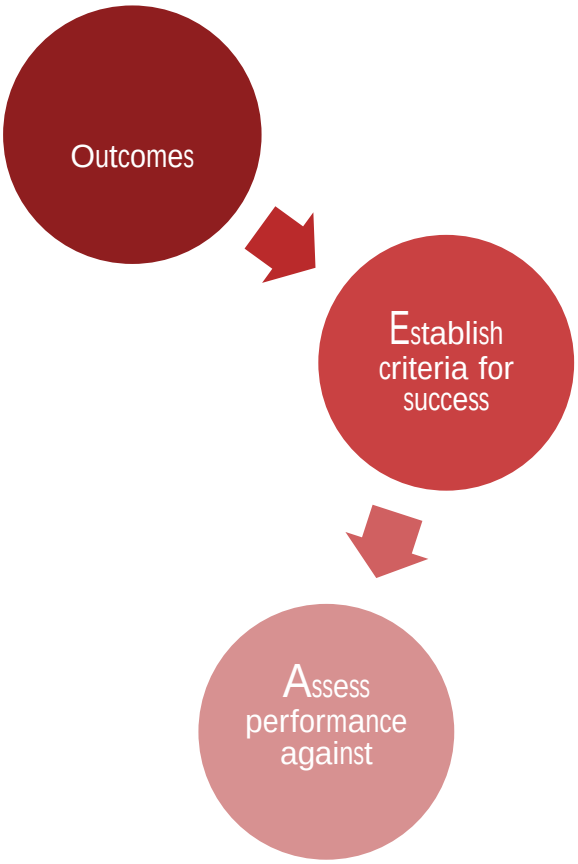
ASSESSMENT SHOWCASE



Spring 2013

Academic Program Assessment

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Vision

Southern Miss will emerge as the premier research university of the Gulf South – engaging and empowering individuals to transform lives and communities.

Mission

The University of Southern Mississippi is a comprehensive research extensive university. Our primary mission is to cultivate intellectual development and creativity through the generation, dissemination, application, and preservation of knowledge.

Our mission is supported by the values that have been formed through the history and traditions of our institution. These values are widely and deeply held beliefs of our faculty, staff, students, and administrators:

- Education provides opportunities to improve the quality of intellectual, social, economic, and personal well-being. These opportunities should be available to all who are willing and able to meet our standards of excellence.
- Our success is reflected by the degree to which our students become well-read, articulate, and creative and critical thinkers. It is measured by their display of specialized knowledge and abilities suitable to the pursuit of a career and life in our complex, ever-changing world.
- We cherish innovation in the creation and application of basic and applied research findings, creative and artistic expression, meaningful learning experiences, the scope of services provided to our students and the broader community that we sustain, and the continuing evolution of degree programs that both respond to and anticipate the evolving demands of our society, employers, and the labor market.
- Education encourages and advances the ideals of a pluralistic democratic society: civic responsibility, integrity, diversity, and ethical behavior.
- Academic freedom and shared governance are long-established and living principles at the university. We cherish the free exchange of ideas, diversity of thought, joint decision making, and individuals' assumption of responsibility.
- We make efficient and effective use of our resources, for we are accountable to our university communities, the Board of Trustees, and taxpayers.

Plan and Report Guidelines

Academic Program Assessment Plan and Report Guidelines

PLAN GUIDELINES:

1. All USM degree programs on the IHL Academic Program Inventory assess student learning outcomes at the program level.
2. Separate assessment plans are encouraged at the emphasis level.
3. To assist with the National Council for Accreditation of Teacher Education (NCATE) assessment requirements, all teacher licensure programs assess at the emphasis level.
4. Programs that offer separate online emphasis areas or distinct emphasis areas at different sites assess separately.
5. Programs with two degrees at the same level in the same subject can choose to assess within one plan or separate plans.
6. Program-level Assessment Plans have a minimum of five outcomes. At least four outcomes must be Student Learning Outcomes and at least one outcome must be a Program Objective focused on student achievement. Student achievement includes enrollment and retention rates, graduation rate, job placement rate, licensing, and certification.
7. Each student learning outcome must have two measures; one must be a direct measure. At least one measure is required for Program Objectives.
8. Course grades cannot be used as measures.

REPORT GUIDELINES:
Programs offered at multiple teaching sites or by multiple delivery modes must report their findings by site and include all sites and/or modes in the findings analysis.

The following components are required for a complete assessment report:

1. Findings (separated by site/mode if applicable)
2. Action Plans (required in year 2 of the assessment cycle)
3. Analysis
4. Program Summary - Programs are asked to describe the program and summarize program highlights of the past year. The summary field is needed to provide context to an outside reviewer. Program contributions, activities, and accomplishments should be included in this field.
5. Continuous Improvement Initiatives (Additional Action Plans) - Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field. Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in this field.
6. Closing the Loop (Action Plan Tracking) – Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail. This section is where programs provide evidence of improvement based on analysis of the results.

Certificate Program Assessment Plan and Report Guidelines

All certificate programs must identify a minimum of *two* student learning outcomes. Each student learning outcome must be assessed with at least *one* direct measure.

Certificate programs must assess annually, following program-level calendars. The following components are required for a complete assessment report:

1. Findings (separated by site/mode if applicable)
2. Action Plans
3. 2-part Analysis to include Closing the Loop as applicable

Stand-alone Minor Assessment Plan and Report Guidelines

All stand-alone minors must identify a minimum of *two* student learning outcomes. Each student learning outcome must be assessed with at least *one* direct measure.

Stand-Alone Minors must assess annually, following program-level calendars. Stand-Alone Minors shall follow certificate reporting guidelines.

Assessment Process Overview

SPRING 2013

2012-2013/2013-2014 Academic Program Assessment Plans are in place

5. BCT students will have an ability to function effectively as a member or leader on a technical team. (ABET General Criteria 'e')
6. BCT students will have an ability to identify, analyze, and solve broadly-defined engineering technology problems. (ABET General Criteria 'f')
7. BCT students will have an ability to communicate effectively regarding broadly- defined engineering technology activities. (ABET General Criteria 'g')
8. BCT students will have an understanding of the need for and an ability to engage in self-directed continuing professional development. (ABET General Criteria 'h')
9. BCT students will have an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity. (ABET General Criteria 'i')
10. BCT students will have a knowledge of the impact of engineering technology solutions in a societal and global context. (ABET General Criteria 'j')
11. BCT students will have a commitment to quality, timeliness, and continuous improvement. (ABET General Criteria 'k')
12. BCT graduates are capable of utilizing modern instruments, methods and techniques to implement construction contracts, documents, and codes. (ABET Associate Degree Program Specific Criteria 'a')
13. BCT graduates are capable of evaluating materials and methods for construction projects. (ABET Associate Degree Program Specific Criteria 'b')
14. BCT graduates are capable of utilizing modern surveying methods for construction layout. (ABET Associate Degree Program Specific Criteria 'c')
15. BCT graduates are capable of determining forces and stresses in elementary structural systems. (ABET Associate Degree Program Specific Criteria 'd')
16. BCT graduates are capable of estimating material quantities and costs. (ABET Associate Degree Program Specific Criteria 'e')
17. BCT graduates are capable of employing productivity software to solve technical problems. (ABET Associate Degree Program Specific Criteria 'f')
18. BCT graduates are capable of producing and utilizing design, construction, and operations documents. (ABET Baccalaureate Degree Program Specific Criteria 'a')
19. BCT graduates are capable of performing economic analyses and cost estimates related to design, construction, and maintenance of systems in the construction technical specialties. (ABET Baccalaureate Degree Program Specific Criteria 'b')
20. BCT graduates are capable of selecting appropriate construction materials and practices. (ABET Baccalaureate Degree Program Specific Criteria 'c')
21. BCT graduates are capable of applying principles of construction law and ethics. (ABET Baccalaureate Degree Program Specific Criteria 'd')
22.

Measures

A measure identifies evidence and methods used to determine achievement of expected outcomes. Targets show criteria for success for each student learning outcome. The findings that result from these measures should be used to demonstrate student learning and provide direction for improving learning.

Measures and Targets should show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit. Simple rates, frequencies, or percentages of activities are not true measures of student learning outcomes.

Direct Measures

The best measures for student learning are direct measures in which students demonstrate that they know or can do the specified learning outcome. Direct measures directly evaluate student work. Examples of direct measures include

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CRIMINAL JUSTICE BA*
Program-level Direct Measure

M 2: Capstone Reflective Essay
Students shall submit, as part of the Senior Capstone Course Portfolio, a reflective essay evidencing knowledge and significance of the historical development, evolution evhf the enar rinal4u4t, jl4u1eA6(ev)(Sen)3le

level D[ )] TJETBT1

BFA Direct Measure

ACCOUNTING BSBA*
Program-level Direct Measure

M 9: Transactions cycle case
In ACC 409 (Auditing), students are presented with a case to demonstrate their understanding of transactions cycles; this represents an appropriate vehicle for assessing their functional knowledge of basic accounting skills.
Target: Two traits will be evaluated using rubrics applied to the case. The first trait will represent the ability to identify the need for a cutoff test to determine if transactions are recorded in the proper period. The second trait will be the ability to identify transactions that are not recorded in the proper period. The scale on the rubric in ACC 409 for evaluating students' performances on the two transactions cycle traits will be as follows: did not meet expectations=1, met expectations=2, exceeded expectations=3. The achievement target will have been met if the mean score for each trait assessed is equal to or exceeds 2.0 ("met expectations").
Findings (2011-2012) - Target: Met
On the first trait examined, (ability to identify the need for a cutoff test in order to determine whether transactions are recorded and included in account balances in the proper period), the mean ratings for the Hattiesburg and coast campuses were 2.25 and 2.24, respectively.
On the second trait (ability to identify transactions that are not recorded in the proper period), the mean ratings for the Hattiesburg and coast campuses were 2.22 and 2.20, respectively.
It should be noted that the same instructor taught ACC 409 on both campuses in the spring 2012, and she used the same assignment on both campuses for evaluating the students' understanding of transactions cycles. These results confirm that the assessment target was achieved.

ACCOUNTING MPA
Program-level Indirect Measure

M 5: Exit surveys
All graduating MPA students will complete a written exit survey. On this survey, the students are asked how they believe their technical skills, critical thinking skills, ability to work as a team, oral communication skills, and knowledge of the business environment have changed as a result of the MPA program.
Source of Evidence: Exit interviews with grads/program completers
Target: Student responses complete the statement "Knowledge of technical skills in accounting that will be useful to you in your career as an accountant." Responses are measured on a Tm[m)4(ean)5(s)-3(c)g44( )4(p)9(r)-3(o)11(gr)]T of tec(w)

Action Plans & Analysis

An action is an organized activity undertaken to help

INTERIOR DESIGN BS
Analysis Answers

What specifically did

SOCIAL WORK BSW*
Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Overall, the social work program met the majority of its targeted outcomes. The exit survey was administered at the point of graduation and the results showed that students believed they were well prepared with regard to the application of: values and ethics and knowledge and skills. The students' self-perceptions indicated they were less confident about mastering content related to critical thinking, human development, social policy, and research. On the other hand, the perceptions of field instructors were more positive about students' preparation for field placement. Field instructors believed that students successfully met all learning objectives including critical thinking, human development, social policy, and research. Our goal for the coming years is to 1) increase the perceptions of students about their mastery of knowledge and skills in the areas of critical thinking, human development, social policy, and research and 2) provide additional opportunities for students to enhance their ability to apply knowledge and skills related to critical thinking, human development, social policy and research in both academic settings and field agencies.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The four outcomes that will continue to require attention are the content areas of critical thinking, human development, social policy, and research. Critical thinking: In the BSW 144.98 71 TJET(s)3(mf5(c)5(es)-3(r)-3(i)12(tic)5(al)4

2013 Showcase

NURSING PHD

Program Summary

The Doctorate of Philosophy (PhD) in nursing degree program was started in 1998 as a collaboration with the University of Mississippi Medical Center. Each university grants its own degree, but there are common admission requirements and a common core of courses that may be taken on either campus. Each institution has different selected fields of study (USM's field of study is leadership). Through the collaboration, students enrolled in the PhD program may take core courses at either university. These core courses are designed to be consistent at both universities and transfer to the student's primary university. This collaboration benefits the student by providing a well-rounded education by faculty that are leaders in their field while meeting the student's individual needs. The PhD program of study prepares scholars who will contribute to the science and

BUSINESS ADMINISTRATION MBA**

Continuous Improvement Initiatives

During the 2011-2012 year there were several continuous improvement initiatives not directly linked to the assessment of learning outcomes in the MBA program.

1. Increase study abroad opportunities and participation by MBA students. More students traveled to Panama in 2012 than in 2011; MBA students joined students in the MPA program, the Masters in Logistics, Trade and Transportation and the Masters in Economic Development. This globalizes our MBA students and

indirect measures. The assessment committee is committed to measurements that provide a comprehensive assessment of the outcome. For example, most outcomes contain 1) a faculty measurement, such as an assignment rubric; 2) a student measurement, such as the graduate exit survey; and 3) an external measurement, such as the practicum supervisor evaluation.

It is anticipated these initiatives will result in a meaningful, robust, authentic assessment that strengthens the CFS BS program and provides our students with the necessary skills to become successful child and family professionals.

ENGLISH BA*

Closing the Loop

In the past two years the English department successfully completed a number of action plans that have now been reclassified as finished:

1. begin collecting data at the Gulf Park campus
2. develop a grading rubric (planned as 100-point scale but implemented on a 5-point scale)
3. establish departmental targets
4. reconcile learning outcomes and evaluation methods
5. review assessment criteria for ENG 400
6. develop better, more consistent outcomes for writing
7. develop a common assignment across curriculum
8. make curriculum changes to improve literary knowledge
9. implement new exit survey
10. collect data on and assess oral presentations for Gulf Park site

For the past several years we have been collecting data from the Gulf Park campus in order to complete our dual-site assessment. The department implemented a more manageable 5-point grading rubric rather than the 100-point rubric initially planned in order to develop more faculty consensus about student outcomes. We established departmental targets, reconciled learning outcomes with evaluation methods, identified consistent learning outcomes, and reorganized the curriculum as noted in the Program Summary. We now use the new rubric to assess the English capstone course and encourage faculty to incorporate standard assignment types in 300- and 400-level courses.

In 2011-2012 specifically, we implemented two important action plans. The department devised and

ACCOUNTING BSBA*

Closing the Loop

Students will be able to research databases and formulate appropriate solutions based on this research and logical reasoning.

ACC 325 Coast

In addition to recommending the changes to the coast ACC 325 class, the 2010-2011 AoL report also recommended comparing the performance of the coast students in ACC 327 with their counterparts in the Hattiesburg ACC 327 class in the spring 2012 to determine if the changes to the coast ACC 325 class brought about the desired result (i.e., improved performance of the coast students in ACC 327). The recommended changes to the coast ACC 325 class were implemented in the fall 2011 as prescribed, and the result is that the coast ACC 327 students in the spring 2012 showed significant improvement in their research skills and case analyses compared to the prior year and performed on an even par in this area with the Hattiesburg ACC 327 students. This positive finding demonstrates a clear "closing of the loop" in our AoL process as a problem was identified in a prior assessment cycle (i.e., coast ACC 325 class appeared to lack the rigor needed for preparing students for higher level accounting courses). Changes were made to the curriculum to remedy the problem, and subsequent assessment procedures (i.e., in the current year) indicate the problem has been resolved.

ACC 407

The curriculum change to ACC 407 recommended in the 2009-

the accounting profes

ACC 327

Two years ago, as an additional measure of determining whether students possess functional knowledge of basic accounting skills, the AoL team recommended that their understanding of IFRS be evaluated in one of the three

RECOMMENDED READING

General Assessment Resources

Assessment Clear and Simple
[illegible]
[illegible] 2010

Assessing Student Learning: A Common Sense Guide
[illegible]
[illegible] ©2010

Designing Effective Assessment: Principles and Profiles of Good Practice
[illegible]
[illegible] ©2009

Classroom Assessment Techniques: A Handbook for College Teachers
[illegible] & [illegible]
[illegible] ©19[illegible]

The Course Syllabus: A Learning-Centered Approach
[illegible]
[illegible] ©2008

Effective Grading: A Tool for Learning and Assessment in College
[illegible]
[illegible] ©2010

Introduction To Rubrics: An Assessment Tool To Save Grading Time, Convey Effective Feedback and Promote Student Learning
[illegible]
[illegible] ©2005

Discipline-Specific Assessment Resources

Assessment in Engineering Programs: Evolving Best Practices
[illegible]
[illegible]

Assessment of Student Learning in College Mathematics: Towards Improved Programs and Courses
[illegible]
[illegible]

Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way
[illegible]
[illegible]
[illegible]