The Panuska College of Professional Studies
Assessment Plan, Activities, Appendices
for
Evidence of Improving Teaching and Learning
2014-2018

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Panuska College of Professional Studies (PCPS) Assessment Plan

I.   INTRODUCTION

This document represents the Student Learning Outcome Assessment Plan for the Panuska College of Professional Studies (PCPS). The document outlines the approaches we are using to assess College-Level Student Learning Outcomes and Program-Level Student Learning Outcomes.

A majority of the programs in PCPS are accredited by national accrediting agencies, which significantly influences our approach to program assessment. We have taken advantage of the fact that most of our programs have a long history of assessment of student learning and program outcomes. We have also adopted an approach that we believes minimizes the need for programs to duplicate assessment processes or re-format documentation developed for their national accrediting agency for the purposes of demonstrating that we have met assessment expectations of the Middle States Commission on Higher Education. To be sensitive to the tremendous demands upon faculty in accredited programs, we have made the processes described below as practical and sustainable as possible.

In the Panuska College of Professional Studies, six out of the seven departments in PCPS have programs with specialized accreditation. Each accrediting organization engages in external reviews or site visits every 5-10 years. Many of our accrediting organizations have previously reviewed academic programs housed in PCPS. A list of the past dates of visits and names of accrediting organizations was compiled and reads as follows:

- The Department of Health Administration and Human Resources: (AUPHA) Association of University Programs in Health Administration, Certification through Spring 2020; (CAHME) Commission on Accreditation Healthcare Management Education, Accreditation through Spring 2020; (NAB) National Association of Long Term Care Administrator Board, Accreditation through June 2020.

- The Department of Counseling and Rehabilitation: (CACREP) Council on Accreditation of Counseling & Related Educational Programs, Accreditation through October 2020; (CORE) Council on Rehabilitation Education, Accreditation through September 2023; (CSHSE) Council for Standards in Human Service Education; Accreditation through October 2021.

- The Department of Nursing: (CCNE) Commission on Collegiate Nursing Education, Accreditation through Spring 2022 for BSN, MSN and DNP programs; (CANAEP) Council on Accreditation of Nurse Anesthesia Education Programs, Accreditation through October 2022.

- Department of Physical Therapy: (CAPTE) Commission on Accreditation in Physical Therapy Education, Accreditation through June 2018.

- Department of Occupational Therapy: (ACOTE) Accreditation Council for Occupational Therapy, Site visit spring 2024. Fully accredited.

- Department of Education: PDE—Pennsylvania Department of Education. Next visit will be 2018

II. NATIONAL ACCREDITATION STATUS—PCPS PROGRAMS

Academic Program	Accrediting Organization	Date of Last Review	Current Status	Date of Next Review or End of Current Term
Occupational Therapy	ACOTE	2013/2014Academic Year	2024 Academic Year	Site visit May 2024
Exercise Science	CAAHEP	February 2018	Accredited	Accredited through May 31, 2023
Graduate Health Administration	CAHME	November 2013	Accredited	Accreditation through Spring 2020
Doctor of Physical Therapy	CAPTE	March 2009	Accredited	Site Visit Spring 2018
Nursing BSN & MSN programs	CCNE	February 2012	Accredited	Accreditation through October 2022
Nursing (DNP)	CCNE	February 2017	Accredited	Accreditation through 2022
MS School Counseling MS Clinical Mental Health Counseling	CACREP	Board approval July 2016	Accredited	Accreditation through October 2022
Human Services Baccalaureate Degree	CSHSE	Site Visit October 2016	Accredited	Accredited through October 2021
Graduate Nursing Anesthesia	COA	October 2012	October 2022	Accredited through October 2022
MS Rehabilitation Counseling	CORE	Site Visit February 2015	Accredited	Accredited through September 2023
Undergrad Health Adm.-long term care concentration	NAB	April 2017	Accredited	Accreditation through June 2022
Undergrad & Grad Education	PDE	March 2013	Accredited	Accredited through March 2018

PCPS uses a variety of outcome measures and evaluation procedures to maintain and renew the quality of its curriculum and the overall organizational structure and activities of the college.

III. GUIDING PRINCIPLES OF ASSESSMENT OF STUDENT LEANING

a. Our philosophy of assessment, articulated below, finds expression in our policies, practices, and decisions related to assessment.

    i. We believe that faculty are the group most qualified to assess student learning

    ii. We believe that assessment of student learning is a responsibility of program faculty and that the primary role of staff and administration is to provide infrastructure and support and to act as a repository for assessment activities

    iii. Since curriculum is the right and responsibility of faculty, assessment of the effectiveness of the curriculum to achieve student-learning goals is best overseen by the college's Curriculum and Assessment Committee, which is comprised of faculty appointed by each of the departments in the college.

        1. The Curriculum and Assessment Committee's oversight must accommodate the diverse professional cultures and assessment processes required by the relevant national accrediting agencies.

    iv. The Dean's Office will gather the data for assessment of College-Level Student Learning Outcomes. The data will be analyzed and the faculty and external stakeholders, such as the Board of Visitors, will make recommendations. PCPS recognizes that there is no requirement for college level SLOS for MSCHE, but given that Community Based Learning is a college-wide requirement that we track for graduation purposes and it aligns with ILO 4, we utilize the College SLO.

    v. The Programs will gather and analyze the data for assessment of Program-Level Student Learning Outcomes

IV. COMPONENTS OF THE ASSESSMENT PLAN

Institutional SLO	PCPS SLO	Assessment Category	Measures	Process
Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency, and information literacy.	PCPS uses the ISLO	N/A	N/A	N/A
Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	PCPS uses the ISLO	N/A	N/A	N/A
Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.	Students will successfully complete licensure exams at a pass rate equal to or above the benchmarks established by the relevant regulatory agencies.	PCPS SLO	Licensure Exam Results	Annual review of licensure results by program faculty with adjustments reported to dean's office. Sub-score date is analyzed.
			Accreditation	Annual report to relevant accrediting agency
		Program SLOs	Program-specific measures and evaluation	In 2-yr. cycle, programs will report Program SLO assessment activities to PCPS Curriculum and Assessment committee
Employ their knowledge and intellect to address situations in a way that demonstrate a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	Students will be able to create a plan for how the Jesuit Mission of social justice can be made manifest in their role as a professional.	PCPS SLO	PCPS Board of Visitors Senior Exit Interview	PCPS Board of Visitors interview of randomly selected student from each department; Interview recorded with Panopto and assessed using the Community Based Learning rubric. Members of the BOV are from the professional community both in Lackawanna County and nationally selected.
			Capstone Community Based Learning Essay	Evaluation of randomly selected sample of capstone Community Based Learning essays evaluated using service learning rubric A juried panel reviews the capstones with the rubric.

Assessment Processes and Cycles

a. Annual Review of Licensure results

Program	Accrediting Agency	Licensure Exam	Benchmark(s)
Occupational Therapy	ACOTE	NBCOT	80% pass rate for students within a year of graduation regardless of the number of attempts
Physical Therapy	CAPTE	NPTE	Benchmark for first time passing is 80% for the national standard and 80% for our program at The University of Scranton. Typically we exceed the 80% benchmark
Nursing	CCNE	NCLEX-RN	$\geq$ 90% first-time pass rate
	AANP		90% first-time pass rate. Since inception, the University pass rate has been 100%.
	AANC		90% first-time pass rate. Since inception, the University pass rate has been 100%.
Clinical Mental Health and School Counseling	CACREP	NCE	Pass rate and mean scores on the 8 core & 5 additional areas, $\geq$ mean for other CACREP universities
Nurse Anesthesia	COA	NCE	90% first time pass rate
Rehabilitation Counseling	CORE	CRC	80% first time pass rate
Health Administration-Long Term Care	NAB	NAB	passing rate for 1st time test takers of $\geq$ 90%.
Teacher Education		PDE	Passing rate for PECT >88% PRAXIS > 80%

b. Annual Reports to Accrediting Agencies

Department Chairs and Program directors submit annual reports to the PCPS
dean. Six out of the seven departments in PCPS have programs with specialized
accreditation. Each accrediting organization engages in external reviews or site
visits every 5-10 years.

c. Program Reports to Curriculum and Assessment Committee

i.   PCPS Curriculum and Assessment Committee is charged with the
responsibility to verify that appropriate program-level assessments of SLOs
are taking place. The PCPS Curriculum and Assessment (C&A) Committee
consists of one faculty member appointed by each department, the PCPS
faculty fellow that is a member of the University's Office of Assessment and
one member of the University's Assessment Advisory Committee.   A
representative of the PCPS Dean's Office serves as a non-voting convener of
the committee.

ii. The responsibilities of the PCPS C&A Committee are to:
   - Evaluate all undergraduate and graduate proposals for new programs or
courses within PCPS, or that will be taught by faculty in PCPS, for academic
rigor and alignment with the strategic priorities and mission of PCPS and the
University.
   - Evaluate all changes to programs or courses within PCPS, or that will be
taught by faculty in PCPS, for academic rigor and alignment with the strategic
priorities and mission of PCPS and the University.
   - Review PCPS program curricular maps, which include specific direct and
indirect strategies for assessing mastery of learning competencies, in order to
ensure high quality, academically rigorous learning experiences for all PCPS
students.
   - Verify that programmatic *student learning outcome* assessment activities are
taking place and consult with the program about how its plan (rationale and
method) may be strengthened and improved.
   - Provide a structured forum for faculty from all PCPS programs to discuss best
practices, what works and what doesn't work and for showcasing examples of
closing the loop in actually using assessment data to improve student learning.
   - Provide counsel to the Dean regarding curricular issues and academic policy
in PCPS.

iii. The PCPS C&A Committee meets monthly to consider curriculum proposals
and to review student learning outcome assessments from two PCPS
programs. Programs will present curricular maps and assessment activities for
two of their program-level student learning outcomes to the C&A committee
on a 2-year schedule.

1. Undergraduate and Graduate Nursing and Occupational Therapy were the first programs to present to the C&A Committee (May 21, 2014.)

d. PCPS Board of Visitors Senior Exit Interview

i. Qualitative Study – On an annual basis, senior undergraduates from each of the PCPS departments will be interviewed by the PCPS Board of Visitors. Interviews will be taped with Panopto and scored using a Values Rubric on Community Based Learning. The interview videos and data summaries will be shared with the TAPESTRY Committee (comprised of faculty from each undergraduate program) for discussion and suggestions for improvements for the TAPESTRY program for Community Based Learning.
   1. The first interviews took place at the PCPS Board of Visitors Meeting on April 9, 2014 and the data summaries were discussed by the TAPESTRY Committee on May 2, 2014. The second qualitative study for the Class of 2015 interviews were completed in April 2015. The Class of 2016 interviews were completed on April 6, 2016. The Class of 2017 interviews were completed on April 5, 2017.

e. **Capstone Service Learning Essay**

i. PCPS collected written data from graduating seniors for assessment of Service Learning (renamed Community Based Learning) outcomes beginning spring 2014. The 2014 PCPS pilot included a service learning capstone writing assignment (see below) that was evaluated by faculty after spring 2014 grades were posted. PCPS is now in their fourth year of gathering this information.

   "In a 1-2 page typed essay, reflect on your service learning experiences over the last 4 years, and describe how the Jesuit Mission of social justice can be made manifest in your future role as a professional."

ii. In senior-level courses with a community based engagement component, students are required to turn in their brief type-written essay to their instructor with their Community Based Learning timesheet. A random sample of 10% of the essays will be scored by department chairs and others using a Values Rubric on academic Community Based Learning and the results will be discussed at the last All College PCPS Dean's Conference of the academic year. Results will also be discussed and suggestions for improvements in academic Community Based Learning will be solicited throughout the academic year by the PCPS community based engagement committee.

iii. For 2014, The essays were discussed at the PCPS Dean's Conference on May 15, 2014. The PCPS Summer retreat reviewed the results. See minutes of August 8, 2014.

V. POLICY AND PROCEDURE FOR THE PANUSKA COLLEGE OF PROFESSIONAL STUDIES

Policy Name: PCPS Curriculum and Assessment Committee
Effective Date: September 25, 2012
Modified: April 4, 2014
Modified October 14, 2015
POLICY
The PCPS Curriculum and Assessment (C&A) Committee shall consist of one faculty member from CHS, Education, EXSC, HAHR, Nursing, OT, and PT who is tenured, tenure-earning or a faculty specialist. The PCPS Curriculum & Assessment Committee shall also include a PCPS faculty fellow that is a member of the University's Office of Assessment and one member of the University's Assessment Advisory Committee. A representative of the PCPS Dean's Office will serve as a non-voting convener of the committee. Each PCPS department will select a faculty member that shows an interest in curriculum and assessment of student learning outcomes and accreditation to serve on the PCPS C&A committee.
Staff may be assigned to provide administrative support for the committee.

The responsibilities of the PCPS C&A Committee are to:
- Evaluate all undergraduate and graduate proposals for new programs or courses within PCPS, or that will be taught by faculty in the PCPS, for academic rigor and alignment with the strategic priorities and mission of PCPS and the University.
- Evaluate all changes to programs or courses within PCPS, or that will be taught by faculty in the PCPS, for academic rigor and alignment with the strategic priorities and mission of PCPS and the University.
- Review PCPS program curricular maps, which include specific direct and indirect strategies for assessing mastery of learning competencies, in order to ensure high quality, academically rigorous learning experiences for all PCPS students.
- Verify that programmatic *student learning outcome* assessment activities are taking place and consult with the program about how its plan (rationale and method) may be strengthened and improved.
- Provide a structured forum for faculty from all PCPS programs to discuss best practices, what works and what doesn't work and for showcasing examples of closing the loop in actually using assessment data to improve student learning.
- Provide counsel to the Dean regarding curricular issues and academic policy in PCPS.

PROCEDURES FOR REVIEW OF CURRICULUAR SUBMISSIONS
Meeting Dates
The C&A Committee will meet around the third week of each month during the academic year (September –May) to consider curricular submissions unless it coincides with an official University Holiday (as designated on the University Calendar), in which case it will be scheduled on a different day of that month. Submissions to the PCPS C&A Committee are due approximately weeks before the meeting at which the proposal is considered. The specific

meeting dates of the PCPS C&A Committee and the corresponding submission due dates will be published by the PCPS Dean's Office in advance of the upcoming academic year and posted to the PCPS website.

Submission Deadlines
The specific submission deadlines to the PCPS C&A Committee will be published by the PCPS Dean's Office in advance of the upcoming academic year and published to the PCPS website. It is recommended that departments make their submissions early in fall semester for inclusion in the upcoming academic year catalog, thus allowing time for any revisions that may be required. As a general guideline, submissions of **new programs** for inclusion in the upcoming academic year catalog must be submitted to the PCPS Associate Dean at least 2 weeks before the **November** C&A meeting and submissions of **major program changes** must be submitted at least 2 weeks before the **January** C&A Committee meeting. Submissions of **course changes** for inclusion in the upcoming academic year catalog must be submitted at least 2 weeks before the **February** C&A Committee meeting. Submissions of **small editorial changes** for inclusion in the upcoming academic year catalog must be submitted at least 2 weeks before the **March** C&A Committee meeting. Submissions made after these dates will be considered for the subsequent academic year.

Committee Membership
Each department listed in the policy shall nominate their representative to the C&A Committee for the upcoming academic year no later than May 31. In the case that no representative is nominated by the department, or if the nominated representative fails to attend two scheduled committee meetings, the Dean of PCPS will appoint a representative for that department for the remainder of the academic year from among the relevant program directors.

Proposal Submissions and Processing
1. Faculty will prepare the proposal using the required forms available from the Office of the Provost
   http://www.scranton.edu/academics/provost/curriculum__review_process.shtml
2. The chair of the department sponsoring the proposal must sign the cover sheet and submit the entire proposal electronically to the Associate Dean of PCPS. The original hard copy of the cover sheet should be submitted in addition to an electronic pdf copy. The proposal itself should be submitted as an editable Word document.
3. The PCPS Dean's Office will review the proposal for completeness, understandability to faculty, staff and students and compliance with University policy and policies of the relevant accrediting agencies. Proposals that are incomplete, confusing or that would put the program out of compliance with established policy will be returned to the department for revision. Relative to completeness, particular attention will be paid to the following:
   a. Discussion of overlap with existing courses and/or programs
   b. Discussion of the impact and response of affected programs/concentrations/tracks
   c. Under "*Additional Signatures*," inclusion of signatures from department chairs of all of the other departments that will be affected by the change.

4. The PCPS Dean's Office will forward proposals to the C&A Committee electronically so that they may be evaluated in preparation for the next scheduled PCPS C&A Committee.
5. The portions of the PCPS C&A Committee meeting where curriculum proposals are discussed are open only to members of the C&A Committee and administrative support staff from the Dean's Office. The C&A Committee may invite proposal submitters to the meeting to answer Committee questions, but committee deliberations are closed.
6. The C&A Committee will discuss proposals according to the schedule. If the proposal is acceptable to the Committee, or acceptable with only minor edits, it will be forwarded with the Committee's recommendation to the Dean. If the proposal is not acceptable to the Committee or needs major edits, it will be tabled or returned to the chair of the sponsoring department for revision, along with an explanation of concerns or perceived deficiencies.
7. **The Dean, under advisement of the C&A Committee, will decide whether or not to support the proposal. If the proposal is supported by the Dean, he/she will sign the cover sheet. The PCPS Dean's Office will then forward the proposal to the Provost's Office for posting to the Faculty Senate Curriculum Committee web site. If it is not supported by the Dean, it will be returned to the chair of the sponsoring department with an explanation of the Dean's decision as to why the proposal is not being approved.**

PROCEDURES FOR REVIEW OF PROGRAM CURRICULAR MAPS AND SLO ASSESSMENT ACTIVITIES
On a 2-year rotating schedule, program directors from PCPS academic programs will present to the C&A Committee their curricular maps and documentation of program-level *student learning outcome* assessment activities and how it led to programmatic improvements (See directions for submission below). Summary documents should be submitted to the Associate Dean of PCPS at least one week prior to the scheduled presentation for distribution to the C&A Committee. These summary documents, along with the PCPS C&A Committee's recommendations for future assessment activities, will be kept on file in the Dean's Office as documentation of SLO assessment at the program and college level and reported to the University of Scranton's Office of Assessment. All written materials submitted to the C&A Committee will be posted to the shared PCPS Assessment folder.

The PCPS C&A Committee's recommendations for future assessment activities will be submitted to the Program Director and Chair within 30 days of the presentation. The Program Director or Chair has 6 months to respond to the PCPS C&A committee with a summary of changes they are making to their assessment procedures.
The SLO assessment part of the PCPS C&A meeting will be open to all members of the University community. The presentation schedule for the upcoming year will be shared with all of faculty and staff in PCPS and other stakeholders at the University.

DIRECTIONS FOR PRESENTERS
Select two **program-level student learning outcomes** to present to the PCPS Curriculum and Assessment Committee. (**Note:** The Committee's charge is limited to verifying program assessment of **student learning**. Although we appreciate the value of assessment of other

program outcomes such as gainful employment, student satisfaction, student attrition, etc., the charge of this committee is confined to verifying that programs are directly assessing **student learning**. Out of concern for time, please do not present other program outcomes.)
Presentation schedule:
- 30 minutes for the presentation by the program
- 10 minutes for questions
- 15 minutes for summation of PCPS C&A Committee's recommendations for future assessment activities

1. *If your program has an existing curriculum map and program-level student learning outcome assessment plan*, you can provide your existing documentation for the selected program-level student learning outcomes to the committee (we do not want you to have to redo paperwork). *If you do not have an existing curriculum map*, use the template of the "Curriculum Map and Student Learning Outcome Assessment Plan" grid below.
   a. Fill in the program-level SLOs in the second column and the corresponding Institutional Level Outcome(s) in the first column.
   b. For each program level outcome, fill in rows in the third column with the courses (by number) that address that program level SLO. Each course should be in their own row.
   c. In the fourth column, list all the course-level student learning outcomes that relate specifically to that program level outcome. All of the relevant course-level SLOs should be in the same cell separated by a semicolon.
   d. In the fifth column list the relevant assessments in that course where students demonstrate their learning of that outcome *and receive formal feedback*
   e. Indicate which assessments will be evaluated by the department and on what schedule (not all assessments need to be used to determine whether program SLOs are achieved).
2. Show summary of data collected from those direct assessments of **student learning** and provide a bulleted summary of the results.
3. Make a bulleted list of the changes that have been made to the course or curriculum to address identified deficiencies in student learning.

VI.   STEPS IN THE ASSESSMENT PROCESS—THERE ARE THREE STEPS TO THE ASSESSMENT PROCESS:

1. Establish Learning Goals
2. Assess Student Learning
3. Use the Results

PCPS uses a variety of outcome measures and evaluation procedures to maintain and renew the quality of its curriculum and the overall organizational structure and activities of the college. Beginning in spring 2008, the Dean of PCPS charged the Associate Dean to coordinate

assessment activities, to oversee specific projects, to consult with and advise faculty, staff and school committees and to work with campus counterparts. The Associate Dean is also to guide development and monitor activity at various levels and report this information directly to the Dean. In 2011, an Assistant Dean of Assessment was added to further aid faculty in the development of their assessment plans. In 2013-2014, the PCPS Curriculum & Assessment committee was charged with monitoring programmatic outcomes in PCPS. In February of 2017, the chairs and program directors met with the University's Office of Educational Assessment to streamline the annual reporting system of PLOs for PCPS programs.

The PCPS College's system of assessment includes *external* and *internal* reviews.

The individual course level:
- All PCPS course proposals are approved by the Curriculum and Assessment Committee (which has both Faculty and student representation on the department level). All courses must receive final approval from the governing Faculty prior to their inclusion in the *Undergraduate Catalog*. Course descriptions and objectives cannot be changed without the approval of the Senate Curriculum Committee. The Associate Dean monitors compliance in this regard.
- Faculty teaching courses must submit course syllabi with student learning outcomes posted on their syllabi each semester. The course syllabi are assessed for quality at the Curriculum and Assessment Meetings, which provides feedback to both the individual Faculty and the Associate Dean. Adjunct Faculty submits course syllabi to the Department Chair who gives feedback to the Faculty. The Assistant Dean monitors the status of adjunct faculty.

Course evaluations are completed by students in all classes at the end of each term through CTLE that follows a systematic schedule. These evaluations which contain information on quality of instruction, course content, instructor performance, coverage of and sensitivity to content on gender and diversity, etc., are submitted to the Dean's office and reviewed by the Department Chair, Assistant Dean and the Dean. This information is evaluated during the Annual Review of regular Faculty, and by the Assistant Dean in the case of adjunct Faculty. For the teaching evaluations, although they are not part of SLO assessment, PCPS believes that these course evaluations speak to the quality assurance mechanisms in the college, and consequently, the institutional capacity for assessment. Concerns about the validity of the evaluations notwithstanding, it is the responsibility of the dean and program faculty to investigate a poor course evaluation. In the vast majority of cases, student concerns are unfounded, but we do feel that they warrant a closer look as there are certainly assessment implications if there is a valid issue. We feel the delineation of college and faculty expectations for supporting assessment helps to strengthen the argument that PCPS has a robust assessment infrastructure.

- For example, course evaluations are also used by the Assistant Dean to examine similarities and differences across sections of the same course. When problems arise, the Assistant Dean may meet with the instructors of the different sections. This process will help address concerns about consistency in course content.

At the curricular area levels:
- Information on content overlap between courses and missing content (as reported by students) is gathered by the Dean's office for curricular development and refinement. Findings are also communicated to the Departmental Curriculum Committee for purposes of course refinement and development.
- Faculty concentration groups and curricular area groups meet at least once a term to address concerns and issues.
- Summarizing the findings of graduates are presented to the governing bodies on the departmental level and systematically programs present this information at the Dean's Conference and the external review of the Board of Visitors. A SWOT (Strengths, Weaknesses, Opportunities, Threat analysis) was completed in fall 2007 by the academic departments in PCPS. The Board of Visitors functions in PCPS were reconfigured in spring 2008 to identify and prioritize the functions needed by the Board of Visitors. In spring 2014, the BOV provided input on the college-wide SLOs.
- Students complete an evaluation instrument to assess the quality of field instruction as well as related issues in each department Questions are included on the quality and adequacy of field supervision and liaison contacts, as well as the placement context. Information from these surveys are communicated to the Dean via the Associate Dean, and the Field Experiences Committee.

Measures Related to Overall Organization and Curricular Levels:
- The Director of Field Experiences will administer a survey to all students in field placement to assess the quality of services provided by the Departments with regard to placement processes and faculty/student interaction. This information will be shared with the PCPS Field Experiences, Clinicals and Internship Committee, and, at the Dean's Conference and with the Board of Visitors for advice and direction with respect to needed changes.
- The PCPS Employment Survey is disseminated annually with the aid of Career Services. This information provides valuable information to share with students in anticipation of entering the job market after graduation. Results are also shared with the Board of Visitors for external input.
- Graduates' performance in licensing exams offers another measure of the quality of the PCPS programs. The data collected to date indicates The University of Scranton PCPS graduates performed as well or better than others on the examinations at all levels, initial, and advanced.

Accreditations of the Panuska College of Professional Studies

Counseling/Human Services
Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Council for Standards in Human Service Education (CSHSE)
Council on Rehabilitation Education (CORE)

Education
Pennsylvania Department of Education (PDE)

Health Administration
Commission on Accreditation of Healthcare Management Education (CAHME)
National Association of Boards of Examiners of Long Term Care Administrators (NAB)

Nursing
Commission on Collegiate Nursing Education (CCNE)
Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

Occupational Therapy
Accreditation Council for Occupational Therapy Education (ACOTE)

Physical Therapy
Commission on Accreditation in Physical Therapy Education (CAPTE)

VII.   MISSION STATEMENTS

University Mission Statement:

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.

PCPS College Mission Statement:

The Panuska College of Professional Studies upholds the highest academic standards in preparing students for successful professional careers in allied health and education. The three interrelated themes of Jesuit education: a focus on moral reflection, teaching for social justice, and the liberal treatment of subject matters are embedded in our PCPS curriculum in the undergraduate level and scholarship and service. Our emphasis is on intellectual inquiry and clinical practice devoted to the lifelong development and improvement of our students, our faculty, our programs, and the global community.

Overview

The University's mission with respect to service and social justice is particularly relevant for the Panuska College of Professional Studies ("PCPS") since it consists of a variety of programs, which share the aim of preparing individuals for "helping professions." PCPS views its capacity to nurture and model such relationships with our students as a key educational responsibility. The Jesuit traditions of theory, practice, and social justice are at the heart of our work. Our emphasis is indistinguishably interwoven with the philosophy, traditions, and mission of Jesuit liberal arts education. Our goal is to prepare professionals who are educated in the liberal arts and committed to a life guided by intellectual, moral and ethical values. (http://matrix.scranton.edu/academics/ac_sc_professional.shtml)

I have come to bring fire to the world.
What more could I want than
that it take flame. (Luke 12:49)

Appendix A

Programmatic Student Learning Outcomes for PCPS

Student Learning Outcomes
Program: Community Health Education, BS
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:

1. Student Learning Outcomes for Program Goal 1: By graduation, students will demonstrate proficiency in the seven areas of responsibility for entry-level health education practice:
    a. Assess need, resources and capacity for health education/promotion
    b. Plan health education/promotion
    c. Implement health education/promotion
    d. Conduct evaluation and research related to health education/promotion
    e. Administer and manage health education/promotion
    f. Serve as health education/promotion resource person
    g. Communicate, promote, and advocate for health and health education/promotion and the profession
2. Student Learning Outcomes for Program Goal 2: Students will develop skills in writing, speaking and critical thinking and be able to apply these skills in health education practice.
3. Student Learning Outcomes for Program Goal 3: Students will reflect upon their personal and professional values concerning diversity, social justice, cultural competency and commitment to community and discipline and be able to apply these values to the field of health education.

Student Learning Outcomes
Program: Counseling and Human Services, BS
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:

1. An awareness and understanding of the developmental needs of individuals, families, groups, communities and other supported human services organizations and functions at all developmental levels of care;
2. An awareness of cultural diversity, disabilities, socio-economic trends, changing roles and lifestyle patterns of persons and the impact of these changes on clients;
3. An understanding of the impact of the relationship between themselves and their clients through fostering trust, empathy, authenticity and competence;
4. Knowledge and skills in applying theoretical frameworks to social service and counseling practice;
5. Knowledge and skills in group dynamics and developmental decision-making processes as applied to specific human services settings;

6. Knowledge and skills in rehabilitation services to facilitate advocacy through local, state, national and international organizations;
7. Knowledge and skills to implement social justice into human services systems of care;
8. Knowledge and skills in the utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling in human services settings;
9. Knowledge and skills to provide program development in non-profit human services settings;
10. Knowledge of the contemporary legal and ethical issues impacting the work of human services professionals in all settings;
11. An accurate realization and perception of the multiple roles of the human service professional in community settings;
12. Knowledge and skills to apply for graduate training in the areas of counseling, social work, allied health, human resources, education and a myriad of other professional degree programs requiring students to have a solid foundation and training in human services;
13. An accurate realization and perception of the multiple roles of the human services professional in community setting.

Student Learning Outcomes
Program: Physical Therapy, DPT
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:
1. Students will practice in a manner that adheres to legal regulations and professional ethical standards. Students will attend and completed successfully their first 8-week clinical rotation during the summer. CPI information (CPI = Clinical Performance Instrument). Graduate surveys – self report (internal and external to the department. Professional Advisory Committee reports, stemming from scheduled meetings and ongoing communication and feedback. Review of PT Board Actions, with modification (additions, subtractions, adjustments as needed) to ensure the department is up to standards to make sure students are prepared to succeed when employed after graduation. Licensure—must include continuing education (number of hours is state-dependent). Students will employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and common good of the entire human community.
2. Students will provide evidence-based, safe, and effective, care for individuals of various backgrounds in varied settings throughout the lifespan spectrum
3. Students will address the unique physical and psychosocial characteristics of patients/clients
4. Graduates will sit for the physical therapy licensure examination within six (6) months of successfully completing all the requirements of the educational program
5. Graduates will pass the physical therapy licensure examination. Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.

6. Graduates will enter the profession as a physical therapist within six (6) months of completing the educational program.
7. Graduates will be life-long learners. Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.

Student Learning Outcomes
Program: Education, BS
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:

1. (Content knowledge): Teacher candidates will demonstrate the content and/or pedagogical content knowledge necessary to teach effectively in their teaching area.
2. (Planning): Teacher candidates will plan and adjust lesson and unit plans based on relevant research and the identified strengths and needs of all students.
3. (Instruction): Teacher candidates will use and adjust a variety of evidence-based teaching strategies based on identified strengths and needs of all students.
4. (Assessment): Teacher candidates will design and apply formative and summative assessments to make educational decisions based on identified strengths and needs of all students.
5. (Learning Environment): Teacher candidates will create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
6. (Professionalism): Teacher candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.
7. (Service): Teacher candidates will demonstrate a commitment to the Jesuit ideals in service to others.

Student Learning Outcomes
Program: Education, MS/MA
College: Panuska College of Professional Studies

Program Specific Outcomes:

Graduate Programs in PreK-4 and Secondary Education
1. (Content knowledge): Teacher candidates will demonstrate the content and/or pedagogical content knowledge necessary to teach effectively in their teaching area.

2. (Planning): Teacher candidates will plan and adjust lesson and unit plans based on relevant research and the identified strengths and needs of all students.
3. (Instruction): Teacher candidates will use and adjust a variety of evidence-based teaching strategies based on identified strengths and needs of all students.
4. (Assessment): Teacher candidates will design and apply formative and summative assessments to make educational decisions based on identified strengths and needs of all students.
5. (Learning Environment): Teacher candidates will create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
6. (Professionalism): Teacher candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.
7. (Educational Research): Teacher candidates will demonstrate knowledge of educational research related to their teaching area.

Graduate Programs in Special Education
1. (Knowledge of Students): Special education candidates demonstrate their knowledge of individual, developmental, and cultural differences of students with exceptionalities and their families.
2. (Planning): Special education candidates know and modify general education curriculum and implement specialized curriculum to advance learning of students with exceptionalities.
3. (Instruction): Special education candidates research, implement and evaluate evidence-based strategies to advance learning of students with exceptionalities.
4. (Assessment): Special education candidates use relevant assessment tools and procedures to identify exceptionalities, to develop specially designed instruction, and to conduct progress monitoring for making educational decisions to advance learning of students with exceptionalities.
5. (Learning Environment): Special education candidates create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
6. (Professionalism): Special education candidates demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.
7. (Educational Research): Special education candidates demonstrate knowledge of educational research related to their teaching area.

Graduate Programs in Curriculum & Instruction
1. (Planning Curriculum): C&I candidates will plan and adjust curriculum based on relevant research so that all students become engaged and successful learners.
2. (Evaluation of Instruction): C&I candidates evaluate instructional and assessment strategies based on recommendations of educational theory and research so that all students become engaged and successful learners.
3. (Learning Environment): C&I candidates evaluate learning environments to promote inclusive and culturally responsive classrooms based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
4. (Professionalism): C&I candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. C&I candidates will practice self-assessment, reflection, and life-long learning to advance the profession.

Graduate Programs Educational Leadership and Curriculum & Instruction Supervision
1. (Vision): Educational administration and supervisory candidates collaborate with all stakeholders to develop a vision of a student-centered, inclusive school culture that advances the learning of all students.
2. (Educational Theory and Research): Educational administration and supervisory candidates demonstrate knowledge of educational theory, research, and learning standards to create and sustain a student-centered, inclusive school culture and on-going professional development that advances the learning of all students.
3. (Decision-Making): Educational administration and supervisory candidates demonstrate moral, legal and data-driven decision-making and stewardship of resources to create a student-centered, inclusive school culture that advances the learning of all students and benefits the well-being of the entire community.
4. (Advocacy): Educational administration and supervisory candidates advocate for students and school community members as they create a safe, student-centered, inclusive school culture that advances the learning of all students.
5. (Professionalism): Educational administration and supervisory candidates demonstrate professional behaviors and dispositions and uphold professional responsibilities when interacting with students and collaborating with stake-holders to create a student-centered, inclusive school culture that advances the learning of all students.

Student Learning Outcomes
Program: Exercise Science, BS
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:
By graduation, students will demonstrate proficiency in:
1. Students will apply written and oral communication skills in an exercise and health science setting.
2. Students will demonstrate critical thinking and problem solving competencies in an exercise science and health setting

3. By graduation, students will demonstrate a proficiency in:
   a. Human skeletal anatomy and function
   b. Physiological basis of human movement and its impact on health, injury, and exercise performance
   c. Assessment of health status/physical fitness and design, implementation and evaluation of exercise programs for both healthy and clinical populations
   d. Principles of nutrition and the role of diet in health and exercise performance
4. Students will demonstrate evidence of personal growth and professionalism the field of exercise and health science

Student Learning Outcomes
Program: Health Administration, MHA
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:

1. Domain #1: Communication and Relationship Management
   a. Apply principles of communication and demonstrate specific applications
   b. Present results of data analysis to decision makers
   c. Use factual data to produce and deliver credible and understandable results
   d. Facilitate group dynamics, process, meetings, and discussion
   e. Utilize effective interpersonal skills

2. Domain #2: Leadership
   a. Explain potential impacts and consequences of decision making in situations both internal and external
   b. Encourage a high level of commitment to the mission, and values of the organization
   c. Gain physician buy-in to accept risk and support new business ventures
   d. Accurately assess individual strengths and weaknesses

3. Domain # 3: Professionalism
   a. Understand professional standards and codes of ethical behavior
   b. Uphold and act upon ethical and professional standards
   c. Demonstrate professional norms and behaviors
   d. Engage in continued professional development including reflection and self-directed learning.

4. Domain # 4: Knowledge of the Healthcare Environment
   a. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
   b. Prepare projects that are credible to governmental, regulatory, professional, and accreditation agencies
   c. Use marketing and needs assessment techniques in support of healthcare program development and implementation
   d. Apply principles and methods of health policy analysis

   e. Analyze and apply funding and payment mechanisms of the healthcare system

5. <u>Domain # 5: Business Skills and Knowledge</u>
   a. Integrate information from various sources to make decisions and recommendations
   b. Demonstrate critical thinking, analysis, and problem solving
   c. Apply basic financial management and analysis principles
   d. Apply reimbursement principles, ramifications and techniques including rate setting and contracts
   e. Apply principles of operating, project, and capital budgeting
   f. Use project management techniques
   g. Use statistical and analytic tools to measure and improve performance

Student Learning Outcomes
Program: <u>Human Resources Studies, BS</u>
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:
1. Graduates can demonstrate that they are prepared for an entry-level position in the HR field.
2. Graduates are capable of creating various types of written documents related to the HR field (e.g., job descriptions, training programs, performance appraisal documents, etc.).
3. Graduates are capable of preparing and presenting professional oral presentations.
4. Graduates can analyze and self-evaluate their knowledge, skills, and abilities.
5. Graduates can demonstrate their business acumen.

Student Learning Outcomes
Program: <u>Human Resources Online, MS</u>
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:

1. Knowledge of Functional Areas and Content Topics related to the field of Human Resources—Devise ways to apply knowledge of HR-related topics gained through the required HR courses included in the program.
2. Critical Thinking Skills—Formulate and defend solutions to routine and complex problems.
3. Communication Skills—Create written works consisting of clear and logical progression of points and conclusions (content is well organized), exploration of new and different perspectives, and correct usage of grammar, spelling, vocabulary, syntax, and style.
4. Mindset for Life-Long Learning—Engage in regular self-assessment & reflection so as to manage strengths and mediate weaknesses.

5. Professional & Ethical Standards - Develop and choose courses of action in accordance with professional and ethical standards of the human resources and related disciplines.

Student Learning Outcomes

Program: Nursing, BS
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:

1. Integrate a personal philosophy for nursing practice and service to others, based on the uniqueness, worth, dignity and diversity of human beings.
2. Synthesize leadership concepts, quality improvement and patient safety in the provision of safe, evidence-based, patient-centered care.
3. Integrate current evidence and clinical reasoning in the use of the nursing process for the delivery of care.
4. Utilize informatics and other patient care technologies to inform, improve, and create an environment for the safe and effective delivery of quality patient care.
5. Articulate an understanding of healthcare systems, regulation policies, scope of practice and patient's rights.
6. Use interprofessional communication and collaboration to deliver safe, evidence-based, patient-centered care.
7. Integrate evidence-based practices to promote health and prevent disease in individuals, families, communities and populations across the lifespan.
8. Consistently demonstrate responsibility and accountability for one's own personal and professional growth in relationship to standards of nursing practice and the roles, functions and values that reflect excellence in nursing practice.
9. Engage in critical thinking, ethical reasoning and lifelong learning to support excellence in professional nursing practice.

Student Learning Outcomes

Program: Nursing, MSN
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:
1. Integrate knowledge from nursing and other disciplines to provide evidence-based care to diverse populations at an advanced practice level.
2. Apply leadership skills that emphasize ethical principles and critical-decision making to promote quality and safety in master's level nursing practice.
3. Articulate the process of quality improvement and apply quality and safety principles within an organization.
4. Incorporate research outcomes within the clinical setting to resolve practice problems and disseminate results.
5. Utilize informatics and patient-care technologies to deliver nursing care at an advanced practice level.

6. Employ advocacy strategies to promote health and improve health care.
7. Establish inter-professional relationships to mobilize resources and coordinate quality health care.
8. Engage in master's level nursing practice in accordance with applicable specialty nursing standards, integrating concepts of patient-centered and culturally appropriate clinical prevention and population health activities.
9. Demonstrate master's level knowledge and competencies in nursing and relevant sciences to influence healthcare outcomes for individuals and populations.
10. Articulate a commitment for continuous professional development and service to others based on Jesuit values.

Student Learning Outcomes
Program: Nursing, DNP
College: Panuska College of Professional Studies

1. Incorporate science-based theories from nursing and other disciplines to develop, implement, and evaluate practice approaches that improve health care.
2. Utilize organizational and systems leadership to promote quality, cost effectiveness, and patient safety in the delivery of health care.
3. Demonstrate leadership in the application and critical evaluation of evidence-based practice to improve patient and health care outcomes.
4. Apply information systems/technology to monitor and improve patient care and health care delivery systems.
5. Consistent with Jesuit values, advocate for health care policies that comply with ethical principles and address health disparities and vulnerable populations.
6. Organize and lead inter-professional teams to improve patient and population health outcomes.
7. Analyze epidemiological, biostatistical, and environmental data to develop, implement, and evaluate clinical prevention and population health initiatives.
8. Function independently in an advanced nursing practice role to improve patient outcomes in a specialty area of practice.
9. Engage in lifelong learning and service to others.

Student Learning Outcomes
Program: Counseling, MS
College: Panuska College of Professional Studies

Program Specific Outcomes:

Clinical Mental Health Counseling:
1. Students will demonstrate master's level professional counseling dispositions.
2. Students will demonstrate master's level theoretical knowledge and competencies in counseling domains.

3. Students will demonstrate master's level theoretical knowledge and competencies in clinical practice
4. Students will formulate, conduct, and evaluate master's level research procedures and assessment processes
5. Students will demonstrate knowledge pertaining to the provision of evidence-based clinical mental health counseling services that enhance the emotional, cognitive, behavioral, relational, and spiritual well-being of individuals, families, and groups seeking help with either everyday life concerns or significant challenges

Rehabilitation Counseling:
1. Students will demonstrate master's level professional counseling dispositions
2. Students will demonstrate master's level theoretical knowledge and competencies in counseling domains.
3. Students will demonstrate, apply, and evaluate master's level theoretical knowledge and competencies in clinical practice.
4. Students will formulate, conduct, and evaluate master's level research procedures and assessment processes.
5. Students will apply the specialized knowledge, skills, and attitudes to identify and implement evidence-based practices in collaboration with individuals who live with disabilities to achieve their personal, social, psychological, and vocational goals.

School Counseling:
1. Students will demonstrate master's level professional counseling dispositions.
2. Students will demonstrate maser's level theoretical knowledge and competencies in counseling domains.
3. Students will demonstrate, apply, and evaluate master's level theoretical knowledge and competencies in clinical practice with respect to counseling modalities.
4. Students will formulate, conduct, and evaluate master's level research procedures and assessment processes.
5. Students will design, develop, and implement all aspects of the ASCA National Model.

Student Learning Outcomes
Program: Occupational Therapy, MS
College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:
By the end of their experience in the Department of Occupational Therapy at The University of Scranton, graduates will demonstrate:
1. An understanding of and appreciation for the core values and philosophical base that comprise occupational therapy's heritage, and a recognition of the relevance of these foundational beliefs to current and future practice.
2. A principled respect for the dignity of each human being as reflected in the graduate's recognition and facilitation of the individual's inherent motivation, personal uniqueness, values and beliefs, roles and interests, and capabilities for self-direction within the therapeutic relationship through the use of a person-centered approach.

3. An understanding and responsiveness to the individual and family across the lifespan with consideration of all contexts (i.e. personal, spiritual, political, economic, physical, social, virtual and temporal) to facilitate mastery.
4. Effective, ethical decision-making within the complexities of daily experience that is guided by principles rooted in the Jesuit tradition and Occupational Therapy's Code of Ethics.
5. Responsibility for active learning and a commitment to purposeful self-reflection to facilitate personal and professional growth. This includes an awareness of the impact of one's values, beliefs, opinions and behaviors upon others.
6. Independent critical thinking and effective clinical and professional reasoning, founded in a mastery of current knowledge, as demonstrated by competent entry-level practice throughout the occupational therapy process within a variety of service delivery models.
7. Proficiency in oral and written communication for varied audiences, diverse stakeholders, and multiple purposes.
8. The ability to integrate occupational therapy's foundation in the arts and sciences as reflected in practice that is creative, individualized, and evidence informed.
9. A commitment to promoting self-determination, and engagement in meaningful occupations to promote wellness and quality of life across the lifespan.
10. Knowledge and skills required to assume managerial positions/leadership roles in medical, educational, and community-based systems of care.
11. Recognition of the need to collaborate with inter-professional teams to provide quality care respectful of professional scopes of practice.
12. A commitment to social justice and advocacy for individuals, families and the profession.
13. Research skills required to provide evidence-informed services and contribute to the field's growing body of knowledge.
14. A passion for life-long learning that promotes personal and professional growth while at the same time demonstrating a commitment to a life of service to other

Student Learning Outcomes

Program: Health Informatics, MS

College: Panuska College of Professional Studies

Within the program's learning objectives students are expected to develop the following:
1. Graduates will demonstrate expertise in identifying and using information and evidence-based studies to support current practice.
2. Graduates will demonstrate mastery of the electronic health record in achieving "meaningful use" (e.g. e-prescribing, quality reporting, results checking, updating past history, recall systems, searching patient databases, public health reporting, billing)
3. Graduates will demonstrate leadership skills designed to assist health professionals and organizations in the transition to the paperless patient record and national electronic health record.
4. Graduates will demonstrate continued information mastery skills to identify legal implications for evolving technologies (e.g. email consultations, tele-health, national electronic health record, privacy issues, roles of encryption technologies) for patient and population transfer.

5. Graduates will demonstrate an understanding of the theoretical knowledge base of health informatics; the ability to apply this knowledge to create value propositions, engage in data mining, and the skill to evaluate usability/HCI to achieve clinical transformation in diverse healthcare settings.
6. Graduates will demonstrate effective team-oriented communication skills that lead to a change in a management approach, a product selection and implementation, hardware or software update requirements, or the maintenance of the system.
7. Graduates will demonstrate the ability to initiate a data recovery plan in the advent of a system shutdown and to manage related issues when a third party is responsible for information technology infrastructure.
8. Graduates will demonstrate an understanding of how legal, safety, and privacy issues apply to the encryption of patient data, patient ownership of electronic data, health information policy, and government incentives/penalties.
9. Graduates will demonstrate the capacity to facilitate communication among health professionals, health administrators, and IT professionals in the development of computer-based health information solutions and recognize the needs and constraints of key stakeholders.
10. Graduates will demonstrate the ability to use existing and emerging information technologies (such as information retrieval and data mining) to assist with the collection, organization, interpretations, and analysis of health-related data.
11. Graduates will demonstrate an understanding of the fundamentals of data base management and knowledge management and apply this knowledge to health informatics.

PANUSKA COLLEGE OF PROFESSIONAL STUDIES LEARNING OUTCOMES AND ASSESSMENT STRUCTURE August 16, 2017 (revised)		
Institutional Learning Outcomes	**PCPS Learning Outcomes**	**Assessments**
Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.	No specific PCPS SLO. See General Education SLO.	See General Education program assessment plans
Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	No specific PCPS SLO. . See General Education SLO.	See General Education program assessment plans
Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.	Students will successfully complete licensure exams at a pass rate equal to or above the benchmarks established by the relevant regulatory agencies.	Licensure exam pass rates of each graduating class, evaluated by department faculty annually
Employ their knowledge and intellect to address situations in ways that demonstrate a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	Students will be able to create a plan for how the Jesuit Mission of social justice can be made manifest in their role as a professional.	Written reflection paper at the culmination of PCPS Community Based Learning experiences. Evaluation of sample using rubrics developed by PCPS faculty and staff committee. Pilot program developed by dean's office in January 2014. Data reviewed at PCPS dean's conference. The PCPS Board of Visitors, comprised of alumni and community leaders, interviewed seniors using the PCPS SLO rubric to provide and provide recommendations for change This procedure will be followed annually and concludes with an annual Assessment day occurring in May.

Appendix C
TO: PCPS Dean's Conference
FROM: Diane S. Muniz
DATE: May 15, 2014
SUBJECT: Summary of the May 15, 2014 Dean's Conference Meeting

Present: D. Carpenter, V. Castellanos, L. Eschbach, D. Hair, M. Morgan (representing J. Sanko) D. Posegate, R. Schwenk, G. Wenze
Absent: A. Mantione, J. Sanko, D. West

Today's meeting focused on the assessment of the PCPS senior student essays. Senior students submitted a 1-2 page typed essay, reflecting on his/her academic service learning experiences over the last 4 years, and describing how the Jesuit Mission of social justice can be made manifest in their future role as a professional. The members used a rubric to score student essays which were randomly selected from each PCPS department.

On April 9, 2014, the PCPS Board of Visitors interviewed and assessed randomly selected senior students regarding the service learning experience. These interviews were videotaped and will be shown at the August 8, 2014 PCPS Retreat. On May 2, 2014, these videos were shown to the TAPESTRY committee, and the members reflected on the videos. Today's meeting is the last part of our assessment to close the loop.

Each member was asked to read, score and comment on the essays. The general consensus of the group was that the students have a good understanding of the Jesuit mission of social justice, but they are not connecting the Jesuit mission of social justice to their activities or stating how they will carry it through into their future activities.

The group was asked to brainstorm action steps for our College. Suggestions made were:
- Students need to know what the Jesuit mission of social justice is and what it means to them personally.
- During the freshman year offer an orientation to the meaning of the Jesuit mission of social justice and then have the students write an essay describing their understanding. This can be used as a foundation for their service experiences over the next four years.
- Essays should be written and submitted earlier in the semester of their senior year. Host a meeting or bring in a speaker for the senior class to refresh their thoughts about the Jesuit mission.
- Senior students can speak to undergraduate students about service learning and the connection to the Mission.
- Although service learning is course related and the service may be population focused, students need to learn to see the big picture regarding their experience's fit with social justice.
- During the freshmen year, there needs to be more emphases on what the Jesuit mission and social justice are and how they need to connect more clearly to service.

- Visual cues need to be placed around the building about the Jesuit mission of social justice.
- We are not just service learning, we are academic service learning, and it is developmental through our curriculum and our projects. A better message needs to be sent out about working for social justice.
- We need to remind them about what kind of institution they have attended, what we hope to promote, and how that is something they need to think about as they are moving forward in their careers.

We will share some of these essays with the TAPESTRY committee at the fall meeting and ask the members to score the essays. We will share your suggestions, and we ask that you share all of this with your department

September 10th will be the date of our mandatory freshmen lecture. Father Ryan Maher will be the keynote lecturer for our PCPS freshman class. A suggestion was made to change the questions which the graduate student discussion leaders use to focus more on social justice and the Jesuit mission. The 2014 PCPS freshman essay will then be compared in four years when the graduate in May 2018 with their senior essay.

New Programs in PCPS
Education—Early and Primary and Middle Level programs were revised to consolidate the competencies and to reduce the number of credits. A new minor in Education will begin in the fall. The Graduate Curriculum and Instruction Supervision program was approved. This program will allow graduates to become eligible to apply for certification in Curriculum and Instruction Supervision. The department plans to revise the Reading Education program in the next academic year.

Counseling & Human Services—Graduates of the Master of Science degree in School Counseling will be eligible for certification for grades K-12.

Exercise Science & Sport—A Pre-Health, Pre-Med track for Exercise Science has been developed and approved. Thanks to Drs. Joan Grossman, Victoria Castellanos and Mary Engel for their work on this proposal.

Nursing—The Anesthesia program will be on campus as of June 1, 2014. Three new faculty specialist and an administrative assistant have been recently hired. The DNP will be up and running for fall of 2015.

The ACOTE (Occupational Therapy) and CACREP (Counseling & Human Services) site visits went very well.

c: PCPS Faculty & Staff
        Interim Provost
        Academic Deans

Appendix D
PCPS Service Learning Capstone Assignment Revised Spring 2016 to include PCPS Community Based Learning Capstone Assignment.

PCPS Community Based Learning Assignment

Service of Faith and the Promotion of Justice

The University of Scranton strives to graduate "men and women for others."

Dedication to service, a concern for the common good, and a commitment to promoting justice have always been implicit in the Jesuits' works and world view. In recent decades, Jesuits and their colleagues have made more explicit these dimensions of their shared ministries. At a worldwide meeting in 1975, Jesuit leaders posed the question, "What is it to be a companion of Jesus today?"

Their answer echoes on our campus, shaping our priorities in teaching, research and institutional initiatives: To be a companion of Jesus today "is to engage, under the standard of the Cross, in the crucial struggle of our time: the struggle for faith and that struggle for justice which it includes." This assertion continues to reinvigorate Jesuits and those with whom they labor so that all people might participate in the promise of Christ, who came that we "may have life and have it to the full" (John 10:10).

The following assignment is part of the PCPS Community Based Learning Requirement for Graduation. In a 1-2 page typed essay,
- reflect on your academic service learning experiences over the last 4 years, and
- describe how the Jesuit Mission of social justice can be made manifest in your future role as a professional.

Rubric for Assessment of PCPS Community Based Learning Outcome
Rubric Revised in May 2016 at the PCPS Assessment Day
with a blind juried demonstration

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Understanding of Jesuit Mission of Social Justice	Essay demonstrates a reflective insight into the Jesuit Mission of Social Justice	Essay demonstrates an understanding of the Jesuit Mission of Social Justice	Essay does not demonstrate an understanding of Jesuit Mission of Social Justice
Application of Jesuit Mission of Social Justice to chosen profession	Student clearly articulates how the Jesuit Mission of Social Justice can be made manifest in his/her chosen profession, including at least one example	Student vaguely articulates how the Jesuit Mission of Social Justice can be made manifest in his/her chosen profession	Student does not articulate how the Jesuit Mission of Social Justice can be made manifest in his/her chosen profession
Plan for how Jesuit Mission of Social Justice can be made manifest in personal future	Student articulates a clear and detailed plan for how the Jesuit Mission of Social Justice can be made manifest in his/her personal future	Student plan for how the Jesuit Mission of Social Justice can be made manifest in his/her personal future is not clear or detailed	Student does not articulate a comprehensible plan for how the Jesuit Mission of Social Justice can be made manifest in his/her personal future

Appendix E

Annual Assessment Activities for PCPS

(Below is an example from 2013-2014)

<u>Creation of CPCS Assessment Folder on Desire2Learn</u>
- Folder on Desire2Learn will contain summaries of college-level SLO assessment activities and program-level SLO assessment activities

<u>PCPS College-Level SLOs</u>
- PCPS College-level Student Learning Outcomes Shared and Approved by College January 2014…Revised May 2014
- College-level Student Learning Outcomes Assessment

> In response to the Middle States requirements for college-level student learning outcomes, PCPS will be collecting data from graduating seniors for assessment of Service Learning outcomes beginning spring 2014. We are piloting a service learning capstone writing assignment (see below) that will be evaluated by a committee, through the use of a rubric, after spring 2014 grades are posted.
>
> *"In a 1-2 page typed essay, reflect on your academic service learning experiences over the last 4 years, and describe how the Jesuit Mission of social justice can be made manifest in your future role as a professional."*
>
> In senior-level courses with a service learning component, students will be required to turn in their brief type-written essay to their instructor with their service learning timesheet (due May 7, 2014). In programs where there are no service learning courses offered in spring of their senior year, students will be required to submit the essay to the department secretary by May 7th, who will then submit them to the Dean's Office.

- Qualitative Study—April 9, 2014 PCPS Board of Visitors—A Senior undergraduate from each PCPS department was interviewed by the PCPS Board of Visitors. Interviews were taped with PANOPTO and scored by Values Rubric on Academic Service Learning. The interview videos will be shared at the PCPS Dean's Conference on April 29, 2014 at 11:30 a.m. with department chairpersons. Input and analysis of our new TAPESTRY program for academic service learning will be discussed. Revisions will be analyzed at the August 2014 retreat.

- PCPS Best Practices on Assessment Presentation—April 11, 2014 at 12:00 to 1:00 p.m., Occupational Therapy presented to the University of Scranton

- PCPS Chairs Assessment Retreat—August 8, 2014—*Assessment and Challenges,*

- PCPS Assessment Retreat for Faculty and Staff—National Consultant, Dr. Lance Tomei, will speak about key formative assessment, best practices in assessment and continuous quality assessment improvement—closing the loop on August 8, 2014 at the Chapman Lake Retreat House

- PCPS freshman class of 2014 will attend a lecture on Jesuit Education and the Helping Professions in September 2014. A 500 word reflection essay from each PCPS freshman student will be required and submitted to the Academic Dean electronically by October 1, 2014 and stored on our assessment folder in Desire2Learn.   In four years this essay will be reviewed again when PCPS seniors complete their academic service learning required reflection essay.

Program-Level SLOs
- Program-level SLOs are being collected from all PCPS departments and will be combined into a college-wide document.
- PCPS Curriculum and Assessment Committee charged to verify that program-level assessments of SLOs are taking place.

The PCPS Curriculum and Assessment (C&A) Committee consists of one faculty member appointed by each department, the PCPS faculty fellow that is a member of the University's Office of Assessment and one member of the University's Assessment Advisory Committee.   A representative of the PCPS Dean's Office serves as a non-voting convener of the committee.

The responsibilities of the PCPS C&A Committee are to:
1. Evaluate all undergraduate and graduate proposals for new programs or courses within PCPS, or that will be taught by faculty in PCPS, for academic rigor and alignment with the strategic priorities and mission of PCPS and the University.
2. Evaluate all changes to programs or courses within PCPS, or that will be taught by faculty in PCPS, for academic rigor and alignment with the strategic priorities and mission of PCPS and the University.
3. Review PCPS program curricular maps, which include specific direct and indirect strategies for assessing mastery of learning competencies, in order to ensure high quality, academically rigorous learning experiences for all PCPS students.
4. Verify that programmatic *student learning outcome* assessment activities are taking place and consult with the program about how its plan (rationale and method) may be strengthened and improved.
5. Provide a structured forum for faculty from all PCPS programs to discuss best practices, what works and what doesn't work and for showcasing examples of closing the loop in actually using assessment data to improve student learning.
6. Provide counsel to the Dean regarding curricular issues and academic policy in PCPS.

The PCPS C&A Committee will meet monthly to consider curriculum proposals and to review student learning outcome assessments from two PCPS programs. Programs will present curricular maps and assessment activities for two of their program-level student learning outcomes to the C&A committee on a 2-year schedule. Undergraduate Nursing and Occupational Therapy will be the first programs to present to the C&A Committee and are scheduled for May 2014.

Course –Level SLOs
- January 2014 Retreat for Exercise Science and Community Health Education: Development of course-level Student Learning Outcomes from course objectives
- Spring 2014 all PCPS syllabi contain course-level SLOs. Electronic copies of all syllabi have been submitted to the Dean's Office and the Office of the Provost.
- August 2014, Assessment retreat will offer individual faculty time to revise their fall 2014 course syllabi with our two consultants (one national and one university consultant from CTLE).

The Assessment Committee meets through the academic year. The meetings usually run for an hour for each presentation. Depending on what days and what departments are presenting – may have two depts. in one day – so 2 hr. meeting. One presentation will probably run one hour and then the committee will meet after the presentation/s.

Appendix F

<div align="center">

SAMPLE of MINUTES
CURRICULUM and ASSESSMENT COMMITTEE MEETING
WEDNESDAY, MAY 21, 2014

</div>

To: Members of the Curriculum Committee
From: Patricia Connolly
Date: May 27, 2014
Present: Scott Breloff, Dona Carpenter, Tracy Collins, Ollie Morgan, Marie Oreshkina,
              Bob Spinelli, Victoria Castellanos
Absent: Jullie Nastasi
Guest: Raymond Schwenk, Debra Pellegrino, Jeffrey Welsh, Mary Jane Hanson, Mary Jane
              DiMattio, Marlene Morgan

The Associate Dean, Dr. Vicki Castellanos opened the meeting with a new format for the Curriculum and Assessment Committee. Dr. Castellanos stated that for right now the meetings will have an open format but as the committee evolves we can set a more defined format. The norm now will be to have one or two departments pick two of their program level learning outcomes and present how they are mapping to curriculum and how they are achieving assessment to close the loop. A template was provided for any department that did not have one in place.

Dr. Castellanos welcomed Dr. Welsh, Dean of the Graduate School as an external interest holder and he will receive a calendar for next year's meetings.

The minutes from each meeting will be kept on file as evidence for Middle States that our college is assuring that programs are assessing program level learning outcomes.

<u>Nursing</u>
Dr. Hanson and Dr. DiMattio, from the Nursing department, passed handouts and reviewed them with the committee regarding a comprehensive assessment plan. Dr. DiMattio is responsible for reporting data for the undergraduate and baccalaureate programs while Dr. Hanson reports data for the graduate program.

Handouts included:

The Program and Student Evaluation Guide:
- Institutional Learning Outcomes (ILOs).
- Goals
- Outcome Measurement at the Aggregate Level
- Comparison Between University ILOs, PCPS SLOs, and DON Goals
- Evaluation Plan – Expected Aggregate Student Outcomes and Performance Measures with Benchmarks.

- Course Objectives and Student Learning Outcomes for Courses

The Department of Nursing Evaluation Plan: Part I – Mission and Governance
- Component/Expectation/Evaluator/Frequency

Part II - Institutional Commitment and Resources:
- Component/Expectation/Evaluator/Frequency

Part III – Curriculum and Teaching-Learning Practices:
- Component/Expectation/Evaluator/Frequency

Part IV – Assessment of Program Outcomes:
- Component/Expectation/Evaluator/Frequency

Expected Program Outcomes and Performance Measures with Benchmarks:
- Program Outcomes/ Baccalaureate Performance Measures/Benchmarks and Master's Performance Measures/Benchmarks

An additional handout - **Course Objectives upon completing Nursing 561, Student Learning Outcomes and Evaluation.**

MJD: Undergraduate Nursing example SLO #2 Minimum knowledge base to safely practice nursing. For assessment use Kaplan Integrated Nursing Assessment Test (NAT). Do nursing students have comprehensive knowledge base necessary for taking NKLEX? Last spring student performance was right at benchmark of 65%. The faculty were concerned and responded by integrating "adaptive quizzing" into the courses across the board. These are high level application type questions on the content that they are learning. Students can take quizzes and get instantaneous feedback. The students have the opportunity to quiz for mastery and can take the quizzes independently. Faculty also adopted a more focused text for seniors. Results: NAT scores for Feb went up to 78% so feel that the adaptive quizzing is helping.

MDH: Graduate Nursing example relative to demonstration of clinical competence. Noticed a dip in pass rate on national certification exam for Nurse Anesthesia. Faculty responses 1) Started using more review questions in senior year of program. 2) Raised standards for minimal acceptable grades in courses. 3) Put more weight on standardized exams take at the end of the junior year, i.e., students have to earn a minimum grade to progress in the program. Result: The certification pass rate for the past 2 years has increased to 100%.

Occupational Therapy
Dr. M. Morgan presented for the Occupational Therapy department and also had a handout with Student Learning Outcomes for the department.

Plan was broken down with:

- Outcomes
- Formative or Summative
- Measurement

Dr. M. Morgan said that they basically just look at the ACOTE Standards, Attainment of Program Educational Goals and how the students do on the National Certification exam. They make sure courses meet standards: laid out with goals, review curriculum to see where content was addressed in that course, and how was student assessed? Standard course meets – assessments at application and analysis level – but not knowledge.

Curriculum courses are divided into standards: scientific knowledge, foundational knowledge in OT, practices classes and professional identity.

MM: 14 Educational Outcomes (SLOs). 1) To show that they have achieved the educational outcomes, the students have to develop an "exit portfolio" and for each educational outcome they have to provide 1-2 pieces of evidence that they have achieved the educational outcome. These are shared publically in a "portfolio show." 2) Students also complete a "self-assessment guide" which asks "what is your level of knowledge?" in various areas and where they got that knowledge. They complete this as seniors and one year after graduation. Example of shortcoming identified though data from self-assessment guide: Graduates needed more information about technology. In response the faculty evaluated syllabi and brought in an assistive technology specialist to help department integrate assistive technology in courses. 3) Exam pass rate revealed a big hole in a foundational course sequence. Faculty teaching courses that followed that particular course sequence reported that the students were not prepared. Response: faculty change.

The University of Scranton
Department of Nursing

Program and Student Evaluation Guide

Institutional Learning Outcomes (ILOs)

1. Develop and use the intellectual and practical skills that are the foundation of personal and professional development and lifelong learning.

2. Possess broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.

3. Demonstrate competence in the chosen field of study, use the knowledge and ability to address the most significant questions, and advance towards positions of leadership.

4. Employ knowledge and intellect to address situations in ways that demonstrate a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human condition.

Expected Aggregate Student Outcomes (Goals) for the Department of Nursing (DON):

• **attainment of nursing knowledge;**	**(aligns with ILO 1 & 3)**
• **clinical competence;**	**(aligns with ILO 1 & 3)**
• **service to others;**	**(aligns with ILO 2 & 4)**
• **program satisfaction**	**(aligns with ILO 1 & 3)**

These aggregate student outcomes or goals for each of our programs flow from the Institutional Learning Outcomes (ILO), mission and vision of the University, as well as the mission statements of the Panuska College of Professional Studies (PCPS) and the College of Graduate and Continuing Education (CGCE).

Outcome Measurement at the Aggregate Level

The aggregate student outcomes (goals) are assessed via collection of data representing our performance measures with identified expected benchmarks. These performance measures and expected outcomes can be found in our Evaluation Plan, which details our program assessment activities and identifies benchmarks for each of our expected aggregate student outcomes and accompanying measurement criteria.

1

Comparison Between University ILOs, PCPS SLOs, and DON Goals		
ILOs	**DON Aggregate Student Outcomes (Goals)**	**Relationship**
Students....will develop and use the intellectual and practical skills that are the foundation of personal and professional development and lifelong learning.	Attainment of Nursing Knowledge Clinical Competence Program Satisfaction	These concepts address achieving personal growth and acquiring the knowledge and clinical skills needed to practice professional nursing. Graduates should be satisfied that the necessary skills to function personally and professionally in society were obtained as a result of the program.
Students....will possess broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	Service to Others	These concepts address developing an understanding of the human condition as a basis to serve others.
Students....will demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership. (Includes PCPS SLO: Students will successfully complete licensure exams at a pass rate ≥ the benchmarks established by the relevant accrediting organization)	Attainment of Nursing Knowledge Clinical Competence Program Satisfaction	These concepts address the knowledge and clinical skills needed to practice professional nursing. Graduates should be satisfied that the necessary skills to function in their professional role were obtained as a result of the program.
Students....will employ their knowledge and intellect to address situations in ways that demonstrate a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community. (Includes PCPS SLO: Students will be able to create a plan for how the Jesuit Mission of social justice can be manifest in their role as a professional.	Service to Others	These concepts address a willingness to adapt a personal philosophy of providing service to others.

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Department of Nursing – Evaluation Plan Expected Aggregate Student Outcomes and Performance Measures with Benchmarks		
Aggregate Student Outcomes (Goals)	**Baccalaureate Performance Measures/Benchmarks**	**Master's Performance Measures/Benchmarks**
Attainment of Knowledge	1) Kaplan Integrated Nursing Assessment Test (NAT) ($\geq$ 65% aggregate student average) 2) NCLEX-RN ($\geq$ 90% first-time pass rate)	Comprehensive Examination ($\geq$ 90% first-time pass rate)
Clinical Competence	1) Educational Benchmarking, Inc. (EBI) – Factors 7 (core competencies), 8 (technical skills), 9 (core knowledge), & 10 (role development) (For each Factor – U of S will rank in the top 50th percentile when compared with comparable Carnegie class institutions) 2) Employer surveys ✓	1) National Certification Exam ($\geq$ 90% first-time pass rate) 2) Final Clinical Evaluation ($\geq$ 95% of students receive a rating of "Meets Expectations" for all objectives)
Service to Others	Survey (At least 75% of junior and senior students participate in service)	Survey (At least 75% of students participate in service)
Program Satisfaction	EBI - Factors 1 (quality of nursing instruction), 3 (course lecture and interaction), & 11 (overall program effectiveness) (For each Factor – U of S will rank in the top 50th percentile when compared with comparable Carnegie class institutions)	Exit Interview (Summaries used for program improvement)
Graduation Rates	$\geq$ 70% graduation rate	$\geq$ 75% graduation rate
Employment Rates	At least 90% of graduates employed or in graduate school within six months	At least 90% of graduates employed in APN role or in doctoral studies within one year

3

<div align="center"><u>**Program Outcomes**</u></div>

Furthermore, we have program outcomes for each program level in our department. These program outcomes were derived from guidelines provided by the American Association of Colleges of Nursing (AACN), and delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) for the BSN program and from The *Essentials of Master's Education in Nursing* (AACN, 2011) for the MSN program. Moreover, the program outcomes relate to our aggregate student outcomes (goals) for the respective programs.

<div align="center">**BSN Program Outcomes**</div>

Upon completion of the BSN program, the student will demonstrate <u>attainment of nursing knowledge</u> at the BSN level. This expected aggregate student outcome encompasses Baccalaureate Program Outcomes # 2, 3, 5, and 7. Upon completion of the BSN program, the student will demonstrate <u>clinical competence</u> at the BSN level. This expected aggregate student outcome encompasses Baccalaureate Program Outcomes # 4, 6, 8, and 9. Upon completion of the BSN program, the student will demonstrate <u>service to others</u>. This expected aggregate student outcome encompasses Baccalaureate Program Outcome # 1. Upon completion of the BSN program the student will express <u>program satisfaction</u> that each program outcome was met. (See attached program outcomes.)

DON Goals	BSN Program Outcomes	Relationship
Attainment of Nursing Knowledge	2, 3, 5, 7	Address knowledge
Clinical Competence	4, 6, 8, 9	Address clinical skills
Service to Others	1	Address service to others
Program Satisfaction	1 through 9	Address graduate's satisfaction

<div align="center">**MSN Program Outcomes**</div>

Upon completion of the MSN program, the student will demonstrate <u>attainment of nursing knowledge</u> at the MSN level. This expected aggregate student outcome encompasses Master's Program Outcomes # 1, 3, and 9. Upon completion of the MSN program, the student will demonstrate <u>clinical competence</u> at the MSN level. This expected aggregate student outcome encompasses Master's Program Outcomes # 2, 4, 5, 7, and 8. Upon completion of the MSN program, the student will demonstrate <u>service to others</u>. This expected aggregate student outcome encompasses Master's Program Outcomes # 6 and 10. Upon completion of the MSN program the student will express <u>program satisfaction</u> that each program outcome was met. (See attached program outcomes)

DON Goals	MSN Program Outcomes	Relationship
Attainment of Nursing Knowledge	1, 3, 9	Address knowledge
Clinical Competence	2, 4, 5, 7, 8	Address clinical skills
Service to Others	6, 10	Address service to others
Program Satisfaction	1 through 10	Address graduate's satisfaction

<div align="center">4</div>

The University of Scranton
Department of Nursing

BACCALAUREATE PROGRAM OUTCOMES

Upon completion of the baccalaureate program the graduate is prepared to:

1. Integrate a personal philosophy for nursing practice and service to others, based on the uniqueness, worth, dignity and diversity of human beings.

2. Synthesize leadership concepts, quality improvement and patient safety in the provision of safe, evidence-based, patient-centered care.

3. Integrate scientific evidence into the planning, implementation and evaluation of professional nursing practice.

4. Utilize information management and apply patient care technologies effectively in the delivery of safe, high-quality nursing care.

5. Articulate an understanding of healthcare systems, regulations, policies, scope of practice and patient's rights.

6. Apply interprofessional communication and collaboration to deliver safe, evidence-based, patient-centered care.

7. Synthesize evidence-based practices to promote health and prevent disease in individuals, families, communities and populations across the lifespan.

8. Demonstrate responsible and accountable professional behavior that reflects standards of nursing practice.

9. Engage in critical thinking, ethical reasoning and lifelong learning to support excellence in professional nursing practice.

Revised and Approved 12/2013

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The University of Scranton
Department of Nursing

MASTER'S PROGRAM OUTCOMES
Upon completion of the master's program, the graduate is prepared to:

1. Integrate knowledge from nursing and other disciplines to provide evidence-based care to diverse populations at an advanced practice level.

2. Apply leadership skills that emphasize ethical principles and critical-decision making to promote quality and safety in master's level nursing practice.

3. Articulate the process of quality improvement and apply quality and safety principles within an organization.

4. Incorporate research outcomes within the clinical setting to resolve practice problems and disseminate results.

5. Utilize informatics and patient-care technologies to deliver nursing care at an advanced practice level.

6. Employ advocacy strategies to promote health and improve health care.

7. Establish interprofessional relationships to mobilize resources and coordinate quality health care.

8. Engage in master's level nursing practice in accordance with applicable specialty nursing standards, integrating concepts of patient-centered and culturally appropriate clinical prevention and population health activities.

9. Demonstrate master's level knowledge and competencies in nursing and relevant sciences to influence healthcare outcomes for individuals and populations.

10. Articulate a commitment for continuous professional development and service to others based on Jesuit values.

Revised and Approved 4/2013

Course Objectives and Student Learning Outcomes for Courses

Drilling down from the institutional level, to the college level, to the department level, to the program level, and then to the course level, every course offered by the DON has course objectives that relate to the respective program outcomes. In addition, every course has Student Learning Outcomes (SLO), which flow from the course objectives and related program outcomes, and Evaluation Methods that measure attainment of the individual Student Learning Outcomes. (See attached for course objectives, SLOs, and evaluation methods.)

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The University of Scranton
Department of Nursing
EVALUATION PLAN

Part I. Mission and Governance

COMPONENT/EXPECTATION	EVALUATOR	FREQUENCY
I-A. The mission, goals, and expected program outcomes are congruent with those of the University and where appropriate the Panuska College of Professional Studies (PCPS) and the College of Graduate and Continuing Education (CGCE); and consistent with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); *The Essentials of Master's Education in Nursing* (AACN, 2011); *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012); the *Statement on Clinical Nurse Specialist Practice and Education* (NACNS, 2004); *Standards for Accreditation of Nurse Anesthesia Educational Programs* (COA, 2004).	Curriculum Committee Graduate Committee	Every four years (Spring 2013; Spring 2017; Spring 2021)
I –B. The mission, goals and expected student outcomes (terminal objectives) of the program reflect professional nursing standards and guidelines and the needs and expectations of the community of interest.	Curriculum Committee Graduate Committee	Every four years (Spring 2013; Spring 2017; Spring 2021)
I-C. Expected faculty outcomes are clearly identified and communicated to the faculty. Faculty outcomes are clearly identified in the University of Scranton Faculty Handbook.	Faculty Organization and University Administration	By contract
I-D. Faculty and students are involved in governance of the program. At the Department of Nursing (DON) level this is articulated in the Bylaws and evidenced in the Annual Report.	Chairperson	Annually - Spring
I-E Catalogs, student and faculty handbooks, and promotional materials are accurate	BSN and Graduate Program Directors	Annually Spring
I-F. Policies in the DON are consistent with those of the University and are fair, equitable, and published.	BSN and Graduate Program Directors	Annually Spring

Part II. Institutional Commitment and Resources

COMPONENT/EXPECTATION	EVALUATOR	FREQUENCY
II-A. 1. Fiscal resources are sufficient.	Chairperson	Annually Spring
2. Physical resources are sufficient (learning lab, library resources, computers, clinical sites)	Resource Committee; Director of Nursing Laboratory	Annually Spring
II-B. Academic support services are sufficient.	Chairperson BSN and Graduate Program Directors	Annually Spring
II-C. The department chairperson is qualified and provides effective leadership as evidenced by the faculty evaluation of the chairperson.	Faculty	Annually Spring
II-D. Faculty members are qualified and sufficient in number.	Chairperson	Each semester
II-E. Preceptors for the graduate program are qualified and sufficient in number.	Graduate Program Director	Each semester
II-F Faculty teaching, scholarship, service and practice are encouraged and facilitated. This is evidenced by faculty schedules and the Annual Report.	Faculty Chairperson	Annually Spring

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Part III. Curriculum and Teaching-Learning Practices

COMPONENT/EXPECTATION	EVALUATOR	FREQUENCY
III-A. Clear statements of expected student outcomes (course and terminal objectives) are identified and consistent with the program's mission and goals, and the roles for which the program is preparing its graduates.	Curriculum Committee Graduate Committee	Every four years (Fall 2013; Fall 2017; Fall 2021)
III-B. The curricula and expected student outcomes reflect relevant professional standards: *Essentials* documents; the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012); the *Statement on Clinical Nurse Specialist Practice and Education* (NACNS, 2004); *Standards for Accreditation of Nurse Anesthesia Educational Programs* (COA, 2004).	Curriculum Committee Graduate Committee	Every four years (Fall 2013; Fall 2017; Fall 2021)
III-C. The curriculum is logically structured to achieve expected student outcomes (course and terminal objectives) The baccalaureate curriculum builds on the arts, sciences, and humanities. The master's curriculum builds on the baccalaureate foundation. The DNP curriculum builds on the master's foundation.	Curriculum Committee Graduate Committee	Every four years (Fall 2013; Fall 2017; Fall 2021)
III-D. The teaching-learning practices and environments support the achievement of expected student outcomes (course objectives). This is demonstrated by Course Evaluations.	Faculty	Each semester
III-E. The curriculum includes clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes.	Curriculum Committee Graduate Committee	Every four years (Fall 2013; Fall 2017; Fall 2021)
III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest and are evaluated at regularly scheduled intervals. This is demonstrated by feedback from Community Advisory Committee, clinical agencies, and students.	Curriculum Committee Graduate Committee	Every four years (Fall 2013; Fall 2017; Fall 2021)
III-G. Student performance is evaluated by faculty and reflects achievement of expected individual student outcomes (course and terminal objectives).	Faculty	Each semester

Part IV. Assessment of Program Outcomes

COMPONENT/EXPECTATION	EVALUATOR	FREQUENCY
IV-A. A systematic process is used to assess program effectiveness. This is evidenced by our Evaluation Plan.	Evaluation Committee	Every four years (Spring 2014; Spring 2018; Spring 2022)
IV-B. Program completion rates, licensure and certification pass rates, and employment rates demonstrate program effectiveness. (See Attached Table of Expected Program Outcomes and Performance Measures with Benchmarks)	Evaluation Committee Graduate Program Director/ Graduate Committee	Annually
IV-C. Program outcomes demonstrate program effectiveness. (See Attached Table of Expected Program Outcomes and Performance Measures with Benchmarks) The following surveys are used to collect information: Educational Benchmarks Inc. Survey (EBI) (BSN graduates) Exit Interviews (MSN graduates) One year survey of graduates (BSN & MSN programs) Three year survey of graduates (BSN & MSN programs) Employers of one-year graduates (BSN & MSN programs)	Evaluation Committee Graduate Program Director/ Graduate Committee	Annually
IV-D. Aggregate program outcome data (performance measures) are analyzed and compared with expected program outcomes (benchmarks). (See Attached Table of Expected Program Outcomes and Performance Measures with Benchmarks)	Evaluation Committee Graduate Program Director/Graduate Committee	Annually
IV-E. Faculty outcomes (individually and aggregate) demonstrate program effectiveness.	Chairperson	Annually
IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	Chairperson	Each semester
IV-G. Data analysis is used to foster ongoing program improvement.	Faculty Organization	Annually

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Expected Program Outcomes and Performance Measures with Benchmarks

Program Outcomes	Baccalaureate Performance Measures/Benchmarks	Master's Performance Measures/Benchmarks
Attainment of Nursing Knowledge	1) Kaplan Integrated Nursing Assessment Test (NAT) ($\geq$ 65% aggregate student average) 2) NCLEX-RN ($\geq$ 90% first-time pass rate)	Comprehensive Examination ($\geq$ 90% first-time pass rate)
Clinical Competence	1) EBI – Factors 7 (core competencies), 8 (technical skills), 9 (core knowledge), & 10 (role development) (For each Factor – U of S will rank in the top 50th percentile when compared with comparable Carnegie class institutions) 2) Employer surveys	1) National Certification Exam ($\geq$ 90% first-time pass rate) 2) Final Clinical Evaluation ($\geq$ 95% of students receive a rating of "Meets Expectations" for all objectives)
Service to Others	Survey (At least 75% of junior and senior students participate in service)	Survey (At least 75% of students participate in service)
Program Satisfaction	EBI - Factors 1 (quality of nursing instruction), 3 (course lecture and interaction), & 11 (overall program effectiveness) (For each Factor – U of S will rank in the top 50th percentile when compared with comparable Carnegie class institutions)	Exit Interview (Summaries used for program improvement)
Graduation Rates	$\geq$ 70% graduation rate	$\geq$ 75% graduation rate
Employment Rates	At least 90% of graduates employed or in graduate school within six months	At least 90% of graduates employed in APN role or in doctoral studies within one year

10/2013

The University of Scranton

Department of Occupational Therapy

Student Learning Outcomes:

Outcome	Formative or Summative	Measurement
ACOTE Standards	Formative and Summative	Compliance with Standards as Evidenced by Standards and Assessment Methods Outlined in Course Syllabus
Attainment of Program Educational Goals	Summative	Exit Portfolio
NBCOT Certification Examination Pass Rate	Summative	Published Pass Rate – Data Compiled and Published by NBCOT

Appendix G

Quantitative data for monitoring SLO on academic service learning—AY 2014-2015 as a sample

1. 215 seniors completed the essay
2. 98 essays were in the random sample
3. 59 essays fell into the "exceeded expectations"
4. 17 essays fell into the "met " category
5. 22 essays fell into the "not met" category

Plans for the next iteration of the assessment based on the random sample results:

- Students need to know what the Jesuit mission of social justice is and what it means to them personally.
- During the freshman year offer an orientation to the meaning of the Jesuit mission of social justice and then have the students write an essay describing their understanding. This can be used as a foundation for their service experiences over the next four years.
- Essays should be written and submitted earlier in the semester of their senior year. Host a meeting or bring in a speaker for the senior class to refresh their thoughts about the Jesuit mission.
- Senior students can speak to undergraduate students about service learning and the connection to the Mission.
- Although service learning is course related and the service may be population focused, students need to learn to see the big picture regarding their experience's fit with social justice.

Appendix H

Closing the Loop-Future Assessment Activities for 2014-2015--Sample

The PCPS Assessment Retreat –August 8, 2014-national assessment presenter-Dr. Lance Tomei

Suggestions to improve the PCPS student academic service learning experience will be reviewed.
Suggestions to revisit:
- Students need to know what the Jesuit mission of social justice is and what it means to them personally.
- During the freshman year offer an orientation to the meaning of the Jesuit mission of social justice and then have the students write an essay describing their understanding. This can be used as a foundation for their service experiences over the next four years.
- Essays should be written and submitted earlier in the semester of their senior year. Host a meeting or bring in a speaker for the senior class to refresh their thoughts about the Jesuit mission.
- Senior students can speak to undergraduate students about service learning and the connection to the Mission.
- Although service learning is course related and the service may be population focused, students need to learn to see the big picture regarding their experience's fit with social justice.
- During the freshmen year, there needs to be more emphases on what the Jesuit mission and social justice are and how they need to connect more clearly to service.
- Visual cues need to be placed around the building about the Jesuit mission of social justice.
- We are not just service learning, we are academic service learning, and it is developmental through our curriculum and our projects. A better message needs to be sent out about working for social justice.
- We need to remind them about what kind of institution they have attended, what we hope to promote, and how that is something they need to think about as they are moving forward in their careers.

Tapestry Committee Meeting--September 2014
We will share some of these essays with the TAPESTRY committee at the fall meeting and ask the members to score the essays. We will share your suggestions, and we ask that you share all of this with your department

PCPS Freshman Lecture on Mission and Academic Service Learning
September 10th will be the date of our mandatory freshmen lecture. Father Ryan Maher, S.J. will be the keynote lecturer for our PCPS freshman class. A suggestion was made to change the questions which the graduate student discussion leaders use to focus more on

social justice and the Jesuit mission. The 2014 PCPS freshman essay will then be compared in four years when they graduate in May 2018 with their senior essay.

Annual Review of Licensure results

At the October PCPS dean's conference, department chairs will share their licensure exam results and benchmarks that were used for the graduating class of 2014.

Program	Accrediting Agency	Licensure Exam	Benchmark(s)
Occupational Therapy	ACOTE	NBCOT	80% pass rate for students within a year of graduation regardless of the number of attempts
Physical Therapy	CAPTE	NPTE	Benchmark for first time passing is 80% for the national standard and 80% for out program at the University of Scranton. Typically we exceed the 80% benchmark
Nursing	CCNE	NCLEX-RN	$\geq$ 90% first-time pass rate
Clinical Mental Health and School Counseling	CACREP	NCE	Pass rate and mean scores on the 8 core & 5 additional areas, $\geq$ mean for other CACREP universities
Nurse Anesthesia	COA	NCE	90%
Rehabilitation Counseling	CORE	CRC	
Health Administration-Long Term Care	NAB	NAB	passing rate for 1st time test takers of $\geq$ 90%.
Teacher Education		PDE	

Programs
1. Counseling and Human Services
2. Clinical Mental Health Counseling MS
3. Rehab Counseling MS
4. School Counseling MS
5. Occupational Therapy MS
6. DPT
7. Exercise Science & Sport (all tracks)
8. Community Health Education
9. Health Service Administration
10. MHA and MHA Online
11. Human Resources
12. HRO MS
13. Nursing Undergraduate
14. Nursing Graduate
15. Early and Primary Teacher Education BS and MS
16. Middle Level Teacher Education

Course Level Assessment Activity:

In PCPS, results from course-level assessment initiatives are yielding discrete and actionable data that can be used for the immediate improvement of student learning. Most of these measurements are formative and can either be used to make real-time adjustment to courses, or else identify problematic concepts or approaches that can be addressed the next time that a course is taught either by the same faculty member or one of their departmental colleagues. As one example of using assessment for improvement at the course level, we consider Occupational Therapy (OT). In the OT program, review of assessment data for Activity Analysis I and II, OT 240 and OT 241 resulted in more theory being added to these two courses, as well as critical reflection paper essays after the activity was completed by the client. For example, the OT students performed their activity analysis lab at the Lackawanna County Blind Association where the visually impaired clients made bird houses. The OT student observed the client and then completed a cognitive analysis of the client with the low vision disability. Another course level improvement within the OT department occurred following analysis of student scores for OT licensure exams. All scores for the program were below the norm, so the department initiated a close analysis of the test questions and how these questions aligned with individual courses. Adjustments are being made within these courses to ensure that material is covered that will prepare students for licensure exams. OT students have commented during their portfolio exit interview and course evaluation report on increased rigor in the course and have exhibited better National Board Certification in Occupational Therapy Examination board scores. In 2013, 100% of OT students passed the NBCOT (National Board Certification in Occupational Therapy Examination) board scores. New ACOTE standards have been implemented that require 80 % of OT students pass the NBCOT Certification Examination within one year of graduating from the program regardless of the number of attempts.

Graduate Nursing example relative to demonstration of clinical competence. Noticed a dip in pass rate on national certification exam for Nurse Anesthesia. Faculty responses 1) Started using more review questions in senior year of program. 2) Raised standards for minimal acceptable grades in courses. 3) Put more weight on standardized exams take at the end of the junior year, i.e., students have to earn a minimum grade to progress in the program. Result: The certification pass rate for the past 2 years has increased to 100%.

Undergraduate Nursing example SLO #2 Minimum knowledge base to safely practice nursing. For assessment use Kaplan Integrated Nursing Assessment Test (NAT). Do nursing students have comprehensive knowledge base necessary for taking NCLEX? Last spring student performance was right at benchmark of 65%. The faculty were concerned and responded by integrating "adaptive quizzing" into the courses across the board. These are high level application type questions on the content that they are learning. Students can take quizzes and get instantaneous feedback. The students have the opportunity to quiz for mastery and can take the quizzes independently. Faculty also adopted a more focused text for seniors. Results: NAT scores for February went up to 78% so we feel that the adaptive quizzing is helping.

An Example of Occupational Therapy's course level assessment activity:
To monitor success of the fourteen (14) educational outcomes (SLOs) for the OT program comprehensively, senior OT students develop an "exit portfolio" for each educational outcome. In their portfolio, students provide 1-2 pieces of evidence demonstrating that they have achieved the educational outcome. Faculty monitor the progress in the portfolio development throughout the semester in PCPS 541. A curricular examination will be triggered if students report having difficulty providing evidence in support of specific goals. For AY 2013-2014, the OT student cohort successfully provided evidence in their individual portfolios of goal attainment. These are shared publically in a "portfolio show." Cognitive assessments were integrated in OT 361, OT 356, OT 460 and OT 461 and students addressed these changes in their portfolio when the department identified evaluation and treatment of cognitive disabilities as an area of focus. Formative feedback from alumni was integrated into courses OT 361 and OT 356 after the alumni were surveyed 3 years after graduation. OT students also complete a "self-assessment guide" both as seniors and again one year following graduation. This self-assessment asks students to evaluate their level of knowledge in various areas, and describe where they gained that knowledge. This year, the OT program determined, from reviewing these assessments, a specific shortcoming: graduates needed more information about the use of technology in their fields. In response, program faculty evaluated syllabi and brought in an assistive technology specialist to help integrate assistive technology in courses. Course assignments in future syllabi will result in an assistive technology project. Within the PCPS, licensure examination pass rates are a critical outcome. OT program analysis of exam pass rates for students revealed a hole in a foundational course sequence. Faculty teaching courses that followed that particular course sequence reported that the students were not prepared. Response: faculty change. A tenure track faculty member's contract was not renewed and a new faculty member was hired to address the

knowledge base for the course especially with a focus on the evaluation and treatment of cognitive disabilities and the development of critical reasoning skills.

Service Learning Capstone Assessment from our pilot year (2014-2015
PCPS collected data from graduating seniors for assessment of Service Learning outcomes beginning spring 2014. We began piloting a service learning capstone writing assignment that was evaluated by a committee, through the use of the SLO rubric. In senior-level courses with a service learning component, students will be required to turn in their brief type-written essay to their instructor with their service learning timesheet (due May 7, 2014). In programs where there are no service learning courses offered in spring of their senior year, students were required to submit the essay to the department secretary by May 7th, who forwarded the essays to the Dean's Office. Quantitative data for monitoring SLO on academic service learning (1.) 215 seniors completed the essay (2.) 98 essays were in the random sample (3.) 59 essays fell into the "exceeded expectations" (4.) 17 essays fell into the "met" category (5.) 22 essays fell into the "not met" category. At the first TAPESTRY committee meeting in fall 2014, the committee will take specific action to address the essays that were "not met." The TAPESTRY committee consists of faculty from each department and specific service learning coordinators for the program's courses. Discussion of specific actions on essays that fell below the norm on the rubric have begun in one department. The Education department realized after reading the sample essays that students were not articulating the mission in their reflective essays. The Chair of the Department has already contacted Dr. Mary Goldschmidt in CTLE to review the rubrics with his program faculty and to address the components of a reflective essay. I will ask Dr. Goldschmidt to also present at an all-college dean's conference meeting on reflective writing. It was discovered through the essay assessment, the students were not addressing the mission nor understanding the concept of social justice as it relates to the mission. Father Ryan Maher, S.J., director of the Jesuit Center on campus, will lecture to the incoming PCPS freshman in September 2014.

Plans for the next iteration of the assessment based on the random sample results: the following actionable goals will be implemented for the 2014-2015 academic year:

Actionable goals for the PCPS freshman class in 2014-2015
- Apply two concepts of the Jesuit mission in a reflective essay after attending the freshman class lecture on the Ignatian heritage in the "helping professions."
- Discuss in small groups with graduate students in Counseling how their content knowledge on the Jesuit Catholic mission has changed
- Before the end of the fall 2014 semester, PCPS freshman students will submit a 500 word essay to the dean describing their transformation with the Jesuit mission by reflecting on one academic service learning course or project that has deepened their understanding of social justice.
- Revise the due date of the senior essay to mid-point in the semester.

- Employ alumni from PCPS to meet with student clubs and honor societies to demonstrate how "the big picture" and their professional experience connects to social justice.

Faculty's response to the senior essays during a brainstorming session.
- Students need to know what the Jesuit mission of social justice is and what it means to them personally.
- During the freshman year offer an orientation to the meaning of the Jesuit mission of social justice and then have the students write an essay describing their understanding. This can be used as a foundation for their service experiences over the next four years.
- Essays should be written and submitted earlier in the semester of their senior year. Host a meeting or bring in a speaker for the senior class to refresh their thoughts about the Jesuit mission.
- Senior students can speak to undergraduate students about service learning and the connection to the Mission.
- Although service learning is course related and the service may be population focused, students need to learn to see the big picture regarding their experience's fit with social justice.

Assessment for next year:

Apply the approaches listed in Student Learning Outcome Assessment Plan for the Panuska College of Professional Studies (PCPS).
Employ the suggestions for "closing the loop" on the PCPS SLO for academic service learning that were addressed during May 2014.
Procedures for Review of program curricular maps and SLO assessment activities. On a 2-year rotating schedule, program directors from PCPS academic programs will present to the C&A Committee their curricular maps and documentation of student learning outcome assessment activities and how it led to programmatic improvements (closing the loop). Summary documents should be submitted to the Associate Dean of PCPS at least one week prior to the scheduled presentation for distribution to the C&A Committee. These summary documents, along with the PCPS C&A Committee's recommendations for future assessment activities, will be kept on file in the Dean's Office as documentation of SLO assessment at the program and college level. Criteria for Success: ILO—Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership. PCPS College level SLO—Students will successfully complete licensure exams at a pass rate equal to or above the benchmarks established by the relevant regulatory agencies.
ILO Employ their knowledge and intellect to address situations in ways that demonstrate a devotion to the spiritual and corporal welfare of other human beings and by a special

commitment to the pursuit of social justice and the common good of the entire human community. SLO Students will be able to create a plan for how the Jesuit Mission of social justice can be made manifest in their role as a professional.

Criteria for Success: PCPS Board of Visitors Senior Exit Interview PCPS Board of Visitors interview of randomly selected student from each department; Interview recorded with Panopto and assessed using service learning rubric. The goal for this assessment: An external body of community members and professional leaders throughout the country evaluate a senior student's response to academic service learning in the college. The interview is reviewed by the BOV and faculty. With 7 interviews, the goal is for 6 out of 7 interviews to meet or exceed outcomes on the given rubric. Six out of seven senior students who were interviewed demonstrate that their academic service learning and the meaning of "social justice" connects to their professional development plan upon graduation. Articulate the professional plan to connect with the underserved population as clients, patients or students.

Updated PLO Template for the Curriculum and Assessment Committee and the Office of Educational Assessment.

Updated 2017 Community Based Learning Essay and Community Based Learning Rubric for PCPS Senior Capstone