

University-Level Learning Outcomes Assessment Results
AY 2012-2013

Participants: Institutional Outcomes Assessment Committee Members

Assessment Research Question: Do our college graduates at the associates- and bachelors-level meet or exceed expectations for “Professional Competency?”

Key College Learning Outcome	Evidence ensuing that this objective is met.	Assessment Practice Both Direct and Indirect	Summarized assessment results	How is this information used?	Changes to goals, assessment	Reassessment date Responsible person(s)
<p>Communication Skills (F2011, S2014)</p> <p>Problem-Solving (S2013)</p> <p>Critical Thinking (S2013)</p> <p>Competent Use of Technology (F2015)</p> <p>Moral and Ethical Decision Making (S2014)</p> <p>Leadership In Society (F 2013)</p> <p>Professional Competency (F2012)</p>	<p>Evidence pulled from every program</p> <p>Nursing (AS) Nursing (BS) Clinical Nurse Specialist (MSN) Nurse Educator (MSN) Nurse Practitioner (MSN) Health Info Technology (BS) Health Info Technology (AS) Coding Certificate Health Info Admin (BHS) Medical Laboratory Sciences (BS) Radiation Therapy Radiologic Technology (AS) Respiratory Care Cardiovascular Technology (AS)</p>	<p>Employer surveys, Field test results, Professional licensure results, Job placement data (if available), Program-level reported data from Spring 2012.</p> <p>Requested definitions of “professional competency” for the following programs: Philosophy, English, History</p> <p>Graduate Survey</p>	<p>84% of respondents indicated either employed full-time, part-time or not seeking employment.</p> <p>34.5% attending graduate or professional school.</p> <p>82% current employment is moderate to highly related to their major and degree.</p> <p>80% had participated in an experiential learning, volunteer, or leadership activity experience.</p> <p>Pass rate on professional and licensure exams for all applicable</p>	<p>Findings presented to whole college community at General Assembly / Jan 2013</p> <p>Concerns regarding writing quality standards at associates- and bachelors-level communicated to the committee drafting the Academic Plan with two recommendations:</p> <p>Institution needs to draft “Writing Standards” for the entire college (STATUS: School of A & S is currently working on this task)</p> <p>Institution needs to implement a “Writing Across the Curriculum” initiative (STATUS: English professor invited a guest trainer; continuing with implementation project of WAC)</p>	<p>As part of the larger project of revising the college-level student learning outcomes, members will draft revised criteria for “professional competence” (AY 2013-2014)</p> <p>Academic Plan was amended to incorporate the committee’s recommendations. Drafting of Writing Standards begun S2013; Writing Across the Curriculum initiative begun F2012</p>	<p>Spring 2014 Academic Outcomes Committee</p>

	<p>Computer Information Science Communication English Philosophy Biology Psychology Human Services History Mathematics Criminal Justice Business Administration (BS) Accounting Business Administration (AS) Management (MS) Education (MS) School Counseling (MS) Special Education (MS) Education Reading (MS) Education Administration (MS) Education (BS)</p> <p>Career Services</p>		<p>programs registered as "Exceeds Standards" with a benchmark pass-rate of 90%-100%</p>	<p>Revise the "Professional Competency" student learning outcome</p>		
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