faith Integration	7
Written Communication	10
Speaking and Listening	9
Quantitative Reasoning	9
Scientific Ways of Knowing	10
Social and Behavioral Ways of Knowing	7
Humanistic and Artistic Ways of Knowing	10



[Upload / Create](#)
[Existing Activities](#)
[Bulk Edit](#)

- Written Communication: Required Self-Registration
 - Web Page
- Written Communication: The Basics
 - Web Page
- Written Communication Rubric
 - Web Page
- 2.1 Audience and Purpose
 - Web Page
- 2.2 Contents and Organization
 - Web Page

Written Communication 10

Speaking and Listening 9

Quantitative Reasoning 9

Scientific Ways of Knowing 10

Social and Behavioral Ways of Knowing 7

Humanistic and Artistic Ways of Knowing 10

Module 3: Tuning Master Courses to the IWU Core 7 1

Add a module...



Upload / Create

Existing Activities

Bulk Edit

Written Communication: Required Self-Registration Web Page

Written Communication: The Basics Web Page

Written Communication Rubric Web Page

2.1 Audience and Purpose Web Page

2.2 Contents and Organization Web Page

2.3 Effective Style and Rhetoric Web Page

2.4 Sources and Evidence Web Page

2.5 Clarity of Syntax, Mechanics, and Formatting Web Page

Putting It All Together Web Page

Written Communication	10
Speaking and Listening	9
Quantitative Reasoning	9
Scientific Ways of Knowing	10
Social and Behavioral Ways of Knowing	7
Humanistic and Artistic Ways of Knowing	10
Module 3: Tuning Master Courses to the IWU Core 7	1
Add a module...	



Upload / Create	Existing Activities	Bulk Edit
Written Communication: Required Self-Registration	Web Page	✓
Written Communication: The Basics	Web Page	✓
Written Communication Rubric	Web Page	✓
2.1 Audience and Purpose	Web Page	✓
2.2 Contents and Organization	Web Page	✓
2.3 Effective Style and Rhetoric	Web Page	✓
2.4 Sources and Evidence	Web Page	✓
2.5 Clarity of Syntax, Mechanics, and Formatting	Web Page	✓
Putting It All Together	Web Page	✓



Course Menu



Activities v



Communication v



Progress v



Tools v



Help

Search Topics



Overview



Bookmarks



Course Schedule

Course Menu

64

Module 1:

1



Assessment

Foundations

Module 2:

62



Assessment of the

IWU Core 7

Module 3: Tuning

1



Master Courses to

the IWU Core 7

Module 3: Tuning Master Courses to the IWU Core 7

Print

Settings

Add dates and restrictions...

Add a description...

Upload / Create

Existing Activities

Bulk Edit

Tuning Courses to the IWU Core 7

Web Page

All conditions must be met

Member of at least one group in group category: **Primary Gen Ed Outcome**

Member of at least one group in group category: **Primary School**

Add a sub-module...



Questions about Rater Calibration Training?

KalturaCapture Edit

4.C.1-4.21 - 2022-2023 C... x IWU Master Retention-Grad R... + Create

All tools Edit Convert Sign Find text or tools



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Report and Action Plan Template: ENG-140 College Writing

GENERAL EDUCATION OUTCOME FOR REVIEW

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Russell Fox

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

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TEAM MEMBER EMAIL ADDRESSES

Russell.fox@indwes.edu

CAPS GELO Assessment Pilot Video from Dr. Poncé

HOW: GELO Implementation Phase I

- **A similar process is being followed for ILOs, but these are being assessed indirectly through alignment with existing GE and program outcomes**
- **Outcome data will is being collected and used to tune program and GE course alignment and assessment for GELOs because of the lack of backward design**

WHAT?!: Challenges

- COVID-19 disruptions and pivots
- Major administrative, personnel, and organizational changes
- Differing course/curricula/calendar structures
- Differing degrees of LMS and assessment technology usage
- Provisioning the work in belt-tightening budgets



WHERE: Phase II Implementation

- **Completing Phase I in pockets with slower implementation**
- **Continuing to collect data and close the loop to refine the implementation of GELOs across the curricula and alignment to ILOs**
- **Adding a PAU-specific GELO alongside the 2 priority shared GELOs for integration and assessment in both program and GE Courses**



WHERE: Phase II Implementation

- Create standardized, provisioned, and flexible forms, processes, and calendars for the regular collection, processing, interpretation, and application of assessment data for refinement
- Continue rater calibration of new faculty responsible for GELOs in GE and programs
- Enact cross-PAU collaboration to assess and make recommendations about shared GELOs and ILOs





**Necessary Alignments:
A Fresh Start for Institutional Learning
Outcomes**

HOW: GELO/ILO Development

- The need for shared (aligned & assessed) GELOs was the presenting challenge.
- But, HLC also reminded us that we needed shared ILOs as well (different colleges were different).



HOW: GELO/ILO Development

- New AVPAA and faculty leaders through the work of the University Assessment Council took up this second challenge.



IWU's Mission-Aligned ILOs

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in **character**, scholarship, and leadership.

ILO #1 - *Students will demonstrate behaviors consistent with Christlike **character**.*

IWU's Mission-Aligned ILOs

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, **scholarship**, and leadership.

ILO #2 - *Students will utilize the skills of **scholarship** to address complex issues for the benefit of others.*

IWU's Mission-Aligned ILOs

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and **leadership**.

ILO #3 - *Students will demonstrate effective **leadership** abilities within their career field or academic discipline.*

Professional Scholarship Skills - Program Learning Outcomes

1. PLO #1

2. PLO #2

3. PLO #3

4. PLO #4

5. PLO #5

6. PLO #6

7. PLO #7

8. PLO #8

Character

Scholarship



Scholarship

Leadership



FOUNDATIONAL Scholarship Skills...

1. Faith integration
2. Written Communication
3. Speaking and Listening
4. Quantitative Reasoning
5. Scientific Ways of Knowing
6. Social and Behavioral Ways of Knowing
7. Humanistic and Artistic Ways of Knowing
8. Critical Thinking
9. Teamwork
10. Digital Information Literacy

IWU-wide

CAPS-wide

FOUNDATIONAL Scholarship Skills – Gen Ed Outcomes

1. Faith integration
2. Written Communication
3. Speaking and Listening
4. Quantitative Reasoning
5. Scientific Ways of Knowing
6. Social and Behavioral Ways of Knowing
7. Humanistic and Artistic Ways of Knowing
8. Critical Thinking
9. Teamwork
10. Digital Information Literacy

Character

Scholarship



Scholarship

Leadership

Scholarship



**Necessary Alignments:
A Fresh Start for Co-curricular
Assessment**

Sporadic Co-curricular Assessment

- **Used primarily indirect measures.
(Student surveys, etc.)**
- **Lacked an outcomes-driven focus**
- **Awkward attempts to align to 18 ILOs**
- **Under-developed awareness of how CC
Units might support foundational
scholarship**
- **Cited as under-developed by HLC**

Co-curricular Leadership Team: Fresh Start?

New ILOs? New opportunity for mission-related CC outcomes alignment.

New GELOs? New opportunity to partner with academics in developing foundational scholarship skills.

Co-curricular Leadership Team: Fresh Start Conclusions

Having the necessary mission-aligned ILOs, PLOs and GELOs, makes it possible for Co-Curricular Units to meaningfully contribute to the fulfillment of the mission.

Without these necessary alignments among outcomes, meaningful strategic work in assessment across various units would not be possible.



Lessons Learned

- Shared & aligned GELOs and ILOs are *necessary*, but so is flexibility for integration and implementation.
- Collaboration is *necessary*. You need buy-in across multiple institutional teams.
- Leading and provisioning are *necessary* to the process.
- It is *necessary* to involve and develop aligned Co-Curricular assessment.

**Strategic Plan: Fresh Start Initiative for GELO Integration and Assessment –
Phase 1 and Phase 2**

I. Phase 1: (2021-2022 delayed, 2022-2023, 2023-2024) – ILO Alignment, GELO Integration, GELO Assessment Readiness (calibration training) and GELO Pilot Reporting.

Phase 1 Steps	Date Completed
1. All IWU Bachelors-level Program Management Teams will identify no less than one Program Learning Outcome (PLO) aligned to ILO #1 “Character” and include it in their program curriculum map.	ALL PAUs: August 30, 2023
2. All IWU Bachelors-level Program Management Teams will identify no less than one Program Learning Outcome (PLO) aligned to ILO #3 “Leadership” and include it in their program curriculum map.	ALL PAUs: August 30, 2023
3. Bachelors-level Program Management Teams will identify no less than two IWU-wide “Core 7” GELOs for mastery-level (M-level) assessment in addition to their PLOs and include it in their program curriculum map. Program Team choices will be referred to as their “Priority GELOs.”	CAPS: January 30, 2022 CAS: August 30, 2023 WS: January 30, 2022
a. Note: one of the minimum two Core-7 GELOs must be GELO #1 “Faith Integration.”	
4. Bachelors-level Program Management Teams will identify one or more 400-level courses in which they will integrate the assessment of their primary GELOs for mastery-level assessment.	CAPS: January 30, 2022 CAS: August 30, 2023 WS: January 30, 2022
a. Note: program teams are expected to assess all related GELO rubric criterion lines in Phase 1.	
b. All identified 400-level courses will include their primary GELOs in the syllabus. Ideally, all syllabi will include (1) a brief explanation about the value and relevance of the GELO as	CAPS: June 30, 2022

<p>a professional and life skill and (2) include the related GELO rubric by which their skills will be assessed.</p>	<p>CAS: August 30, 2023</p> <p>WS: June 30, 2022</p>
<p>c. The strength of alignment between the signature assignment as a key assessment will be considered in Phase 1. Course teams may proactively strengthen alignments in advance of Phase 1 reviews.</p>	<p>CAPS: August 30, 2023</p> <p>CAS: May 30, 2024</p> <p>WS: August 30, 2023</p>
<p>d. Signature assignment alignment improvements will be identified as part of the Phase 1 review process and updated for measurement in Phase II. Course teams are required to reactively strengthen key assessment alignments in response to Phase I reviews.</p>	<p>CAPS: August 30, 2023</p> <p>CAS: May 30, 2024</p> <p>WS: August 30, 2023</p>
<p>5. All IWU catalog-promoted General Education Courses will integrate the updated IWU Core-7 GELO language associated with its primary GELO.</p>	<p>CAPS: June 30, 2022</p> <p>CAS: August 30, 2023</p> <p>WS: June 30, 2022</p>
<p>a. Note: GELO course teams are expected to assess all related GELO rubric criterion lines in Phase I.</p>	
<p>b. All identified catalog-promoted GELO courses will include their primary GELOs in the syllabus. Ideally, all syllabi will include (1) a brief explanation about the value and relevance of the GELO as a professional and life skill and (2) include the related GELO rubric by which their skills will be assessed.</p>	<p>CAPS: June 30, 2022</p> <p>CAS: August 30, 2023</p> <p>WS: June 30, 2022</p>
<p>c. The strength of alignment between the signature assignment as a key assessment will be considered in Phase 1. Course teams may proactively strengthen alignments in advance of Phase 1 reviews.</p>	<p>CAPS: August 30, 2023</p> <p>CAS: May 30, 2024</p> <p>WS: May 30, 2024</p>
<p>d. Signature assignment alignment improvements will be identified as part of the Phase 1 review process and updated for measurement in Phase</p>	<p>CAPS: August 30, 2023</p>

II. Course teams are required to reactively strengthen alignments in response to Phase I reviews.	CAS: May 30, 2024 WS: August 30, 2023
6. All faculty responsible to assess GELO skill levels in both Program and Catalog-promoted General Education courses will receive calibration training regarding the primary GELOs associated with their instruction.	CAPS: August 30, 2022 CAS: May 30, 2024 WS: August 30, 2022
a. Note: Creating and provisioning calibration training for Phase 1 is the responsibility of each PAU.	
b. All faculty teaching any of the previously identified 400-level program courses and all catalog-promoted General Education courses must complete their PAU-sponsored rater calibration training.	CAPS: August 30, 2022 CAS: May 30, 2024 WS: August 30, 2022
i. CAPS/WS Rater Calibration Training Module	CAPS: June 30, 2022 WS: June 30, 2022
ii. CAS Assessment Day Training and in-course GELO Assessment Module	CAS: August 30, 2023
7. Program managers and General Education course managers will work with assessment support teams to make all scheduled course offerings are ready to receive assessment skills ratings.	
a. CAPS – 2022-2023 (Partial Pilot)	CAPS: 2021-2022
b. CAPS – 2023-2024	CAPS: In process...
c. CAS – 2023-2024	CAS: August 30, 2023 for Semester I.
d. WS – 2023-2024	WS: In process...
8. Trained faculty will begin capturing direct assessment skill ratings (post-grading) in their respective Brightspace courses.	
a. CAPS – 2022-2023 (Partial Pilot)	May 30, 2022

b. CAPS – 2023-2024	CAPS: In process...
c. CAS – 2023-2024	Sept. 1, 2023 for Semester I
d. WS – 2023-2024	WS: In process...
9. Program managers and General Education course managers will create report templates for review by the end of the first Phase 1 assessment cycle. Report templates will include the presentation of direct and indirect assessment data in statistical tables and data visualizations.	CAPS: May 30, 2022-2023 (Partial Pilot) CAS: March 1, 2024 WS: May 30, 2022-2023 (Partial Pilot)
10. By the end of the Phase 1 assessment cycle, Program and General Education course management teams will complete their Priority General Education Assessment Reports. Completed reports will include (1) an analysis of data and (2) recommendations for continuous improvement submitted by June 30 of each year.	CAPS: August 30, 2023 CAS: May 30, 2024 WS: May 30, 2024
11. All completed Priority General Education Assessment Reports will be submitted to program and division administrators for continuous improvement project provisioning.	CAPS: August 30, 2023 CAS: May 30, 2024 WS: May 30, 2024
12. All provisioned improvement projects will be completed with sufficient lead time to measure improvements in the next assessment cycle.	CAPS: In process... CAS: for 2024-2025 WS: In process...
13. All completed Priority General Education Assessment Reports will constitute the completion of Phase I of the “Fresh Start” CC Assessment Initiative.	CAPS: August 30, 2023 (Partial Pilot) CAS: By May 30, 2024 WS: August 30, 2023 (Partial Pilot)

II. Phase II (2023-2024, 2024-2025) PAU-Specific GELO Integration, GELO Assessment Readiness (calibration training) and GELO Annual Reporting.

<p>1. Each Bachelors-level Program Management Team will continue assessing their previously identified priority GELOs.</p>	
<p>a. Opportunity will be extended to Program Management Teams to choose, integrate and assess a different priority GELO from among the IWU Core-7, but all must continue to assess GELO #1 “Faith Integration.”</p>	
<p>2. Each Bachelors-level Program Management Team will identify one PAU-specific GELO to assess alongside their PLOs and existing IWU Core-7 priority GELOs.</p>	
<p>3. Bachelors-level Program Management Teams will identify one or more 400-level courses in which they will integrate assessing their chosen PAU-specific GELO for mastery-level assessment.</p>	
<p>a. Note: program teams are expected to assess all related PAU-specific GELO rubric criterion lines.</p>	
<p>4. All identified 400-level courses will include any GELO from among their <i>three priority GELOs</i> in the syllabus. Ideally, each syllabus will include (1) a brief explanation about the value and relevance of each GELO as a professional and life skill and (2) include the related GELO rubric by which their skills will be assessed.</p>	
<p>a. The strength of alignment between the signature assignment as a key assessment will be considered in Phase II. Course teams may proactively strengthen alignments in advance of Phase II reviews.</p>	
<p>b. Signature assignment alignment improvements will be identified as part of the Phase II review process and updated for measurement in the next assessment cycle. Course teams are required to</p>	

reactively strengthen alignments in response to Phase II reviews.	
5. All IWU catalog-promoted General Education Courses will integrate at least one additional PAU-specific GELO for additional skill development and D-level assessment.	
a. Note: GELO course teams are expected to assess all related PAU-specific GELO rubric criterion lines in Phase II.	
b. All identified catalog-promoted GELO courses will include their primary and secondary GELOs in the syllabus. Ideally, all syllabi will include (1) a brief explanation about the value and relevance of the GELO as a professional and life skill and (2) include the related GELO rubric by which their skills will be assessed.	
c. The strength of alignment between the signature assignment as a key assessment will be considered in Phase II. Course teams may proactively strengthen alignments in advance of Phase II reviews.	
d. Signature assignment alignment improvements will be identified as part of the Phase II review process and updated for measurement in the following annual assessment cycle. Course teams are required to reactively strengthen alignments in response to Phase II reviews.	
6. All faculty responsible to assess PAU-specific GELO skill levels in both Program and Catalog-promoted General Education courses will receive supplemental calibration training regarding the secondary GELOs associated with their instruction.	
a. Note: Creating and provisioning calibration training for Phase II will be the responsibility of each PAU.	
b. All faculty teaching any of the previously identified 400-level program courses and all catalog-promoted General Education courses	

must complete their PAU-sponsored rater calibration training.	
i. CAPS Rater Calibration Training PAU-specific GELO Modules. (by June 30, 2024)	
ii. CAS Assessment Day Training and in-course PAU-specific and IWU-Core GELO Assessment Module. (by June 30, 2024)	
7. Program managers and General Education course managers will work with assessment support teams to make all scheduled course offerings ready to receive assessment skills ratings for PAU-specific GELOs.	
a. CAPS – 2024-2025 (by June 30, 2024)	
b. CAS – 2024-2025 (by June 30, 2024)	
c. WS – 2024-2025 (by June 30, 2024)	
8. Trained faculty will begin capturing direct assessment skill ratings (post-grading) for PAU-specific GELOs in their respective Brightspace courses.	
a. CAPS – 2024-2025	
b. CAS – 2024-2025	
c. WS – 2024-2025	
9. Program managers and General Education course managers will create updated report templates for review by the end of the first Phase II assessment cycle. Report templates will include the presentation of direct and indirect assessment data in statistical tables and data visualizations for primary and secondary GELOs.	
10. By the end of the Phase II assessment cycle, Program and General Education course management teams will complete their Priority General Education Assessment Reports. Completed reports will include (1) an analysis	

of data and (2) recommendations for continuous improvement submitted by June 30 of each year.	
11. All completed Priority General Education Assessment Reports will be submitted to program and division administrators for continuous improvement project provisioning.	
12. All provisioned improvement projects will be completed with sufficient lead time to measure improvements in the next assessment cycle.	
13. All completed Priority General Education Assessment Reports which include two IWU Core GELO and one PAU-specific GELO will constitute the completion of Phase II of the “Fresh Start” GELO Assessment Initiative.	



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Report and Action Plan Template: ENG-140 College Writing

GENERAL EDUCATION OUTCOME FOR REVIEW

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Russell Fox

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

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TEAM MEMBER EMAIL ADDRESSES

Russell.fox@indwes.edu

REPORT COMPLETION DATE SUMMARY DATE RANGE

5/22/23 5/31/22-6/16/23

GENERAL EDUCATION OUTCOME COURSE REVIEW DATE

5/19/2023

PARTICIPANTS IN THE COURSE REVIEW:

Leader, Subject Matter Expert (LSME) Russell Fox
Committee Rep (CR)
Adjunct Faculty (AF) Mary Meadows, Troy Andrews, Debbie Hill
Program Rep (PR)

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

School of Integrated Learning & Development

Identify your General Education courses at the following URL:

<https://www.indwes.edu/adult-graduate/programs/electives/general-education-course-descriptions>

COURSE UNDER REVIEW

For each data point below, respond to the following question for course identified above: "What does the data say to you about...". (Provide a brief analysis of each data point reviewed.)

1. Grade Distribution Data: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)



2. Percent and number of failures (F) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

F = 12%; W = 16%. **The 12% F rate is not an acceptable persistence metric.** We would like to see the F rate at 10% or below. However, as long as the reason for the F is not instructor quality or curriculum quality, it is difficult to lower. The W rate is high at least partially because the course is early in the program, but it is too high.

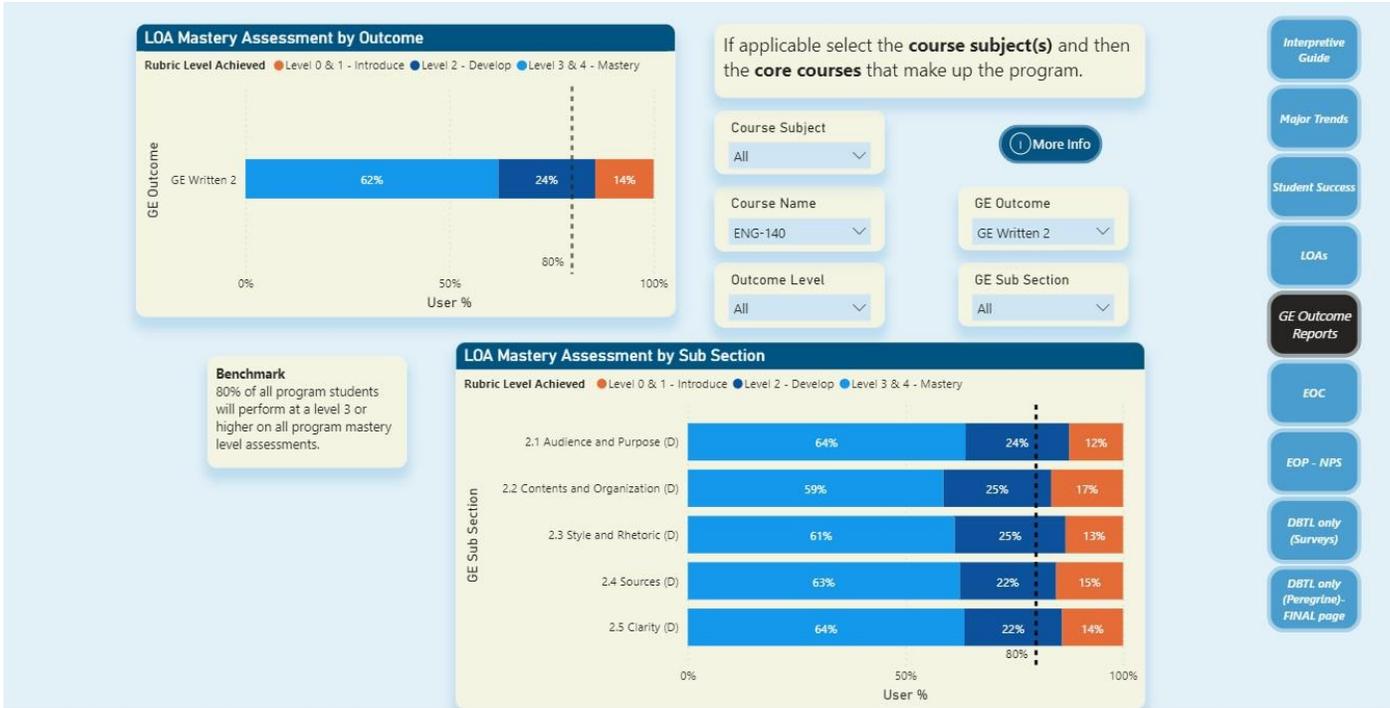
2. Percent and number of withdraws/drops (W) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

W = 18%. **The 18% withdrawal rate is an alarmingly high persistence metric.** However, we do not have data on the percentage of withdrawn students who never logged into the course, which is different from those who withdrew because they were unable to complete the work or did not like the instructor. In the future, it would be beneficial to have this data.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

The overall passing rate for the course is considered low at 70%. These rates seem low, but they are affected by the fact that withdrawn students are currently included in “unsuccessful” or “failing” group. We would like our failure and withdrawal rates to be no higher than 10%.

4. General Education Rubric Analysis (Capstone or other program course): USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS. Provide the program performance level for all students on each GE Outcome assessed for summary period.



GE OUTCOME	% Target	% Level 2-Intro.	% Level 3 & 4-Mastery
GE Outcome #2-Written Communication	2.5 or 62.5%	14	62%

The minimum target was not achieved by 0.5%.

5. End of Course (EOC) Survey Results - Curriculum Question Analysis **USE OAAE/DATA CENTER/EOC SURVEY PUBLIC/PROFESSOR & CURRICULUM SCORES.** Provide the Curriculum Average rating for all EOC curriculum related survey items. Also, **EOC Instructor and Curriculum Line Averages.** (Apply filters, use copy tool.)





Question 1- Faith respectfully presented.	Q1 Average of Value and analysis: 6.5 Well above benchmark
Question 2-Learning helped professionally.	Q2 Average of Value and analysis: 6.5 Well above benchmark
Question 3- Class prep helpful.	Q3 Average of Value and analysis: 6.5 Well above benchmark
Question 4-Assignments promoted goals.	Q4 Average of Value and analysis: 6.5 Well above benchmark
Question 5 -Assignments fit course.	Q5 Average of Value and analysis: 6.5 Well above benchmark

Analysis:

The students were satisfied with both the instruction and the curriculum. It is likely that high failure rates are largely related to under-developed skills without adequate time to develop D-level skills. Students with underdeveloped skills need another option that the accelerated term.

Recommendations for improvement to enhance student learning and skill development.

Recommendation 1: Develop a remedial version of this course that requires ENG-140 Live attendance or a weekly Teams meeting with instructor. Remedial course would be best if scheduled over a 12-week period.
Recommendation 2: Limit students to taking one course when taking ENG-140 because of its rigor and workload.
Recommendation 3: Discontinue use of Tutor.com because few students are utilizing it and feedback is often inadequate. One faculty member shared that Tutor.com told a student that he or she “did not need a thesis statement” in her essay, even though the instructions clearly required it. Encourage students to attend ENG-140 Live or watch the recorded webinar instead.

Recommendation 4: Faculty must immediately enter a zero on the due date for each incomplete assignment. This triggers a notification to Student Support Services that the student may need mentoring. Faculty who do not enter zeros are keeping Student Services from knowing about underperforming students until it is too late to provide the needed support.

6. For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: July 1, 2023	Estimated load or budget needed: \$2500
Target Date-Recommendation 2: July 1, 2023	Estimated load or budget needed: Unknown
Target Date-Recommendation 3: July 1, 2023	Estimated load or budget needed: \$0
Target Date-Recommendation 4: July 1, 2023	Estimated load or budget needed: \$0

7. Use the dropdown box below and select the individual responsible for your school's budget:

- Dedra Daehn, DBTL
- Dr. Aime Anderson, SILD**
- Dr. Nate Foster, SIH

Send me a copy of my responses

SUBMIT



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Report and Action Plan Template: ENG-141 Research & Writing

GENERAL EDUCATION OUTCOME FOR REVIEW

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Russell Fox

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

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TEAM MEMBER EMAIL ADDRESSES

Russell.fox@indwes.edu

REPORT COMPLETION DATE SUMMARY DATE RANGE

5/22/23 5/31/2022 – 6/16/2023

GENERAL EDUCATION OUTCOME COURSE REVIEW DATE

5/19/2023

PARTICIPANTS IN THE COURSE REVIEW:

Leader, Subject Matter Expert (LSME) Russell Fox
Committee Rep (CR)
Adjunct Faculty (AF) Mary Meadows, Troy Andrews, Debbie Hill
Program Rep (PR)

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

School of Integrated Learning & Development

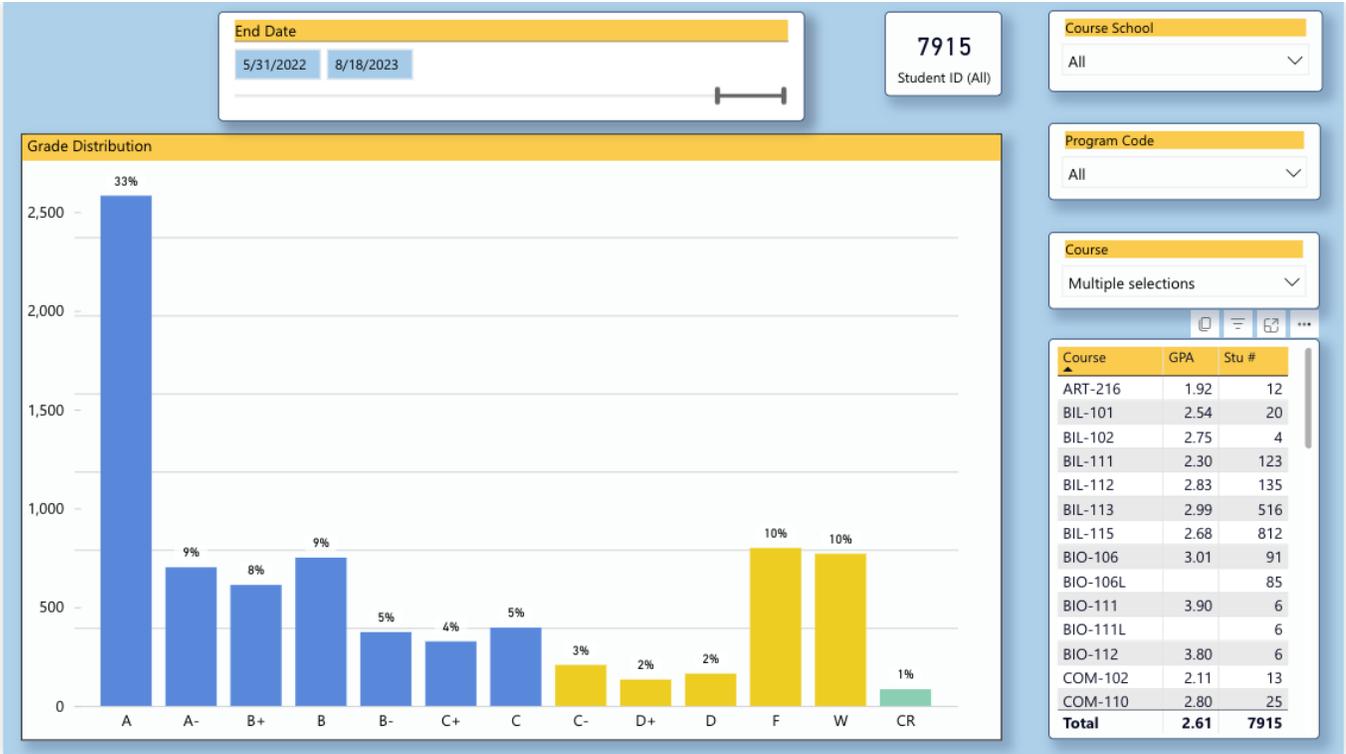
Identify your General Education courses at the following URL:

<https://www.indwes.edu/adult-graduate/programs/electives/general-education-course-descriptions>

COURSE UNDER REVIEW

For each data point below, respond to the following question for course identified above: "What does the data say to you about...". (Provide a brief analysis of each data point reviewed.)

1. Grade Distribution Data: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)



2. Percent and number of failures (F) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

F=10%. This is a minimally acceptable persistence metric as compared to the CAPS Gen Ed course average F-rate. In addition, this represents a positive trajectory of student skills when completing the second required writing course. This represents a minimally acceptable persistence metric. Our goal is to see failure persistence rates improve to less than 10%.

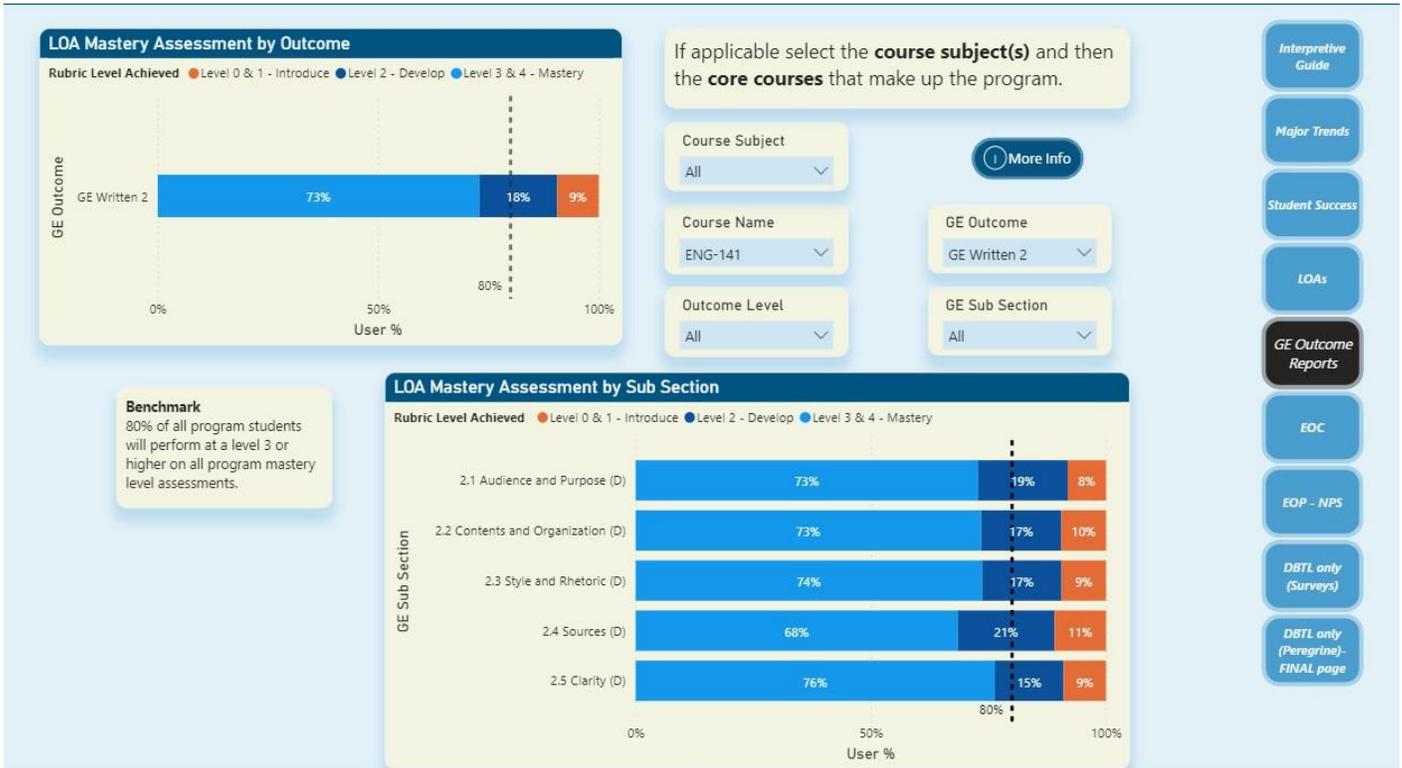
2. Percent and number of withdrawals/drops (W) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

W=14%. The withdrawal rate is not an acceptable persistence metric. Because students who never log into the course are not disaggregated from students whose progress is unsatisfactory, it is difficult to determine how much of this rate reflects deficiencies in the course or instructors. Our goal is to see withdrawal persistence rates improve to less than 10%.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

Passing = 77%. The passing rate is not an acceptable persistence metric (by 3%) but still represents improved persistence for our second required writing course. We would like to see the passing rate higher, but it is difficult to determine the significance of the current number because the unsuccessful rate includes withdrawals.

4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS.](#) Provide the program performance level for all students on each GE Outcome assessed for summary period.



GE OUTCOME	% Target	% Level 2-Intro.	% Level 3 & 4-Mastery
GE Outcome #2-Written Communication	2.75 (68.75%)	18	73

Analysis:

The goal for ENG-140 is 2.50 or 62.5%. The goal was missed by 2.5%. **The goal for ENG-141 is 2.75 of 68.75%. The D-level goal was achieved**, representing statistically significant skill growth among students successfully completing ENG-140 then also completing ENG-141.

5. End of Course (EOC) Survey Results - Curriculum Question Analysis [USE OAAE/DATA CENTER/EOC SURVEY PUBLIC/PROFESSOR & CURRICULUM SCORES.](#) Provide the Curriculum Average rating for all EOC curriculum related survey items. Also, [EOC Instructor and Curriculum Line Averages.](#) (Apply filters, use copy tool.)





Question 1- Faith respectfully presented.	Q1 Average of Value and analysis: 6.5 Well above benchmark
Question 2-Learning helped professionally.	Q2 Average of Value and analysis: 6.4 Well above benchmark
Question 3- Class prep helpful.	Q3 Average of Value and analysis: 6.4 Well above benchmark
Question 4-Assignments promoted goals.	Q4 Average of Value and analysis: 6.4 Well above benchmark
Question 5 -Assignments fit course.	Q5 Average of Value and analysis: 6.3 Well above benchmark

Analysis:

Recommendations for improvement to enhance student learning and skill development.

Recommendation 1: Emphasize faculty contact with students. At minimum, instructors should send each student a copy of the course greeting announcement via email.
Recommendation 2: Implement ENG-141 Live webinar as a treatment to reduce F and withdrawal rates.
Recommendation 3: Retain the Written Communication benchmarks at 2.5 for ENG-140 and 2.75 for ENG-141.

6. For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: July 1, 2023	Estimated load or budget needed: 0%
--	-------------------------------------

Target Date-Recommendation 2: July 1, 2024	Estimated load or budget needed: \$5080-\$7330 annually
Target Date-Recommendation 3: July 1, 2023	Estimated load or budget needed: 0%

7. Use the dropdown box below and select the individual responsible for your school's budget:

- Dedra Daehn, DBTL
- Dr. Aime Anderson, SILD
- Dr. Nate Foster, SIH

Send me a copy of my responses

SUBMIT



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Report and Action Plan Template: ENG-293

GENERAL EDUCATION OUTCOME FOR REVIEW

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Russell Fox

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

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TEAM MEMBER EMAIL ADDRESSES

Russell.fox@indwes.edu

REPORT COMPLETION DATE SUMMARY DATE RANGE

5/25/2023 5/31/22 – 5/19/2023

GENERAL EDUCATION OUTCOME COURSE REVIEW DATE

5/19/2023

PARTICIPANTS IN THE COURSE REVIEW:

Leader, Subject Matter Expert (LSME) Russell Fox
Committee Rep (CR)
Adjunct Faculty (AF) Debbie Hill, Mary Meadows, Troy Andrews
Program Rep (PR)

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

School of Integrated Learning & Development

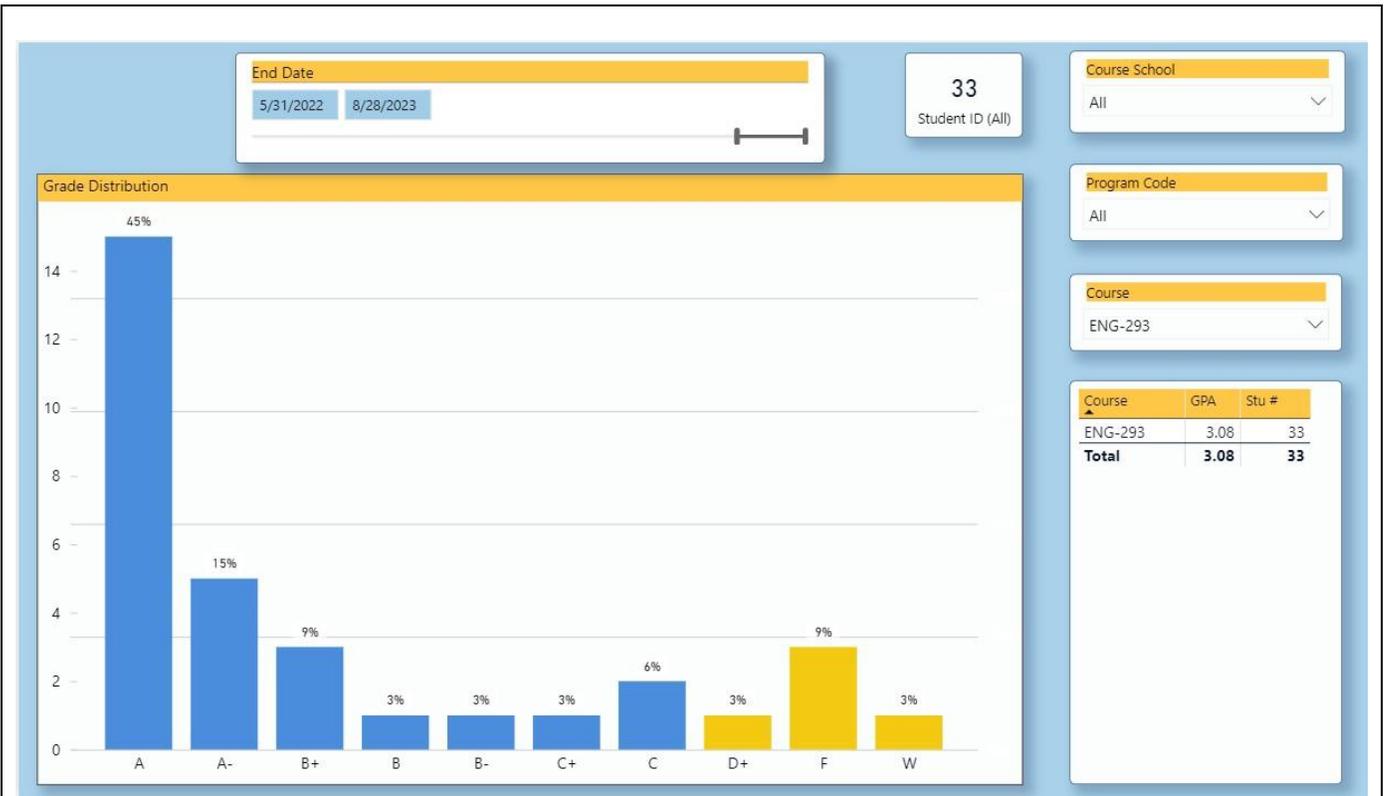
Identify your General Education courses at the following URL:

<https://www.indwes.edu/adult-graduate/programs/electives/general-education-course-descriptions>

COURSE UNDER REVIEW

For each data point below, respond to the following question for course identified above: "What does the data say to you about...". (Provide a brief analysis of each data point reviewed.)

1. Grade Distribution Data: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)



2. Percent and number of failures (F) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

F=9% We like the fact that the failure rate is under 10%, considering the small class size that is typical for this course. **This 9% failure represents an acceptable persistence metric, with clear room for improvement.**

2. Percent and number of withdrawals/drops (W) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

W=3%. **This 3% withdrawal rate represents an acceptable persistence metric.** This is expected because of the small class size and the high motivation among students to complete the course.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

This is an acceptable persistence metric for the course. The passing rate (87%) is near our benchmark of 80%. Since the withdrawal rate is only 3%, we may need to work on improving the passing rate.

4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS.](#) Provide the program performance level for all students on each GE Outcome assessed for summary period.

Direct Assessment Data is not available.

GE OUTCOME	% Target	% Level 2-Intro.	% Level 3 & 4-Develop
GE Outcome #2-Written Communication	Data not available	Data not available	Data not available

5. End of Course (EOC) Survey Results - Curriculum Question Analysis **USE OAAE/DATA CENTER/EOC SURVEY PUBLIC/PROFESSOR & CURRICULUM SCORES.** Provide the Curriculum Average rating for all EOC curriculum related survey items. Also, **EOC Instructor and Curriculum Line Averages.** (Apply filters, use copy tool.)





Question 1- Faith respectfully presented.	Q1 Average of Value and analysis: 6.4 Well above benchmark
Question 2-Learning helped professionally.	Q2 Average of Value and analysis: 6.5 Well above benchmark
Question 3- Class prep helpful.	Q3 Average of Value and analysis: 6.1 Well above benchmark
Question 4-Assignments promoted goals.	Q4 Average of Value and analysis: 6.3 Well above benchmark
Question 5 -Assignments fit course.	Q5 Average of Value and analysis: 6.6 Well above benchmark

Analysis:

Student satisfaction with instruction and the curriculum is well above the minimum benchmarks.

Recommendations for improvement to enhance student learning and skill development.

- Recommendation 1: Upload LOA and begin gathering Gen Ed outcome data for this course.**
- Recommendation 2: Emphasize faculty contact with students. At minimum, instructors should send each student a copy of the course greeting announcement via email.**
- Recommendation 3: Faculty must immediately enter a zero on the due date for each incomplete assignment. This triggers a notification to Student Support Services that the student may need mentoring. Faculty who do not enter zeros are keeping Student Services from knowing about underperforming students until it is too late to provide the needed support.**

6. For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: Fall 2023	Estimated load or budget needed: \$0
Target Date-Recommendation 2: July 1, 2023	Estimated load or budget needed: \$0
Target Date-Recommendation 3: July 1, 2023	Estimated load or budget needed: \$0

7. Use the dropdown box below and select the individual responsible for your school's budget:

- Dedra Daehn, DBTL
- Dr. Aime Anderson, SILD
- Dr. Nate Foster, SIH

Send me a copy of my responses

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Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Report and Action Plan Template: ENG-294

GENERAL EDUCATION OUTCOME FOR REVIEW

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Russell Fox

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

Russell.fox@indwes.edu

TEAM MEMBER EMAIL ADDRESSES

Russell.fox@indwes.edu

REPORT COMPLETION DATE SUMMARY DATE RANGE

5/25/23 5/19/22-5/19/23

GENERAL EDUCATION OUTCOME COURSE REVIEW DATE

5/19/23

PARTICIPANTS IN THE COURSE REVIEW:

Leader, Subject Matter Expert (LSME) Russell Fox
Committee Rep (CR)
Adjunct Faculty (AF) Debbie Hill, Mary Meadows, Troy Andrews
Program Rep (PR)

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

School of Integrated Learning & Development

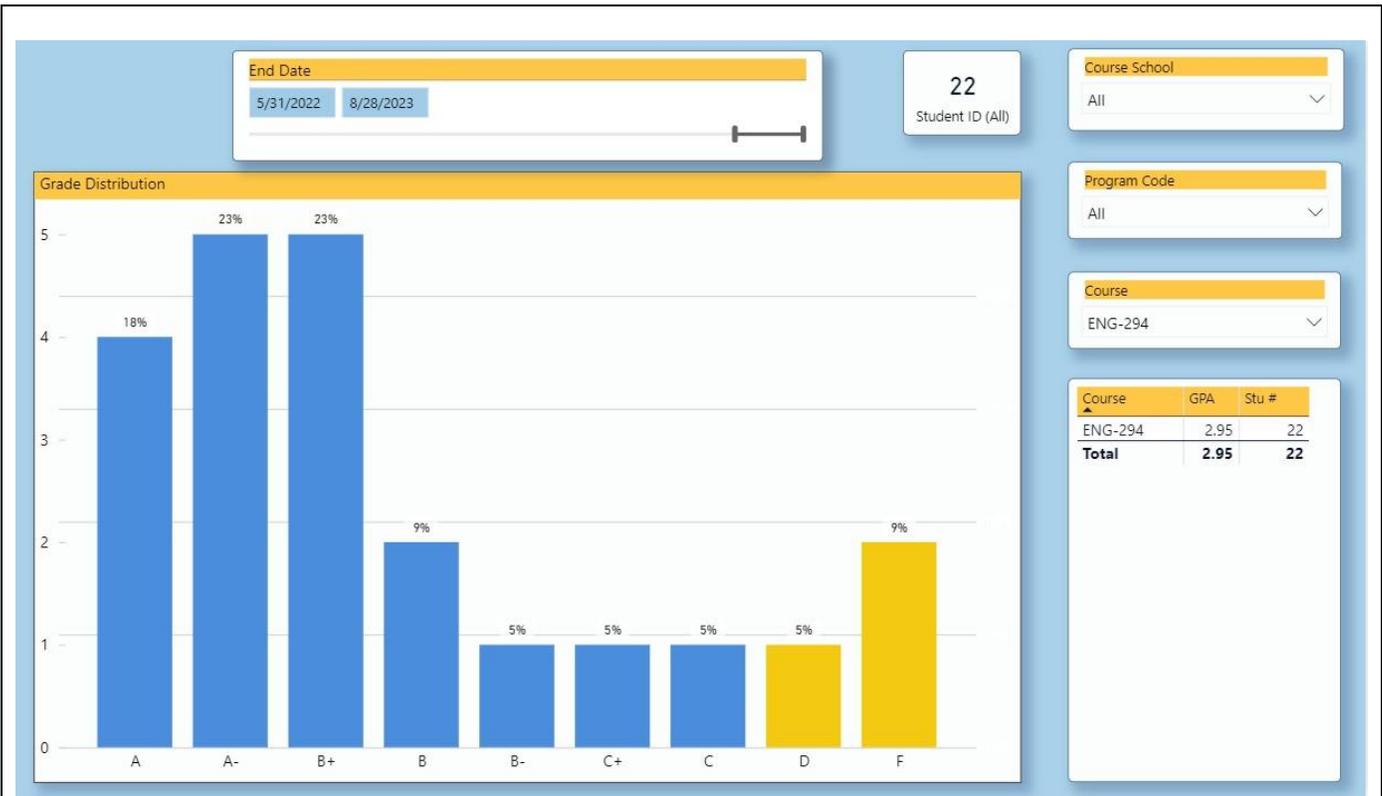
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COURSE UNDER REVIEW

For each data point below, respond to the following question for course identified above: "What does the data say to you about...". (Provide a brief analysis of each data point reviewed.)

1. Grade Distribution Data: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)



2. Percent and number of failures (F) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

F = 9%. **This is considered a minimally acceptable failure rate as a persistence metric.** It is 1% lower than the Gen Ed average failure rate. However, the withdrawal data is not included. It is unclear whether this means there were no withdrawals. The percentages for existing grades total 102% (which must be a result of rounding), so it appears that the withdrawal rate is at least near zero.

2. Percent and number of withdrawals/drops (W) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

W = n/a The withdrawal rate is not shown in the table, but, since the other totals add up to slightly over 100%, presumably, the withdraw rate is zero or near zero. This is excellent and is likely related to the typically small class size for this course.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

Passing rate = 91%. **This is considered a successful persistence rate.** These are excellent numbers and are likely related to the typically small class size for this course.

4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS.](#) Provide the program performance level for all students on each GE Outcome assessed for summary period.

Direct Assessment Data is Not Available

GE OUTCOME	% Target	% Level 2-Intro.	% Level 3 & 4-Develop
GE Outcome #2-Written Communication	Data Not Available	Data Not Available	Data Not Available

5. End of Course (EOC) Survey Results - Curriculum Question Analysis USE OAAE/DATA CENTER/EOC SURVEY PUBLIC/PROFESSOR & CURRICULUM SCORES. Provide the Curriculum Average rating for all EOC curriculum related survey items. Also, EOC Instructor and Curriculum Line Averages. (Apply filters, use copy tool.)





Question 1- Faith respectfully presented.	Q1 Average of Value and analysis: 5.3 This low score may be the result of the short course but should be positively affected by small class size. Room for improvement here.
Question 2-Learning helped professionally.	Q2 Average of Value and analysis: 4.8 This score is below acceptable. This course should be examined for possible revision. LOA data will better inform the analysis when it is available.
Question 3- Class prep helpful.	Q3 Average of Value and analysis: 5.3 This low score may be further evidence that revision is needed for this course.
Question 4-Assignments promoted goals.	Q4 Average of Value and analysis: 5.2 This low score may be further evidence that revision is needed for this course.
Question 5 -Assignments fit course.	Q5 Average of Value and analysis: 5.3 This low score may be further evidence that revision is needed for this course.

Analysis:

Direct assessment data is needed to compare successful skill development to lower levels of student satisfaction. While achievement levels are high, the student satisfaction needs to be improved.

Recommendations for improvement to enhance student learning and skill development.

Recommendation 1: Upload LOA rubric to this course and start gathering direct assessment data on GenEd outcomes.
Recommendation 2: Six months of GenEd outcome data should be analyzed to determine whether a course revision is necessary.
Recommendation 3: Emphasize faculty contact with students. At minimum, instructors should send each student a copy of the course greeting announcement via email.

Recommendation 4: Faculty must immediately enter a zero on the due date for each incomplete assignment. This triggers a notification to Student Support Services that the student may need mentoring. Faculty who do not enter zeros are keeping Student Services from knowing about underperforming students until it is too late to provide the needed support.

6. For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: Fall 2023	Estimated load or budget needed: \$0
Target Date-Recommendation 2: March 2024	Estimated load or budget needed: \$0
Target Date-Recommendation 3: July 1, 2023	Estimated load or budget needed: \$0
Target Date-Recommendation 4: July 1, 2023	Estimated load or budget needed: \$0

7. Use the dropdown box below and select the individual responsible for your school's budget:

- Dedra Daehn, DBTL
- Dr. Aime Anderson, SILD
- Dr. Nate Foster, SIH

Send me a copy of my responses

SUBMIT



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Report and Action Plan Template: WRI-235 Creative Writing

GENERAL EDUCATION OUTCOME FOR REVIEW

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Russell Fox

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

Russell.fox@indwes.edu

TEAM MEMBER EMAIL ADDRESSES

Russell.fox@indwes.edu

REPORT COMPLETION DATE SUMMARY DATE RANGE

6.6.23 5/31/22-5/19/22

GENERAL EDUCATION OUTCOME COURSE REVIEW DATE

5/19/23

PARTICIPANTS IN THE COURSE REVIEW:

Leader, Subject Matter Expert (LSME) Russell Fox
Committee Rep (CR)
Adjunct Faculty (AF) Troy Andrews, Debbie Hill, Mary Meadows
Program Rep (PR)

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

School of Integrated Learning & Technology

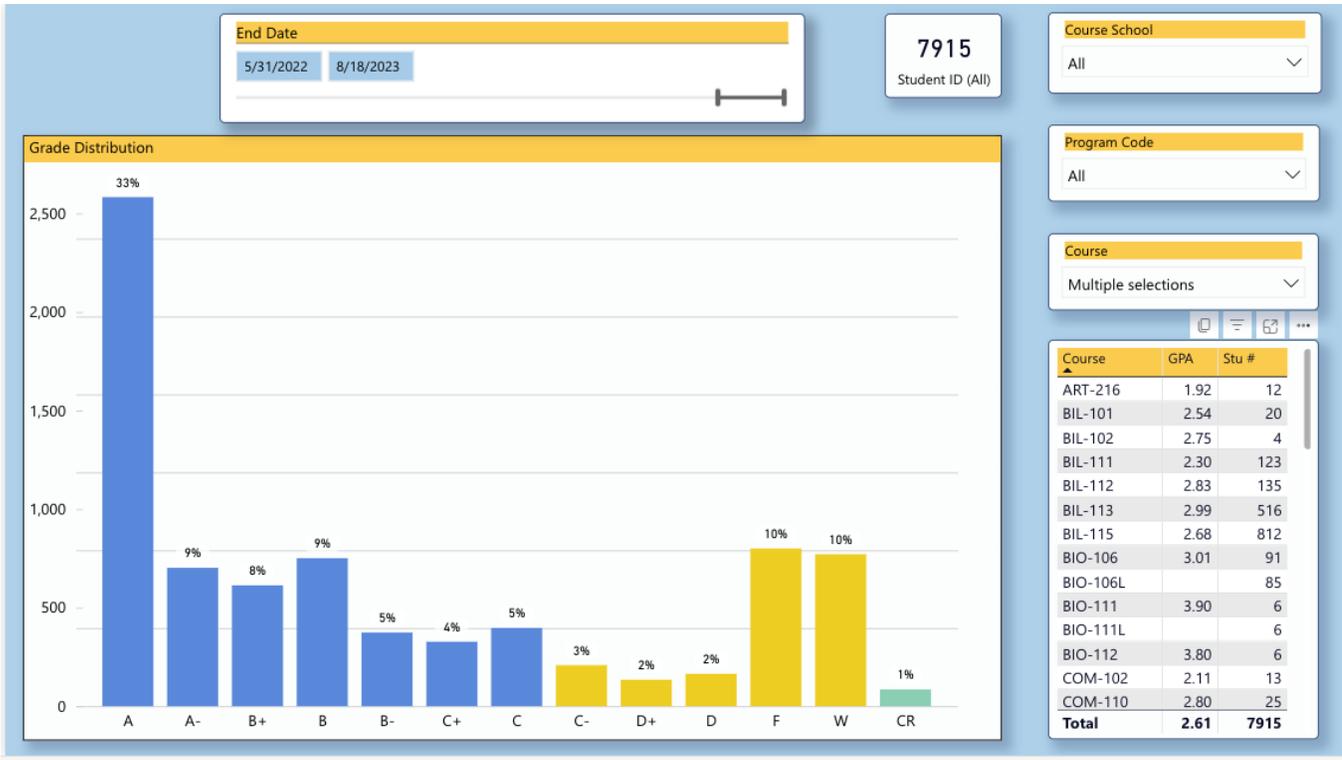
Identify your General Education courses at the following URL:

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COURSE UNDER REVIEW

For each data point below, respond to the following question for course identified above: "What does the data say to you about...". (Provide a brief analysis of each data point reviewed.)

1. Grade Distribution Data: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)





2. Percent and number of failures (F) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

F=8%. The failure rate is 8%, which is less than the Gen Ed average rate of 10%. **While this is a minimally acceptable persistence metric**, this number is too high. It may be because at least some of the withdrawal percentage is likely due to insufficient work.

2. Percent and number of withdraws/drops (W) - Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

W=7%. The withdrawal rate is 7%, which is less than the Gen Ed average rate of 10%. **This is a minimally acceptable persistence metric**. This number seems high for a 200-level course, but it is difficult to analyze the withdrawals because they are not disaggregated into students who never log in and those who withdraw failing.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#)

Passing rate = 84%. **This is a minimally acceptable persistence metric**. We would like to see the overall passing rate higher, but an indeterminate number of students who never logged into the course are included in the withdrawal rate, so the number is skewed.

4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS.](#) Provide the program performance level for all students on each GE Outcome assessed for summary period.

Direct Assessment Data is Not Available

GE OUTCOME	% Target	% Level 2-Intro.	% Level 3 & 4-Develop
GE Outcome #2-Written Communication	Data Not Available	Data Not Available	Data Not Available

5. End of Course (EOC) Survey Results - Curriculum Question Analysis [USE OAAE/DATA CENTER/EOC SURVEY PUBLIC/PROFESSOR & CURRICULUM SCORES.](#) Provide the Curriculum Average rating for all EOC curriculum related survey items. Also, [EOC Instructor and Curriculum Line Averages.](#) (Apply filters, use copy tool.)





Question 1- Faith respectfully presented.	Q1 Average of Value and analysis: 5.7 Above benchmark
Question 2-Learning helped professionally.	Q2 Average of Value and analysis: 5.3 Below benchmark . This course is an elective, so its value professionally may be less clear than other courses. Emphasizing the Gen Ed outcomes in the course syllabus and throughout the course may help this number.
Question 3- Class prep helpful.	Q3 Average of Value and analysis: 6.0 Well above benchmark
Question 4-Assignments promoted goals.	Q4 Average of Value and analysis: 6.1 Well above benchmark
Question 5 -Assignments fit course.	Q5 Average of Value and analysis: 6.2 Well above benchmark

Recommendations for improvement to enhance student learning and skill development.

Recommendation 1: Upload LOA rating columns to the course and begin gathering direct assessment Gen Ed outcome data.
Recommendation 2: Discuss the possible need for a minor revision of the course to include an assignment that emphasizes the relevance of liberal arts, and, specifically, creative writing.

6. For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: Fall 2023	Estimated load or budget needed: \$0
Target Date-Recommendation 2: January 2024	Estimated load or budget needed: \$0-\$2500

7. Use the dropdown box below and select the individual responsible for your school's budget:

- Dedra Daehn, DBTL
- Dr. Aime Anderson, SILD
- Dr. Nate Foster, SIH

Send me a copy of my responses

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Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Data Pull Form

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

DeVoe School of Business, Technology, and Leadership

COURSE UNDER REVIEW

MGT 496

GENERAL EDUCATION OUTCOME FOR REVIEW (Faith Integration or Written Communications)

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Shelley Webb

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

Shelley.webb@indwes.edu

TODAY'S DATE

SUMMARY DATE RANGE

6/20/2023 | 7/1/2022 – 6/30/2023

PULL PPT SLIDE ONLY FOR QUESTIONS 1-3

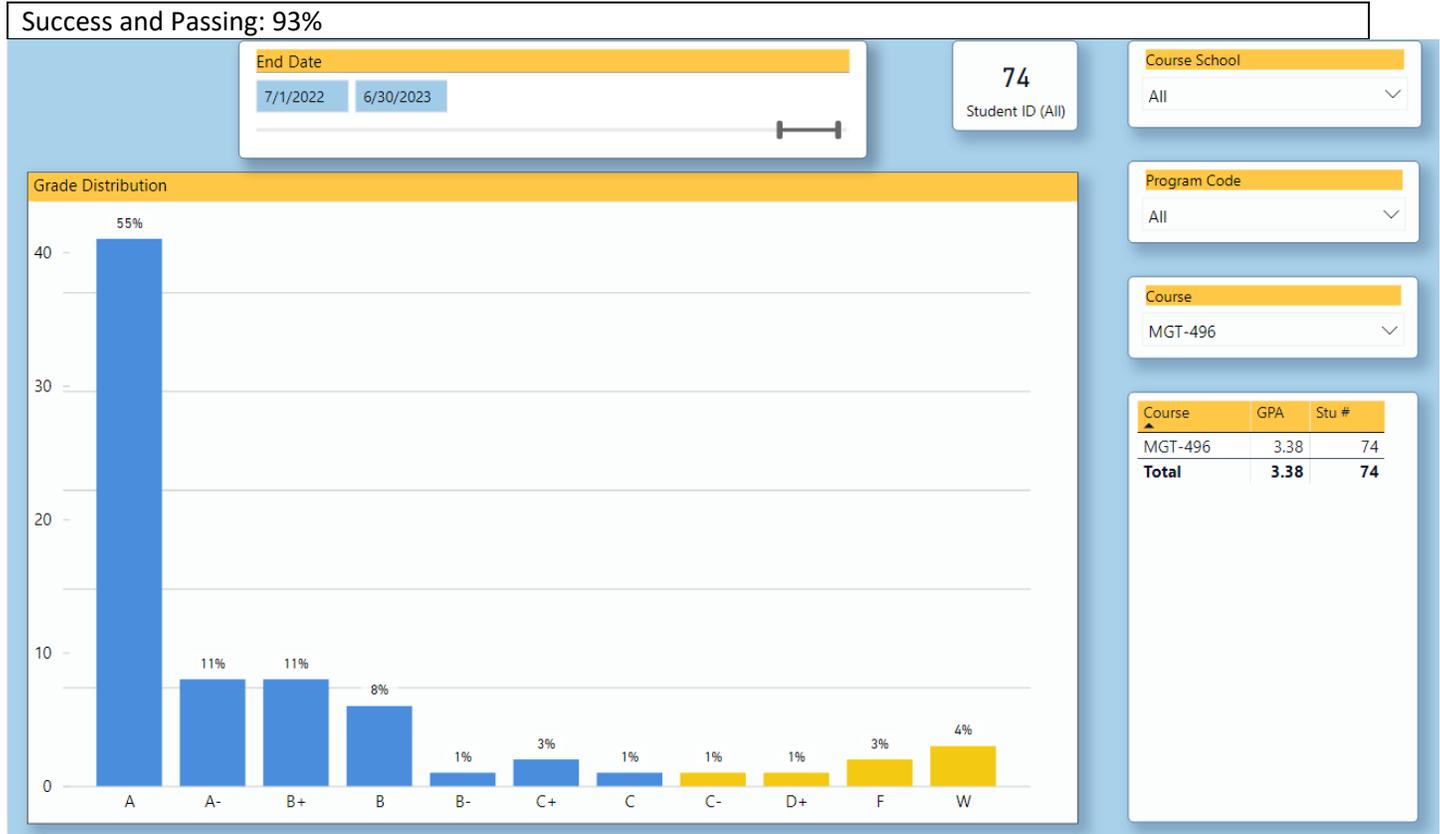
1. Grade Distribution Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

A:55%, A-:11%, B+:11%, B:8%, B-:1%, C+:3%, C:1%, C-:1%, D+1%, F:3%, W:4%

2. Percent of Failures (F); Withdraws/drops (W) Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

7%

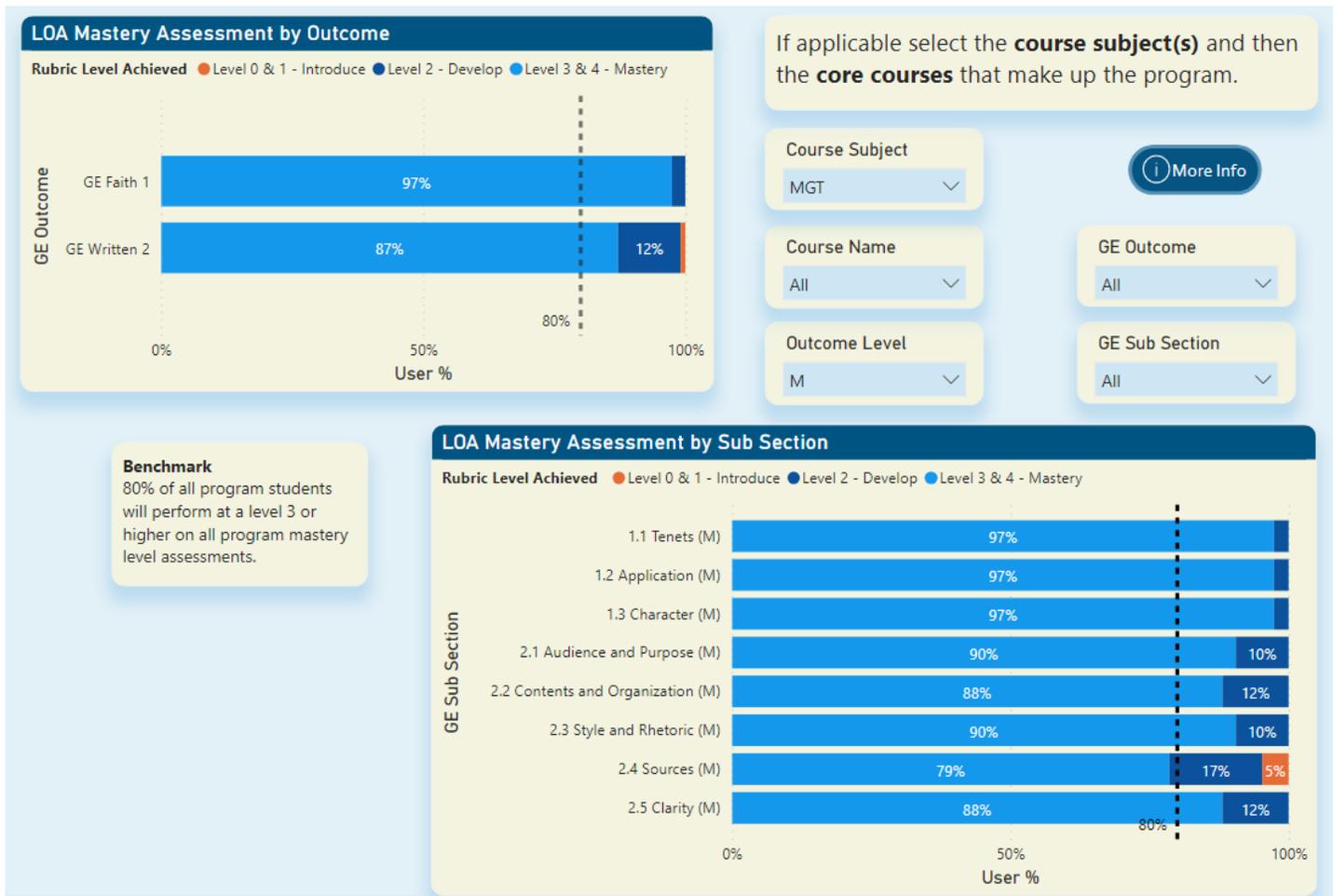
3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#) . Set date range, All Course School, All Program Code, Select course.



4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS](#). Select course subject (this is the course prefix, select course name, Outcome Level (keep it at Mastery), Select GE Outcome, GE Subsection should auto populate.

Provide the program performance level for all students on each GE Outcome assessed for summary period. **(Report only on the Faith Integration and Written Communication outcomes)**

GE OUTCOME	% Introduce-Level 0 & 1	% Level 2-Develop	% Level 3 & 4-Mastery
GE Outcome #1-Faith Integration	0	3	97
GE Outcome #2-Written Communication	1	12	87
GE Outcome #3 – Speaking and Listening			
GE Outcome #4-Quantitative Reasoning			
GE Outcome #5 – Scientific Ways of Knowing			
GE Outcome #6 – Social & Behavioral Ways of Knowing			
GE Outcome #7 – Humanistic & Artistic Ways of Knowing			



5. End of Course (EOC) Survey Results - Curriculum Question Analysis [USE OAAE/DATA CENTER/EOC SURVEY PUBLIC, NEW/PROFESSOR & CURRICULUM SCORES.](#) Set Start and End date range boxes the same. Select PAU, CAPSB, Select course. Provide the Curriculum Average rating for each question which is provided in the blue box next to the question.

Question 1- Faith respectfully presented.	Q1a Curriculum Average: <u>6.7</u> Target: 5.6 Q1b Response Rate: <u>87%</u> Q1c Analysis:
Question 2-Learning helped professionally.	Q2a Curriculum Average: <u>6.5</u> Target 5.6 Q2b Response Rate: <u>87%</u> Q2c Analysis:
Question 3- Class prep helpful.	Q3a Curriculum Average: <u>6.6</u> Target 5.6 Q3b Response Rate: <u>87%</u> Q3c Analysis:
Question 4-Assignments promoted goals.	Q4a Curriculum Average: <u>6.6</u> Target 5.6 Q4b Response Rate: <u>87%</u> Q4c Analysis:
Question 5 -Assignments fit course.	Q5a Curriculum Average: <u>6.6</u> Target 5.6 Q5b Response Rate: <u>87%</u> Q5c Analysis:



Recommended actions for improvement to enhance student learning and skill development.

Recommendation 1:

The outcome #2, written communication mastery is above the 80% goal at 87%, but not without questioning. I recommend DeVoe conduct a 'deeper' dive into uncovering the message behind the percentile. Why are students only achieving mastery for the written communication outcome at 87%? Are the written assignments in the course helping students thrive in the course? Does this percentile point to a writing challenge with students?

Recommendation 2:

I recommend DeVoe examine the students ethnicity/race to see if there is a variance between students of color versus non-students of color's learning and development in this course.

Recommendation 3:

In the curriculum question, assignments fit course scored the lowest, which may point to the written communication outcome percentile. What are the assignments and how do they align with students' expectations and overall experience? Do the assignments translate to practical application for adult learner students?

Recommendation 4:

Recruit a taskforce with current MGT 496 instructors to discuss lessons learned, recommended improvements to the course to enhance the student experience.

Recommendation 5:

For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: June 2024	Estimated load or budget needed: If a modification to an assignment is required, then \$500
Target Date-Recommendation 2: June 2024	Estimated load or budget needed: Time-2~3 hours
Target Date-Recommendation 3: June 2024	Estimated load or budget needed: If a modification to an assignment is required, then \$500.
Target Date-Recommendation 4: January 2024	Estimated load or budget needed: Time-2~3 hours
Target Date-Recommendation 5:	Estimated load or budget needed:



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Data Pull Form

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

DeVoe School of Business, Technology, and Leadership

COURSE UNDER REVIEW

HCA 490

GENERAL EDUCATION OUTCOME FOR REVIEW (Faith Integration or Written Communications)

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Cynthia Faulkner

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

Cynthia.faulkner@indwes.edu

TODAY'S DATE

SUMMARY DATE RANGE

08/15/2023 | 7/1/2022 – 6/30/2023

PULL PPT SLIDE ONLY FOR QUESTIONS 1-3

1. Grade Distribution Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.](#)

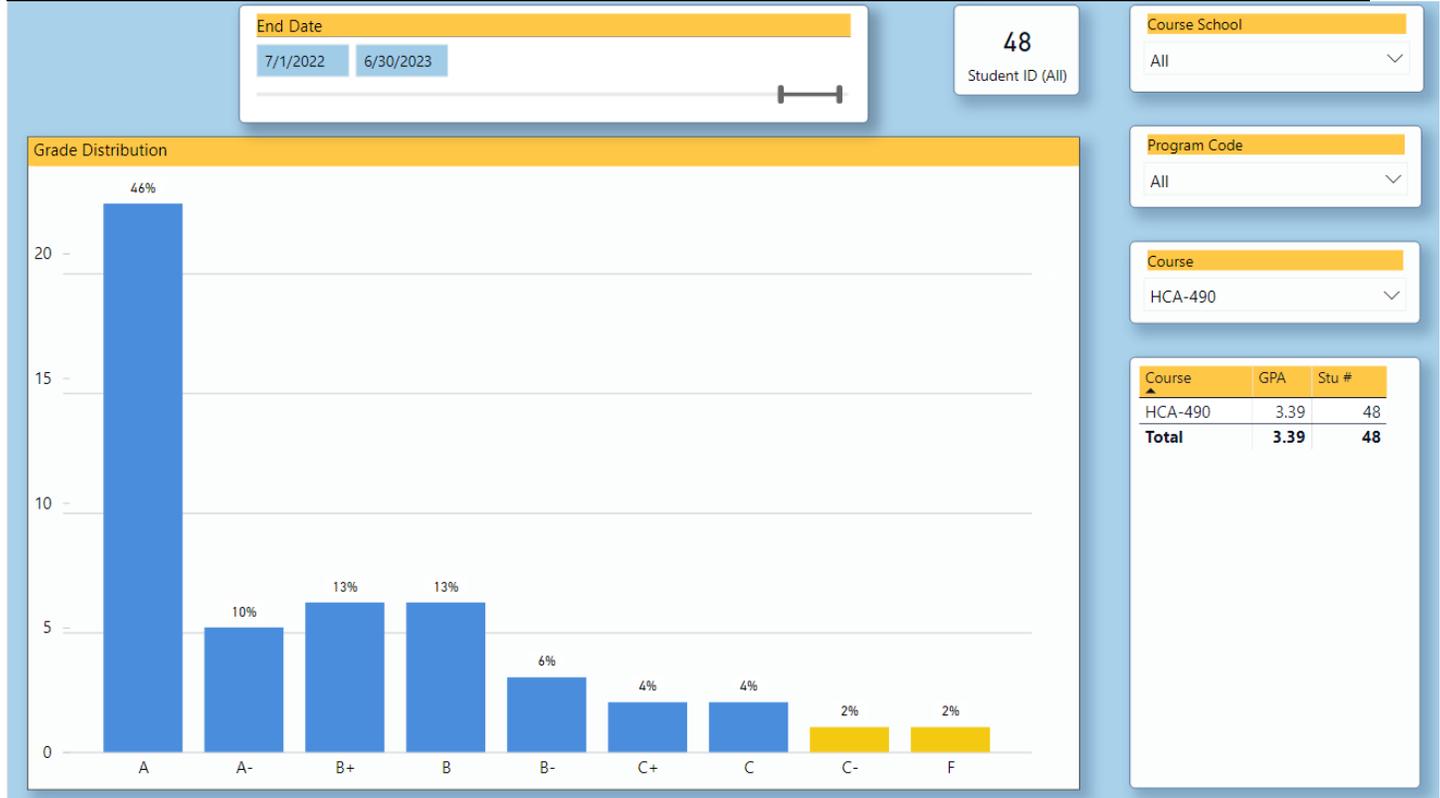
The data indicate 56% of students received an A or A- in the course and 32% received a B+, B, or B-. The overall course success rate is 96% which is positive and somewhat expected for this point in the program.

2. Percent of Failures (F); Withdraws/drops (W) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.](#)

The DFW rate is 2.11%. During the period under consideration, there were no course withdrawals and only one student (2.11%) received a grade of F.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#) . Set date range, All Course School, All Program Code, Select course.

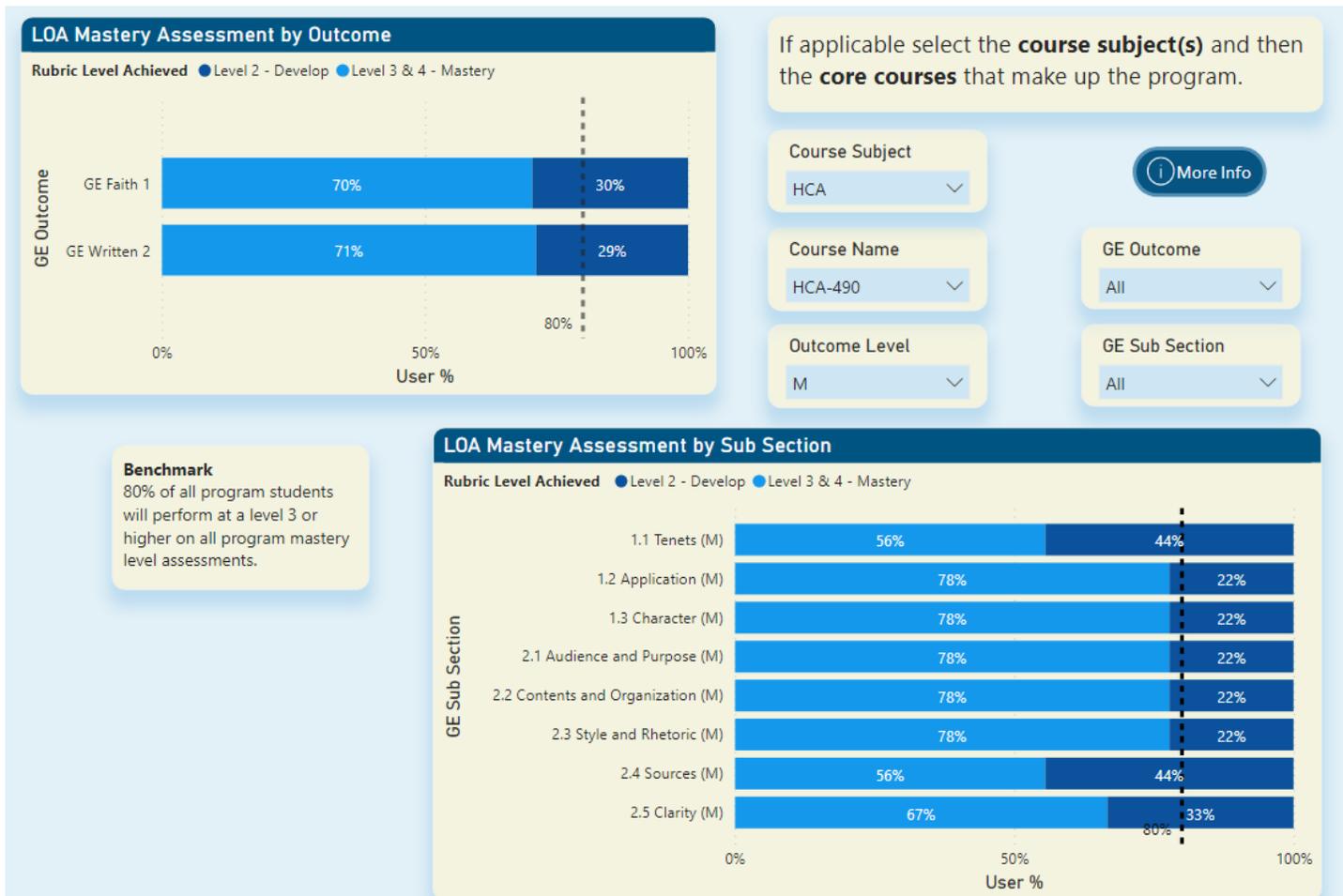
The success rate is 95.8% and the passing rate is 97.9%. These rates are acceptable for a capstone course. However, our goals is a 100% success rate.



4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS](#). Select course subject (this is the course prefix, select course name, Outcome Level (keep it at Mastery), Select GE Outcome, GE Subsection should auto populate.

Provide the program performance level for all students on each GE Outcome assessed for summary period. (Report only on the Faith Integration and Written Communication outcomes)

GE OUTCOME	% Introduce- Level 0 & 1	% Level 2- Develop	% Level 3 & 4-Mastery
GE Outcome #1-Faith Integration	0	30	70
GE Outcome #2-Written Communication	0	29	71
GE Outcome #3 – Speaking and Listening			
GE Outcome #4-Quantitative Reasoning			
GE Outcome #5 – Scientific Ways of Knowing			
GE Outcome #6 – Social & Behavioral Ways of Knowing			
GE Outcome #7 – Humanistic & Artistic Ways of Knowing			



5. End of Course (EOC) Survey Results - Curriculum Question Analysis [USE OAAE/DATA CENTER/EOC SURVEY PUBLIC, NEW/PROFESSOR & CURRICULUM SCORES.](#) Set Start and End date range boxes the same. Select PAU, CAPSB, Select course. Provide the Curriculum Average rating for each question which is provided in the blue box next to the question.

Question 1- Faith respectfully presented.	Q1a Curriculum Average: 6.4 Target: 5.6 Q1b Response Rate: 84% Q1c Analysis: Scores are above target, no action needed.
Question 2-Learning helped professionally.	Q2a Curriculum Average: 6.2 Target 5.6 Q2b Response Rate: 84% Q2c Analysis: Scores are above target, no action needed.
Question 3- Class prep helpful.	Q3a Curriculum Average: 5.9 Target 5.6 Q3b Response Rate: 84% Q3c Analysis: Scores are above target, no action needed.
Question 4-Assignments promoted goals.	Q4a Curriculum Average: 6.1 Target 5.6 Q4b Response Rate: 84% Q4c Analysis: Scores are above target, no action needed.
Question 5 -Assignments fit course.	Q5a Curriculum Average: 5.9 Target 5.6 Q5b Response Rate: 84% Q5c Analysis: Scores are above target, no action needed.



Recommended actions for improvement to enhance student learning and skill development.

Recommendation 1:

Emphasize with faculty the need to connect capstone course concepts to previous course learning. While the intent of the capstone is more directed toward application than the attained of new knowledge, making an intentional connection would provide further clarity and identify gaps for future life-long learning.

Recommendation 2:

Evaluate curriculum to ensure assignment requirements (instructions and rubrics) place appropriate emphasis on the use of sources to support key points.

Recommendation 3:

Emphasize with faculty the need to provide feedback and guidance regarding the use of sources and the quality of written communication.

Recommendation 4:

Evaluate curriculum to determine opportunities for additional emphasis and feedback regarding the clarity of writing and the use of appropriate formatting.

Recommendation 5:

CAPS GEN ED COMMITTEE: Recommend interim treatment and assessment for both GELO #1 and GELO #2. Add treatment and assessment at the 200 or 300 level. Be sure all teaching faculty have taken Rater Calibration Training.

For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: January 1, 2024	Estimated load or budget needed: None
Target Date-Recommendation 2: June 30, 2024	Estimated load or budget needed: \$500
Target Date-Recommendation 3: January 1, 2024	Estimated load or budget needed: None
Target Date-Recommendation 4: June 30, 2024	Estimated load or budget needed: None
Target Date-Recommendation 5:	Estimated load or budget needed:



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Data Pull Form

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

DeVoe School of Business, Technology, and Leadership

COURSE UNDER REVIEW

BIS 460

GENERAL EDUCATION OUTCOME FOR REVIEW (Faith Integration or Written Communications)

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Dr. Joseph Snider

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

Joseph.snider@indwes.edu

TODAY'S DATE

SUMMARY DATE RANGE

6/20/2023 | 7/1/2022 – 6/30/2023

PULL PPT SLIDE ONLY FOR QUESTIONS 1-3

1. Grade Distribution Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

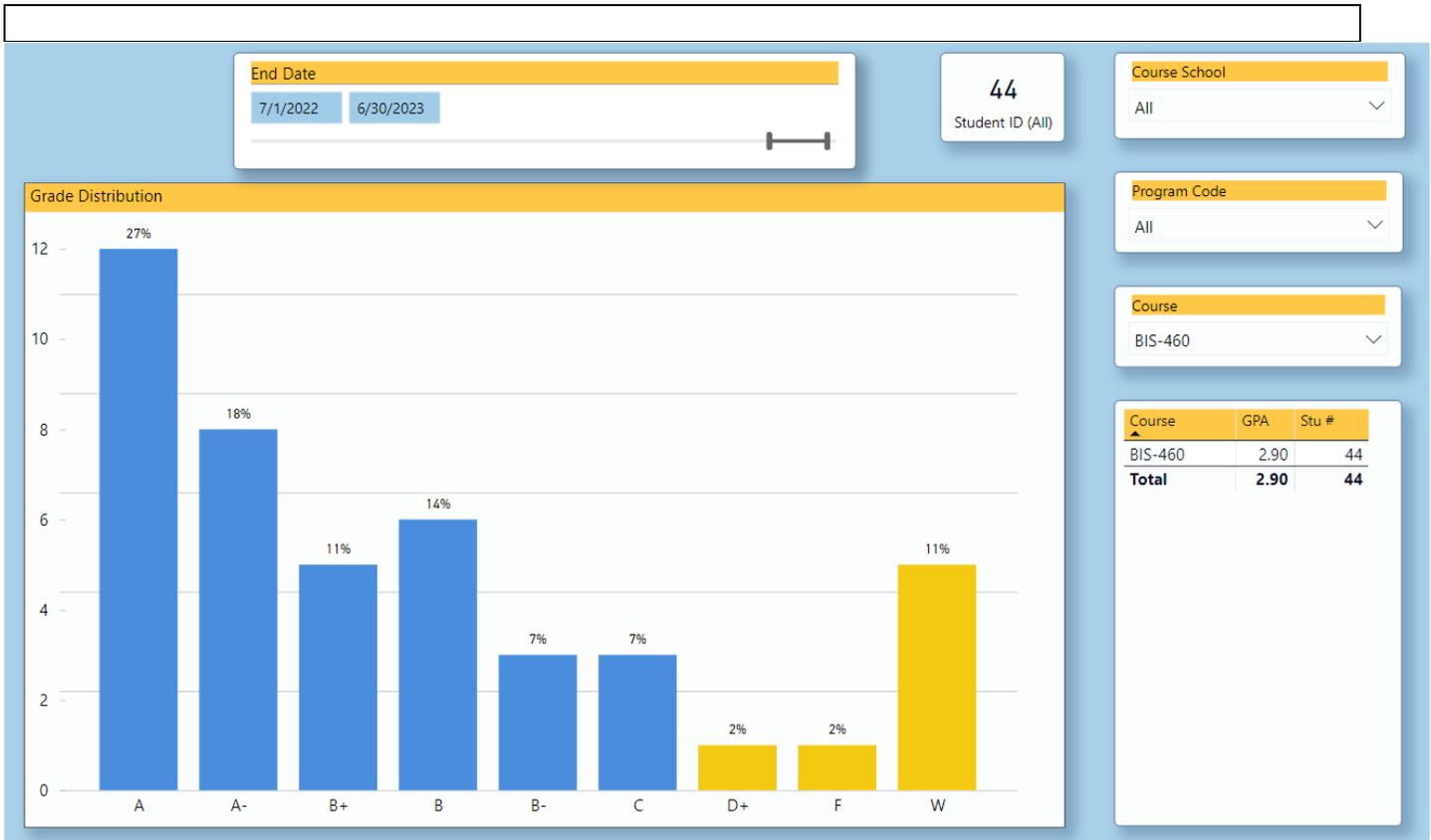
11% withdraw and 2% Fail would be too high and the grade distribution has a wide variation.

2. Percent of Failures (F); Withdraws/drops (W) Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

The grades should be higher and less deviation. Lesson number of withdraws (11%). We need to have communication in the capstone to be video recordings from students to add a sense of community.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#) . Set date range, All Course School, All Program Code, Select course.

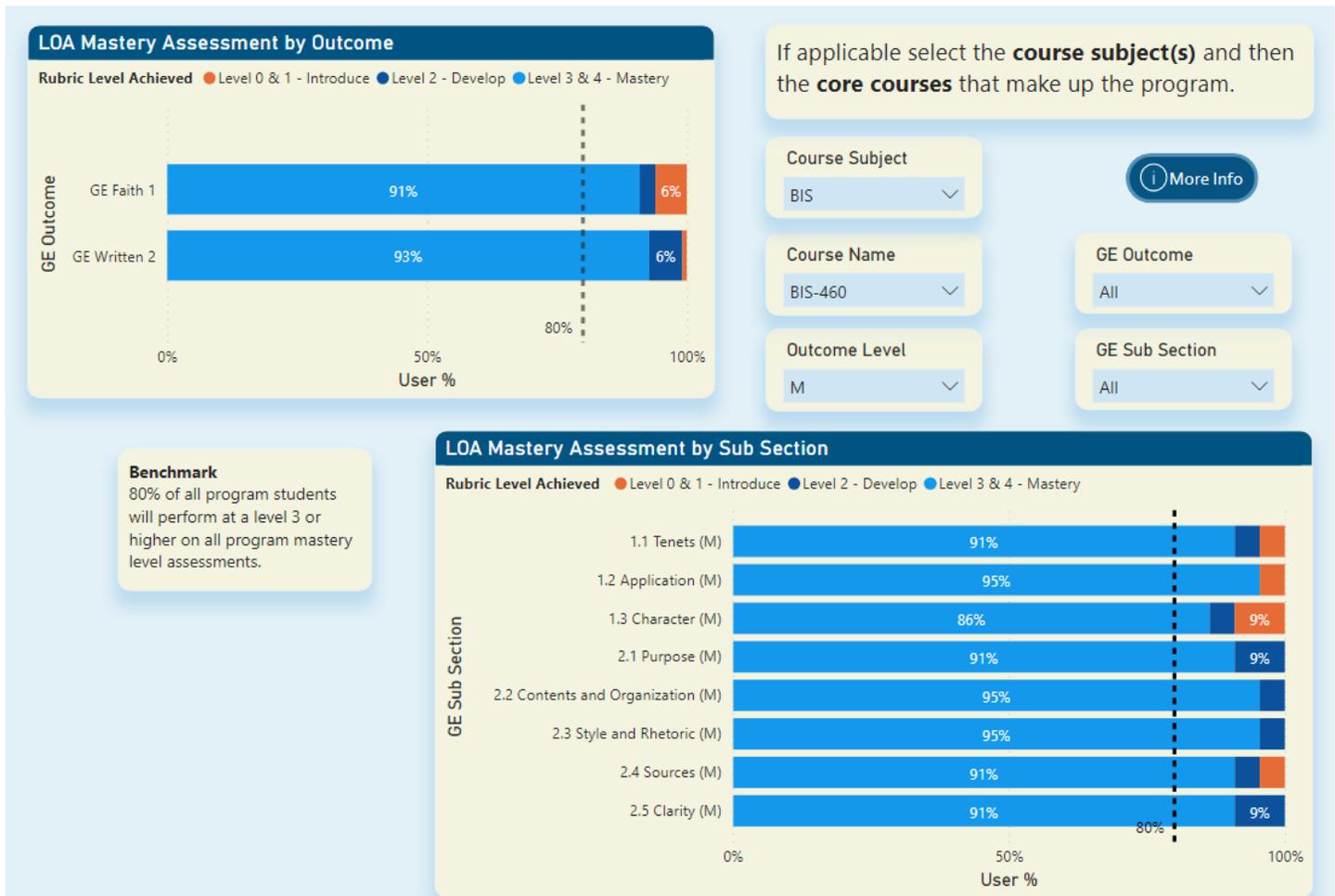
Pull PPT Only. Don't fill in box.



4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS](#). Select course subject (this is the course prefix, select course name, Outcome Level (keep it at Mastery), Select GE Outcome, GE Subsection should auto populate.

Provide the program performance level for all students on each GE Outcome assessed for summary period. **(Report only on the Faith Integration and Written Communication outcomes)**

GE OUTCOME	% Introduce- Level 0 & 1	% Level 2- Develop	% Level 3 & 4-Mastery
GE Outcome #1-Faith Integration	6	3	91
GE Outcome #2-Written Communication	1	6	93
GE Outcome #3 – Speaking and Listening			
GE Outcome #4-Quantiative Reasoning			
GE Outcome #5 – Scientific Ways of Knowing			
GE Outcome #6 – Social & Behavioral Ways of Knowing			
GE Outcome #7 – Humanistic & Artistic Ways of Knowing			



5. End of Course (EOC) Survey Results - Curriculum Question Analysis **USE OAAE/DATA CENTER/EOC SURVEY PUBLIC, NEW/PROFESSOR & CURRICULUM SCORES.** Set Start and End date range boxes the same. Select PAU, CAPSB, Select course. Provide the Curriculum Average rating for each question which is provided in the blue box next to the question.

Question 1- Faith respectfully presented.	Q1a Curriculum Average: <u>5.6</u> Target: 5.6 Q1b Response Rate: <u>89%</u> Q1c Analysis:
Question 2-Learning helped professionally.	Q2a Curriculum Average: <u>5.4</u> Target 5.6 Q2b Response Rate: <u>89%</u> Q2c Analysis: Student comments do not warrant any action but monitoring.
Question 3- Class prep helpful.	Q3a Curriculum Average: <u>5.4</u> Target 5.6 Q3b Response Rate: <u>89%</u> Q3c Analysis Student comments do not warrant any action but monitoring.
Question 4-Assignments promoted goals.	Q4a Curriculum Average: <u>5.1</u> Target 5.6 Q4b Response Rate: <u>89%</u> Q4c Analysis: Student comments do not warrant any action but monitoring. The next time we review we can track the trend.
Question 5 -Assignments fit course.	Q5a Curriculum Average: <u>5.1</u> Target 5.6 Q5b Response Rate: <u>89%</u> Q5c Analysis: Student comments do not warrant any action but monitoring. The next time we review we can track the trend.

Scores less than 5.6 (green line) may need to be addressed; less than 5.0 (red line) warrant investigation.

Professor Avg

5.76

Response Rate

89%

Curriculum Avg

5.38

Start Date

7/1/2022

5/22/2023

End Date

7/11/2022

6/19/2023

PAU

Select all

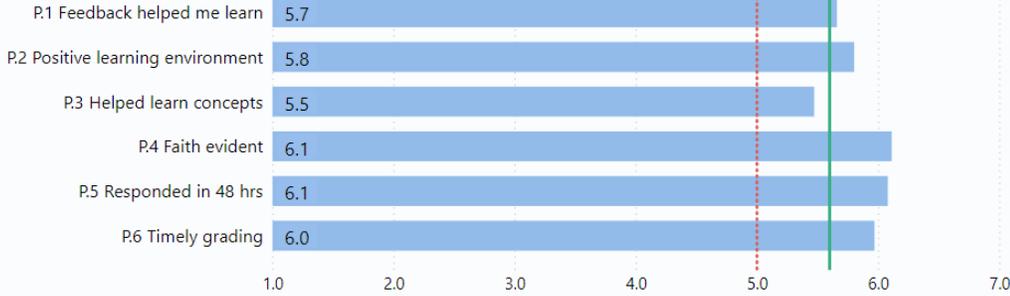
CAPSB

Course

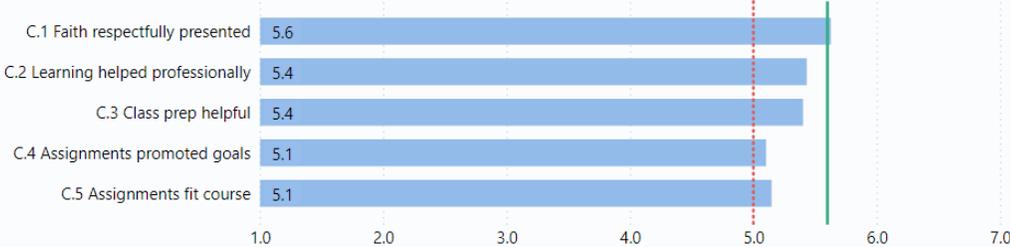
Search

- BADM-781
- BADM-782
- BADM-783
- BADM-785
- BIS-216
- BIS-225
- BIS-320
- BIS-324
- BIS-353
- BIS-460
- BUS-105
- BUS-150
- BUS-225
- BUS-230
- BUS-274

Professor Questions (avg)



Curriculum Questions (avg)



Recommended actions for improvement to enhance student learning and skill development.

Recommendation 1:

Monitor the course and see the trends for questions 4 and 5 which had a 5.1 on them.

Recommendation 2:

Recommendation 3:

Recommendation 4:

Recommendation 5:

For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: Annual review to see the trend.	Estimated load or budget needed: Minor update if needed.
Target Date-Recommendation 2:	Estimated load or budget needed:
Target Date-Recommendation 3:	Estimated load or budget needed:
Target Date-Recommendation 4:	Estimated load or budget needed:
Target Date-Recommendation 5:	Estimated load or budget needed:



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Data Pull Form

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

DeVoe School of Business, Technology, and Leadership

COURSE UNDER REVIEW

ADM 495

GENERAL EDUCATION OUTCOME FOR REVIEW (Faith Integration or Written Communications)

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Dedra Daehn

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

dedra.daehn@indwes.edu

TODAY'S DATE

SUMMARY DATE RANGE

6/20/2023 | 7/1/2022 – 6/30/2023

PULL PPT SLIDE ONLY FOR QUESTIONS 1-3

1. Grade Distribution Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

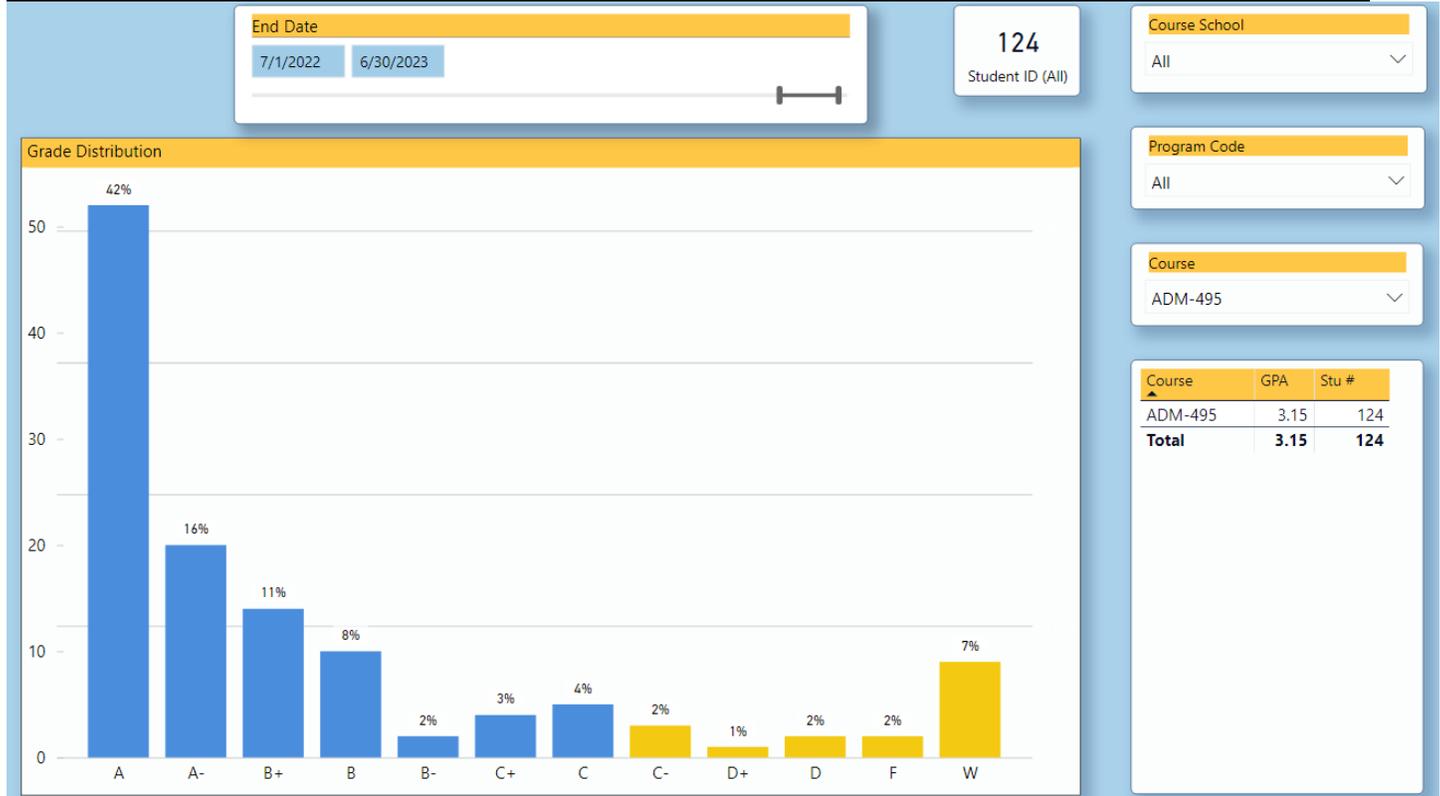
There were a total of 124 students who took this course. The grade breakdowns were as follows: 42%-A; 16%-A-;11%-B+; 8%-B; 2%-B-; 3%-C+; 4%-C; 2%-C-; 1%-D+; 2%-D; 2%-F and 7%W.

2. Percent of Failures (F); Withdraws/drops (W) Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

The failures (2% - 2 students) was low; withdrawals were 7% (8 students). The withdrawals were relatively small, this might be something to review.

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#) . Set date range, All Course School, All Program Code, Select course.

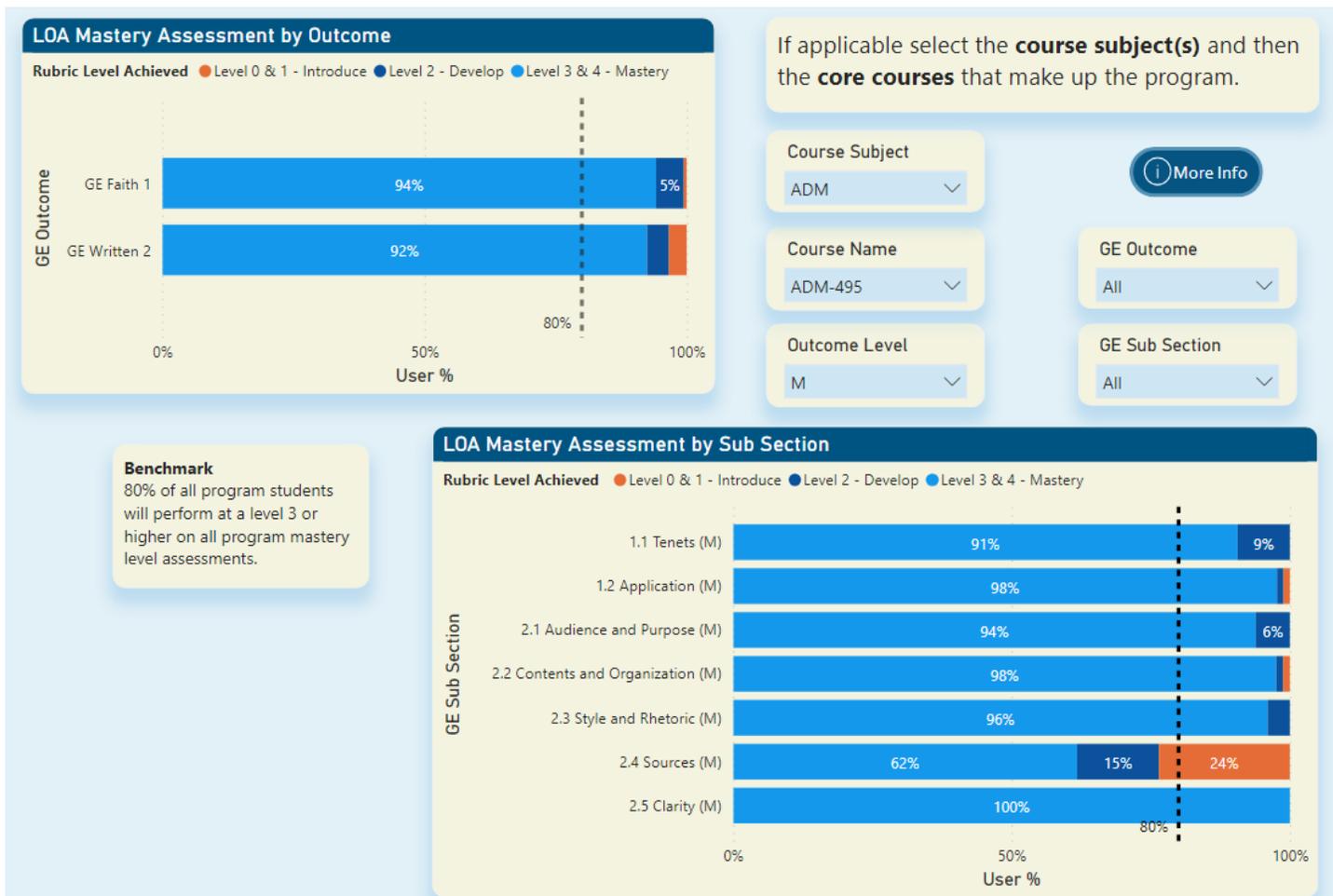
The percentage of students that were successful was 86%; passing, 5%.



4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS](#). Select course subject (this is the course prefix, select course name, Outcome Level (keep it at Mastery), Select GE Outcome, GE Subsection should auto populate.

Provide the program performance level for all students on each GE Outcome assessed for summary period. (Report only on the Faith Integration and Written Communication outcomes)

GE OUTCOME	% Introduce- Level 0 & 1	% Level 2- Develop	% Level 3 & 4-Mastery
GE Outcome #1-Faith Integration	1	5	94
GE Outcome #2-Written Communication	4	4	92
GE Outcome #3 – Speaking and Listening			
GE Outcome #4-Quantitative Reasoning			
GE Outcome #5 – Scientific Ways of Knowing			
GE Outcome #6 – Social & Behavioral Ways of Knowing			
GE Outcome #7 – Humanistic & Artistic Ways of Knowing			



5. End of Course (EOC) Survey Results - Curriculum Question Analysis [USE OAAE/DATA CENTER/EOC SURVEY PUBLIC, NEW/PROFESSOR & CURRICULUM SCORES.](#) Set Start and End date range boxes the same. Select PAU, CAPSB, Select course. Provide the Curriculum Average rating for each question which is provided in the blue box next to the question.

Question 1- Faith respectfully presented.	Q1a Curriculum Average: <u>6.6</u> Target: 5.6 Q1b Response Rate: <u>81%</u> Q1c Analysis: Students exceeded the target.
Question 2-Learning helped professionally.	Q2a Curriculum Average: <u>6.6</u> Target 5.6 Q2b Response Rate: <u>81%</u> Q2c Analysis: Students exceeded the target.
Question 3- Class prep helpful.	Q3a Curriculum Average: <u>6.3</u> Target 5.6 Q3b Response Rate: <u>81%</u> Q3c Analysis: Students exceeded the target.
Question 4-Assignments promoted goals.	Q4a Curriculum Average: <u>6.4</u> Target 5.6 Q4b Response Rate: <u>81%</u> Q4c Analysis: Students exceeded the target.
Question 5 -Assignments fit course.	Q5a Curriculum Average: <u>6.0</u> Target 5.6 Q5b Response Rate: <u>81%</u> Q5c Analysis: Students exceeded the target.



Recommended actions for improvement to enhance student learning and skill development.

<p>Recommendation 1:</p> <p>Examine the mastery assessment to see if sub-section 2.4 Sources has been adequately addressed. Make adjustments if needed.</p>
<p>Recommendation 2:</p> <p>Even though the EOC Curriculum #5 question met the target, it was the lowest in comparison to the other questions. A review of the assignments to ensure they align with the topics outlined for the workshop are aligned.</p>
<p>Recommendation 3:</p>
<p>Recommendation 4:</p>
<p>Recommendation 5:</p>

For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

<p>Target Date-Recommendation 1:</p> <p>June 1, 2024</p>	<p>Estimated load or budget needed: None</p> <p>2-3 hours review time</p>
<p>Target Date-Recommendation 2:</p> <p>June 30, 2024</p>	<p>Estimated load or budget needed: None</p> <p>2-3 hours review time</p>

Target Date-Recommendation 3:	Estimated load or budget needed: None
Target Date-Recommendation 4:	Estimated load or budget needed: None
Target Date-Recommendation 5:	Estimated load or budget needed:



Program Capstone/400-Level/ Gen Ed Course-level

General Education Assessment Data Pull Form

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

DeVoe School of Business, Technology, and Leadership

COURSE UNDER REVIEW

ADM 435

GENERAL EDUCATION OUTCOME FOR REVIEW (Faith Integration or Written Communications)

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

Dr. Rachel Smith

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

rachel.smith2@indwes.edu

TODAY'S DATE

SUMMARY DATE RANGE

7/15/2023 | 7/1/2022 – 6/30/2023

PULL PPT SLIDE ONLY FOR QUESTIONS 1-3

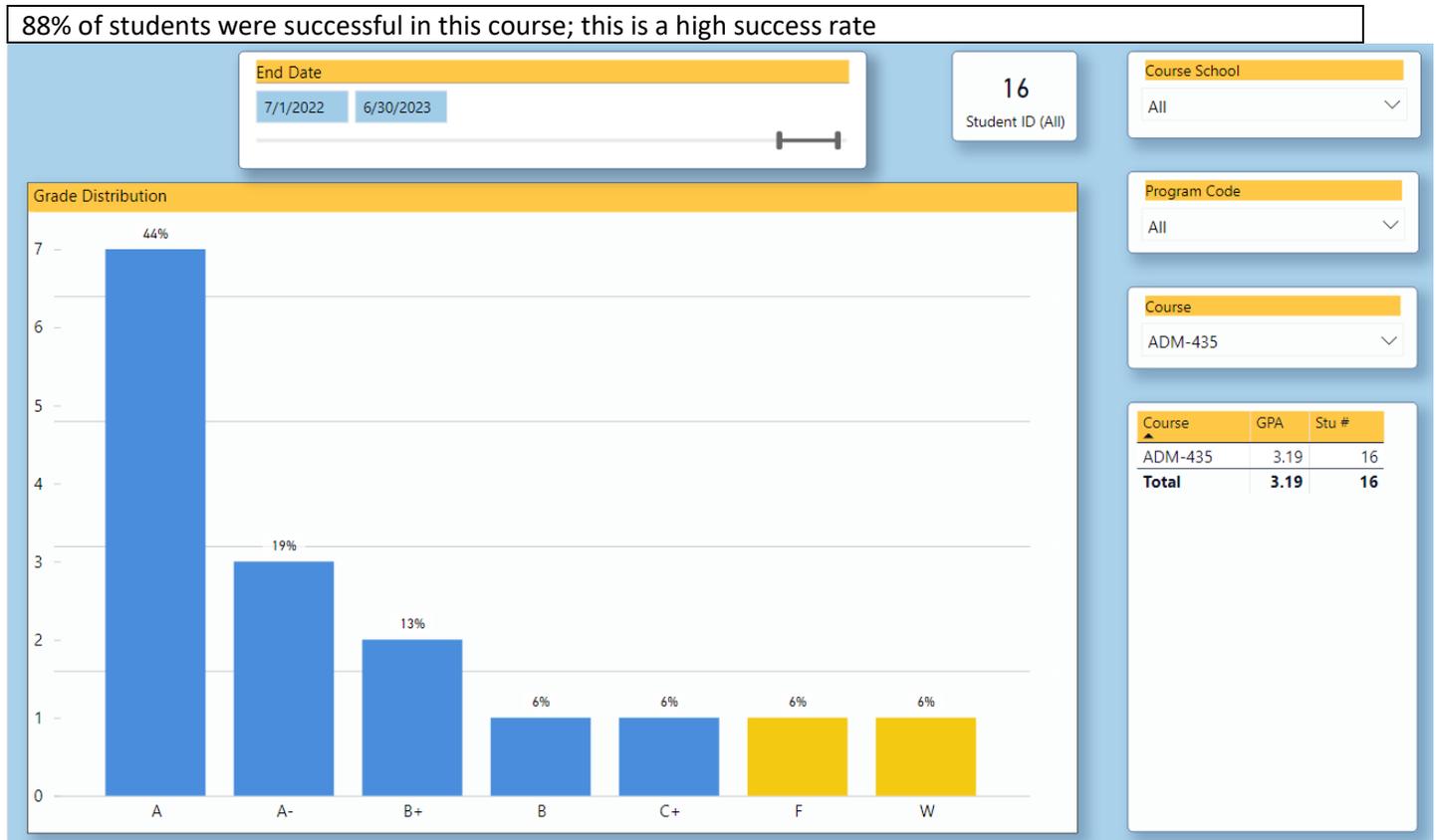
1. Grade Distribution Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

63% As; 19% Bs; 6% Cs; 6% Fs; 6% Ws; this data represents a strong distribution of grades by students

2. Percent of Failures (F); Withdraws/drops (W) Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.

F = 6%; W = 6%; this data represents a low percentage of failures and withdrawals

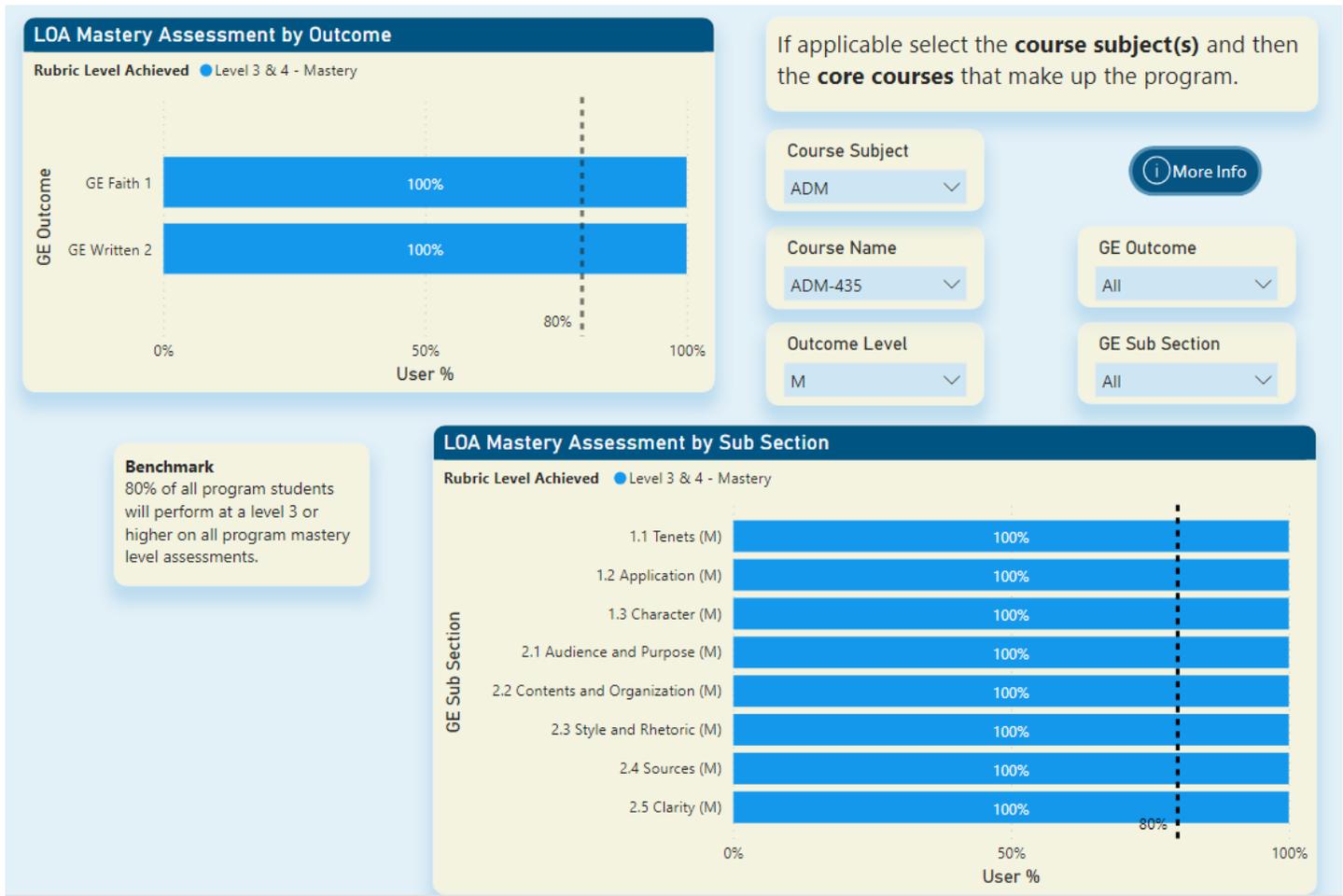
3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION . Set date range, All Course School, All Program Code, Select course.



4. General Education Rubric Analysis (Capstone or other program course): USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS. Select course subject (this is the course prefix, select course name, Outcome Level (keep it at Mastery), Select GE Outcome, GE Subsection should auto populate.

Provide the program performance level for all students on each GE Outcome assessed for summary period. (Report only on the Faith Integration and Written Communication outcomes)

GE OUTCOME	% Introduce- Level 0 & 1	% Level 2- Develop	% Level 3 & 4-Mastery
GE Outcome #1-Faith Integration			
GE Outcome #2-Written Communication			100%
GE Outcome #3 – Speaking and Listening			
GE Outcome #4-Quantiative Reasoning			
GE Outcome #5 – Scientific Ways of Knowing			
GE Outcome #6 – Social & Behavioral Ways of Knowing			
GE Outcome #7 – Humanistic & Artistic Ways of Knowing			
100% is an excellent outcome for mastery of written communication			



5. End of Course (EOC) Survey Results - Curriculum Question Analysis [USE OAAE/DATA CENTER/EOC SURVEY PUBLIC, NEW/PROFESSOR & CURRICULUM SCORES.](#) Set Start and End date range boxes the same. Select PAU, CAPSB, Select course. Provide the Curriculum Average rating for each question which is provided in the blue box next to the question.

Question 1- Faith respectfully presented.	Q1a Curriculum Average: <u>6.33</u> Target: 5.6 Q1b Response Rate: <u>90%</u> Q1c Analysis:
Question 2-Learning helped professionally.	Q2a Curriculum Average: <u>6.18</u> Target 5.6 Q2b Response Rate: <u>90%</u> Q2c Analysis:
Question 3- Class prep helpful.	Q3a Curriculum Average: <u>6.15</u> Target 5.6 Q3b Response Rate: <u>90%</u> Q3c Analysis:
Question 4-Assignments promoted goals.	Q4a Curriculum Average: <u>6.25</u> Target 5.6 Q4b Response Rate: <u>90%</u> Q4c Analysis:
Question 5 -Assignments fit course.	Q5a Curriculum Average: <u>5.93</u> Target 5.6 Q5b Response Rate: <u>90%</u> Q5c Analysis:
	These end of course survey results are strong and all exceed the 5.6 minimum goal



Recommended actions for improvement to enhance student learning and skill development.

- Recommendation 1:**
All of the data points reviewed in this Gen Ed assessment are strong and exceed all of the desired targets. No additional action is required at this time. Will continue to monitor over future periods.
- Recommendation 2:**
- Recommendation 3:**
- Recommendation 4:**
- Recommendation 5:**

For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: N/A	Estimated load or budget needed:
Target Date-Recommendation 2:	Estimated load or budget needed:
Target Date-Recommendation 3:	Estimated load or budget needed:
Target Date-Recommendation 4:	Estimated load or budget needed:
Target Date-Recommendation 5:	Estimated load or budget needed:



Program Capstone/400-Level/ Gen Ed Course-level
General Education Assessment Data Pull Form

NAME OF SCHOOL, DEPARTMENT OR PAU UNIT:

DeVoe School of Business, Technology, & Leadership

COURSE UNDER REVIEW

ACC 491

GENERAL EDUCATION OUTCOME FOR REVIEW (Faith Integration or Written Communications)

Written Communication

GENERAL EDUCATION OUTCOME SME LEADER

GENERAL EDUCATION OUTCOME SME LEADER EMAIL

TODAY'S DATE

SUMMARY DATE RANGE

6/19/2023 | 7/1/2022 – 6/30/2023

PULL PPT SLIDE ONLY FOR QUESTIONS 1-3

1. Grade Distribution Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.](#)

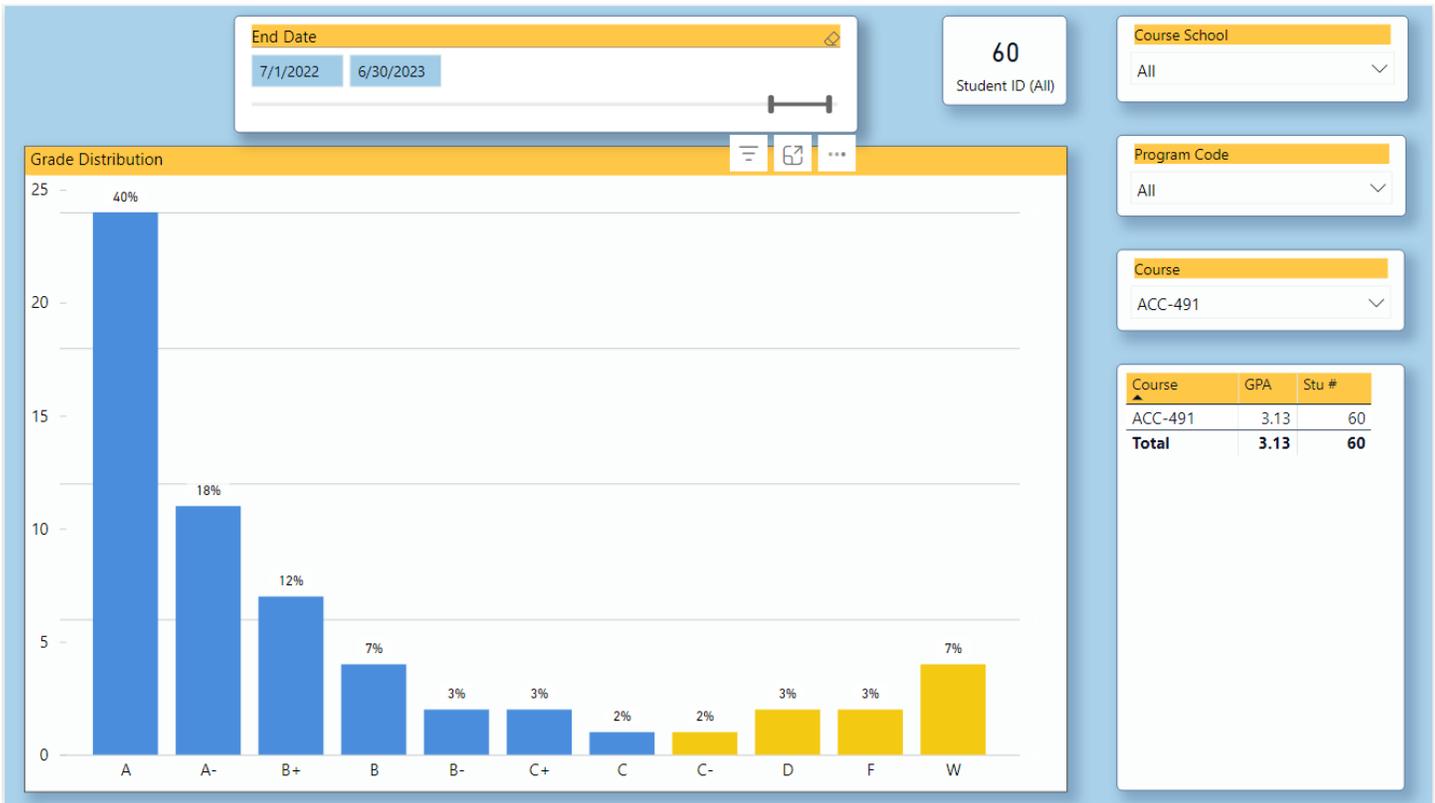
Out of the 60 students, 35% of students earned a grade A, A-; 19% earned a grade B; 5% earned grade C+ or C. The percentage of students that were unsuccessful (C-, D or F was 8%). 7% withdrew from the course.

2. Percent of Failures (F); Withdraws/drops (W) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION. Set date range, All Course School, All Program Code, Select course.](#)

The percentage of failures was 3% (2 students out of 60); 7% of students withdrew (4 students).

3. Success (grade C or Higher) and Passing (C-, D+, D) Analysis: [USE OAAE/FACULTY DATA CENTER/PUBLIC INFO/GRADE DISTRIBUTION](#) . Set date range, All Course School, All Program Code, Select course.

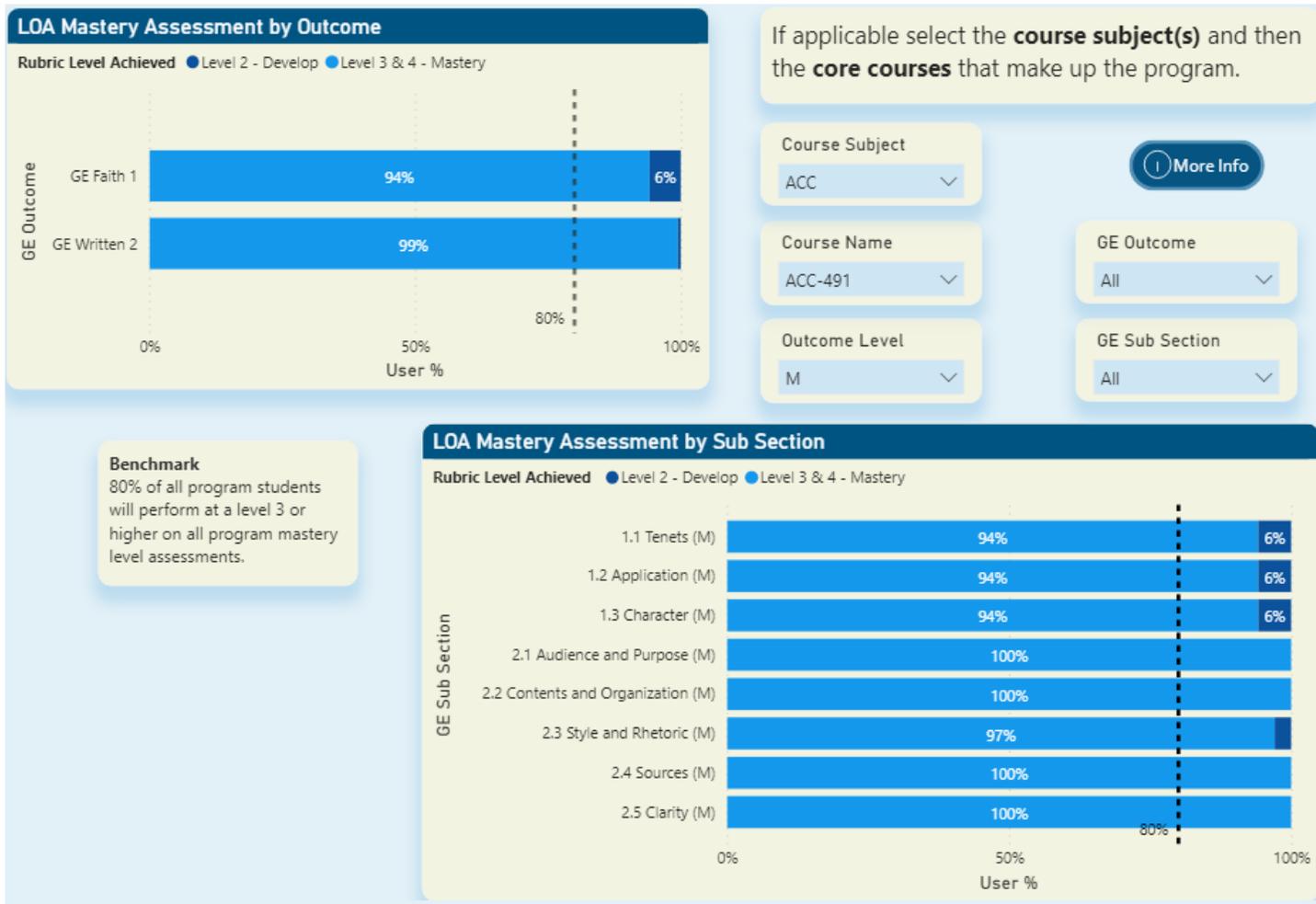
The overall success was 82%; a high success rate. The passing rate was 5% (grade C- and D). Overall the success and passing rate was 87%.



4. General Education Rubric Analysis (Capstone or other program course): [USE OAAE/DATA CENTER/PROGRAM SCORECARD/GE OUTCOMES REPORTS](#). Select course subject (this is the course prefix, select course name, Outcome Level (keep it at Mastery), Select GE Outcome, GE Subsection should auto populate.

Provide the program performance level for all students on each GE Outcome assessed for summary period. (Report only on the Faith Integration and Written Communication outcomes)

GE OUTCOME	% Introduce-Level 0 & 1	% Level 2-Develop	% Level 3 & 4-Mastery
GE Outcome #1-Faith Integration	0	6	94
GE Outcome #2-Written Communication	0	1	99
GE Outcome #3 – Speaking and Listening			
GE Outcome #4-Quantitative Reasoning			
GE Outcome #5 – Scientific Ways of Knowing			
GE Outcome #6 – Social & Behavioral Ways of Knowing			
GE Outcome #7 – Humanistic & Artistic Ways of Knowing			



5. End of Course (EOC) Survey Results - Curriculum Question Analysis [USE OAAE/DATA CENTER/EOC SURVEY PUBLIC, NEW/PROFESSOR & CURRICULUM SCORES](#). Set Start and End date range boxes the same. Select PAU, CAPSB, Select course. Provide the Curriculum Average rating for each question which is provided in the blue box next to the question.

Question 1- Faith respectfully presented.	Q1a Curriculum Average: <u>5.9</u> Target: 5.6 Q1b Response Rate: <u>74%</u> Q1c Analysis: Met target; however ongoing review may be considered.
Question 2-Learning helped professionally.	Q2a Curriculum Average: <u>6.3</u> Target 5.6 Q2b Response Rate: <u>74%</u> Q2c Analysis: Target met.
Question 3- Class prep helpful.	Q3a Curriculum Average: <u>6.1</u> Target 5.6 Q3b Response Rate: <u>74%</u> Q3c Analysis: Target met.
Question 4-Assignments promoted goals.	Q4a Curriculum Average: <u>6.2</u> Target 5.6 Q4b Response Rate: <u>74%</u> Q4c Analysis: Target met.
Question 5 -Assignments fit course.	Q5a Curriculum Average: <u>6.2</u> Target 5.6 Q5b Response Rate: <u>74%</u> Q5c Analysis: Target met.



Recommended actions for improvement to enhance student learning and skill development.

Recommendation 1:

LOA Mastery Assessments show very positive results: 99% for Written. May want to look at this mastery assignment at the next course revision to make sure the rigor is adequate. But no recommendation for immediate change.

Recommendation 2:

Curriculum survey results all above the green line. No recommendation for change.

Recommendation 3:

Professor Questions all scored above the green line. Recommendation is to proceed with current faculty training.

Recommendation 4:

Further investigation of 7% Withdraw rate. Grade distribution is sufficient. Withdrawals may be from outside (uncontrollable) circumstances or from course-related (controllable) factors. More information may provide additional benefit on reducing W/D rate.

Recommendation 5:

For the recommendations provided above, provide the estimated load release or budget needed, and target date for completion below:

Target Date-Recommendation 1: n/a	Estimated load or budget needed: None
Target Date-Recommendation 2: n/a	Estimated load or budget needed: None
Target Date-Recommendation 3: N/a	Estimated load or budget needed: None
Target Date-Recommendation 4: 12/31/2023	Estimated load or budget needed: None
Target Date-Recommendation 5:	Estimated load or budget needed: