PCPS Assessment Report
Spring 2018

I. Introduction

The following report summarizes assessment and accreditation-related activity in the Panuska College of Professional Studies since the submission of the prior report in Fall 2016.

II. Accreditation Updates

The table below summarizes accreditation-related updates since Fall 2016.

Department	Program(s)	Accrediting Body	Site Visit	Decision
Counseling	Counseling & Human Services, BS	CSHSE	October 2016	Reaccredited through October 2021
Nursing	Doctor of Nursing Practice, Certified Advanced Practice Nurses, MSN	CCNE	March 2017	Accredited through December 2022
Health Administration & Human Resources	Health Administration, Long Term Care Concentration, BS	NAB	April 2017	Reaccredited through June 15, 2022
Counseling	Rehabilitation Counseling, MS	CACREP	N/A	Accredited through October 2022. CACREP replaced CORE as the accrediting body in July 2017.
Education	Early & Primary Education, BS Middle Level Education, BS Secondary Education, BS Early & Primary Education, MS Secondary Education, MS	CAEP - Programs formerly accredited by TEAC prior to the NCATE/TEAC merger	October 2017	University withdrew from CAEP in March 2018.
Exercise Science	Exercise Science, BS	CAAHEP	February 2018	Accredited through May 31, 2023.
Physical Therapy	Doctor of Physical Therapy	CAPTE	May 2018	Decision anticipated in fall.

III. Program Assessment

Below is a summary of program assessment results since submission of the prior report in Fall 2016.

A. Counseling and Human Services Department

  1. Counseling & Human Services, BS

     a. Areas of Strength: Assessment results for PLOs addressing ILOs 2, 3 & 4 indicate that these learning outcomes have been met. Internship evaluations indicate strong candidate performance with regards to the CHS knowledge areas of "Human Growth and Development" and "Identifying Professional Role/Function and Integrates This as a Person".
     b. Areas for Future Consideration: Some concerns were raised by the PCPS Assessment Committee about the Internship Evaluation Form and how assessment data was collected and reported. The committee recommended that the department's Assessment Action Committee to devote more time and energy to assessment processes in the undergraduate program.
     c. Closing the Loop Example: The department's Assessment Action Committee recommended changing PLO 6 from "Develop knowledge and skills in rehabilitation services to facilitate advocacy through local, state, national and international organizations" to "Develop knowledge and skills in human service systems to facilitate advocacy through local, state, national and international organizations." The recommendation was due to the specific focus on rehabilitation services when in fact the program has a broader human services focus, so it better ties in to the program. The committee unanimously agreed and the change was subsequently made.

  2. Clinical Mental Health Counseling, MS

     a. Areas of Strength: Practicum Competency Checklist results indicate that students are meeting expectations in all 10 domains of the assessment. Means ranged from 3.63 to 4.31 on a five point scale.
     b. Areas for Future Consideration: Assessment data indicated mixed results for ILOs 3 &4. For one of the PLOs, none of the benchmarks were met. Assessment committee recommends that the program document remediation procedures for students who have not met expectations. It was recommended that the program use its annual student review process as one of its measures.
     c. Closing the Loop Example: The program has talked about regularizing the assessment process for PLO 5 and about discussing the rubric with students in COUN 577 Evidence-Based Practice to help raise increase performance with this PLO (addressing 5 domains of wellness). Program has also also talked about the domains of wellness in a pre-requisite class (COUN 549 Assessment and Diagnosis) to help students better understand these domains.

  3. Rehabilitation Counseling, MS

     a. Areas of Strength: Assessment results for PLOs addressing ILOs 3 & 4 indicate that these learning outcomes have been met. Practicum Competency Checklist results indicate that

students are meeting expectations in all 10 domains of the assessment. Results from PLO related to research indicates that students are meeting expectations.

b. Areas for Future Consideration: The Assessment Committee recommends that the program document remediation procedures for students who have not met expectations. It was recommended that the program use its annual student review process as one of its measures.

c. Closing the Loop Example: PLO 5 was presented to the Standards Work Group, then the full Assessment Action Committee and finally a department vote. As a result, the recommendation was made to fine tune the rubric for students to more clearly know the expectations.

4. School Counseling, MS

a. Areas of Strength: Practicum Competency Checklist results indicate that students are meeting expectations in all 10 domains of the assessment. Means ranged from 3.61 to 4.22 on a five point scale.

b. Areas for Future Consideration: Assessment data indicated mixed results for ILOs 3 &4. There was also a large discrepancy in benchmark and performance on the comprehensive performance evaluation (100% expectation vs. 71% met). The Assessment Committee recommends that the program document remediation procedures for students who have not met expectations. It was recommended that the program use its annual student review process as one of its measures.

c. Closing the Loop Example: A systematic assessment of PLO 5: Students will design, develop, and implement all aspects of the American School Counselor Association (ASCA) National Model" was conducted. Students were assessed using the PLO 5 Evaluation Rubric for School Counseling during their internship experience. The PLO 5 Evaluation Rubric for School Counseling measures student competency across three domains: 1) Case Presentation; 2) Classroom Guidance/Counseling Group Assignment; and 3) Action Research (MEASURE Project) during the COUN 597: School Counseling Internship course. Summative evaluation scores are completed throughout each student's internship experience using the rubric.

B. Education Department

1. Early & Primary Education, BS

a. Areas of Strength: Departmental use of edTPA as an external evaluation strengthens validity and reliability of assessment data. Students have performed well on PDE 430 assessment used by university supervisor to evaluate student teaching performance.

b. Areas for Future Consideration: Slightly more than half of items assessed through edPTA indicate that students are not meeting benchmarks. Licensure exam results for Early & Primary Education over the past three years have failed to exceed a 60% pass rate.

c. Closing the Loop Examples: To raise student achievement on standardized certification examination PECT, an action plan was developed and implemented in spring 2018. The plan included: (1) conduction of a survey to asses students' subjective confidence in test objectives; data of the survey was shared with faculty (February-April 2018); (2) students completed 1st practice test; the data will be used as a baseline; data of the pre-test was shared with faculty (April 2018); (3) intervention consisted of six

preparation sessions and invitation of guest speakers to at least two courses - EDUC 357 and EDUC 358 - to review the topics of assessing ELL learners and 13 disability categories (May 2018); (4) students will complete a 2nd practice test by July 1, 2018; the data will be used to evaluate the effectiveness of intervention (analysis of data and intervention will take place in August - fall 2018). Also, Instructors continue to modify content and modes of offering their courses to facilitate students' preparedness for a standardized assessment edTPA. Particular work has been initiated in EDUC 357, EDUC 339, to align course requirements with the timing of field placement. The work remains in progress. Intervention in EDUC 339 proved to be effective. Candidates improved performance on edTPA Task 4 "Elementary Mathematics Assessment" Cycle 1 (spring 15 - spring 16)- 54% met the benchmark; Cycle 2 (Fall 2016) - 82% met the benchmark; Cycle 3 (spring 2017) - 100% met the benchmark of passing the task. We do internal departmental evaluation of all seniors' PCPS capstone essays in the end of the semester. We use this source of data to assess candidates' professionalism in relation to Jesuit principles. Data from 2016-17 academic year indicated 27% of programs completers scored 6 points or above on the PCPS Capstone rubric. Data from 2017-18 academic year indicated59% of program completers scored 6 points or above on the PCPS Capstone rubric. The intervention included: emphasizing the importance of the assignment in EDUC 445, 465, and 475 courses and encouraging students to review their prior reflections on relation of Jesuit principles to their future profession. Our internal benchmark is that 80% of completers will meet or exceed the score of 6 point or above on the rubric.

2. Educational Administration, MS

    a. Areas of Strength: Assessment results for PLOs addressing ILO 3 indicate that these learning outcomes have been met. Performance on practicum evaluation forms indicate that 94-100% of students rated as more adequately prepared or excellent for the PLOs assessed.
    b. Areas for Future Consideration: Practicum evaluation form is the only assessment instrument that was used to assess PLOs. With no less than 94% of students rated more adequately prepared or excellent on the items evaluated by the form, the rigor of the assessment and/or the criterion should be further examined.
    c. Closing the Loop Example: Practicum work plans that are submitted for review prior to beginning practicum experiences will be modified to better align expectations with the program PLOs.

3. Special Education, MS

    a. Areas of Strength: Use of licensure exam objective-level data (PECT Results Analyzer) to identify student performance in very specific areas will assist the department is making targeted changes to curriculum.
    b. Areas for Future Consideration: The identified licensure exam data yielded mixed results. Half of the items met or exceeded the benchmark while half fell below it.
    c. Closing the Loop Example: Based on licensure exams data, an overview of the 13 disability categories will be incorporated into the content of ESPC 516, EFND 516 will be a required course in the curriculum, the literacy component of ESPC 536 will be

strengthened, and Specially Designed Instruction components of ESPC 541, ESPC 5074, ESPC 530, ESPC 536, and ESPC 510 will be examined and reinforced.

C. Exercise Science

    1. Community Health Education, BS

        a. Areas of Strength: Assessment results for PLOs addressing ILOs 1 & 3 indicate that these learning outcomes have been met. Internship evaluations demonstrate that students are meeting expectations. Senior exit survey data shows that students agree or strongly agree that they are prepared in the areas assessed by the PLOs presented.

        b. Areas for Future Consideration: The Assessment Committee recommends direct assessment over indirect assessment measures, with the use of a capstone portfolio being a recommended assessment to capture summative programmatic data. In addition, the program may want to explore making the pre-certification exam mandatory in order to utilize an external assessment.

        c. Closing the Loop Example: Based feedback from internship supervisors, two revisions were made for AY 2017-2018: 1) the CHED Internship Supervisor Rubric was revised to eliminate the use of the supervisor's evaluation as part of internship course grade for each student and 2) a formal mid-term supervisor feedback session was made mandatory instead of being optional.

    2. Exercise Science, BS

        a. Areas of Strength: Assessments results for PLOs addressing ILO 3 indicate that the majority of the assessments (75%) utilized indicate that the learning outcome has been met. Students have demonstrated strong performance on course embedded assessments, and survey results indicate that majority of students agree or strongly agree that they are prepared in the areas assessed by the PLOs presented.

        b. Areas for Future Consideration: The Assessment Committee recommends direct assessment over indirect assessment measures, with the use of a capstone portfolio being a recommended assessment to capture summative programmatic data. Committee recommends that program re-evaluate PLOs that mention multiple competencies in order to better identify specific areas of strength or weakness. Benchmarks should be evaluated to ensure that they demonstrate the appropriate level of rigor.

        c. Closing the Loop Example: EXSC 360 has been added as a required course starting with the class of 2020 based on feedback from exit surveys. Program will explore use of follow-up questions to gain further data on specific areas of weakness or concern.

D. Health Administration & Human Resources

    1. Health Administration, BS

        a. Areas of Strength: Assessment results for PLOs addressing ILO 3 indicate that these learning outcomes have been met. Program graduates enter the workforce or enroll in graduate school at a high rate (95%).

b. Areas for Future Consideration: The Assessment Committee recommends revision of PLO language in order to better assess competencies and indicates that employment surveys and course grades are not preferred assessment measures.

c. Closing the Loop Example: None indicated at this time.

2. Human Resources Studies, BS

a. Areas of Strength: Assessment results for PLOs addressing ILO 3 demonstrate that the majority of the assessments utilized (75%) indicate that the learning outcome has been met.

b. Areas for Future Consideration: The Assessment Committee recommends that the program consider revision of the wording of first and second PLOs from future tense into present tense. The Assessment Committee asked that the rubric for reported assessments be included in the future so that the committee can better understand what knowledge and skills are required of students to meet the learning outcomes.

c. Closing the Loop Example: The program completely changed HRS 354 to an employment law course from just employee and labor relations based upon outcome data from the SHRM Assurance of Learning exam results in May 2017. The new course ran in Fall of 2017. In addition, the program implemented the Associate Profession in Human Resource exam for HRS490 in Spring 2018 and 90% of students tested proficient in the employment law domain. Also, 4 of 5 students (80%) who took the aPHR exam passed and are certified human resource professionals upon graduation this spring.

3. Health Administration, MHA

a. Areas of Strength: Assessment results for ILO 3 indicate that the learning outcome has been met. Means on the American College of Health Executives (ACHE) Assessment Tool were well in excess of the established benchmarks for the items that were reported.

b. Areas for Future Consideration: Given that results were reported as aggregated means, the Assessment Committee recommends that the program may want to develop a tracking system for individual student performance. Suggestions given included soliciting feedback from students' external mentors and assessing students individually using a Fitness for Profession evaluation tool.

c. Closing the Loop Examples: (1) Based of evidence/feedback (Preceptor reports, Fieldwork supervisor reports) there were several students identified as not performing to expectations during Administrative Residency at the appropriate professional level, specifically some behavioral attributes. As a result of the feedback, the MHA program faculty invited peers for the Counseling Dept. to discuss the Fit for the Profession Program being used. MHA program faculty vetted the Fit for the Profession Program within the department and with the Professional Advisory Council. The Program is starting in Fall 2018 requiring all students to be assessed for readiness for Field-Based Learning/Administrative Residency. (2) Based on evidence/feedback (student exit surveys, annual student program surveys) there was a continued trend over the past several years on the need for improved career counseling for MHA students. As a result, the MHA program leadership started the Executive-in-Residence program which students meet with current and previous executives from the field. Additionally, the ACHE student chapter and MHA Alumni council started a mentorship program to

support students in career counseling. We also engaged University of Scranton Career Counseling services to enhance awareness of services to MHA students. These representative met with the student ACHE chapter and provided guest presentations in HAD 519 in Fall 2017. (3) Based on evidence/feedback (student exit surveys, annual student program surveys, Professional Advisory Council (PAC) there was a need identified to increase project management skills in courses. (3) As a result, HAD 521 requires project management assignments for a large portion of class that aligns with PAC suggestions. HAD 510 (elective) now requires a project. This is in addition to the existing projects required in other courses and fieldwork. (4) Based on evidence/feedback (student exit surveys, PAC) there is greater need and emphasis identified related to quality in health care in the curriculum. As a result, HAD 525 now includes Six Sigma other tools focused on quality for student competency development.

4. Human Resources, MS

   a. Areas of Strength: Assessment results for PLOs addressing ILOs 1 and 3 indicate that the learning outcomes are met. Assessment results for PLOs addressing ILO 4 demonstrate that the majority of the assessments utilized (67%) indicate that the learning outcome has been met.

   b. Areas for Future Consideration: The Assessment Committee recommends that the program consider revising the wording of the first PLO in order to more clearly communicate how students engage in the activities indicated. It is also noted that the use of specific element in a rubric is preferred to the use of an overall grade for the assignment to eliminate confounding factors that impact assignment grades (e.g. late submission).

   c. Closing the Loop Example: None indicated at this time.

E. Health Informatics

1. Health Informatics, MS

   a. Areas of Strength: The program is working on an assessment plan. Given its relatively recent launch (Summer 2016), a current revision of the accrediting body standards, and two different program directors, the program has not reported any PLO data.

   b. Areas for Future Consideration: The Assessment Committee has asked that the program present its PLOs and assessment plans for the program again during the 2018/2019 academic year.

   c. Closing the Loop Example: NA

F. Nursing

1. Nursing, BSN

   a. Areas of Strength: The program has demonstrated strong performance on the NCLEX licensure exam, with pass rates typically between 92 and 94 percent over the past nine years. The program also has a robust course assessment and evaluation system.

b. Areas for Future Consideration: Due to the development and adoption of the new PCPS assessment template since the program last presented to the Assessment Committee, there was some confusion in the way that the program presented its most recent assessment data. The program has indicated that it will submit a revised assessment grid to the committee to better address the connection between program PLOs, assessment data utilized by the department, and the PCPS assessment template.

c. Closing the Loop Examples: (1) The pediatric clinical rotation as changed to include an acute and non-acute population, while still meeting the SLOs. This change is based on student and faculty feedback about the limitations of patient population from which to learn within the hospital setting. This is has been a favorable change as expressed in course evaluations as well as instructor feedback. (2) As a result of student surveys (after graduation), the program has included more travel courses and electives specific to nursing. (3) The program's use of Kaplan has increased across the curriculum as a means to attain the benchmark we have set which determines student readiness for the NCLEX exam. The curriculum committee also assessed the content that is tested in each nursing course and cross-checked that with the content in Kaplan to be sure that there are no significant gaps. (4) The evaluation committee recognized a pattern in the past few student surveys in which students did not meet the identified benchmark for service during their junior and senior year in nursing. Following discussion about this trend, the faculty believe that students do not view their hands-on clinical in the hospital (up to 16 hours a week) or out-patient settings as service but only see this as an extension of their education. The faculty are in favor of changing the definition of service to include clinical.

2. Nursing, MSN

a. Areas of Strength: Three individual programs comprised the Nursing MSN program for this reporting cycle: Family Nurse Practitioner, Adult Gerontology Clinical Nurse Specialist, and Nurse Anesthesia. Collectively, the programs demonstrated a 91% pass rate on the comprehensive examination for the Class of 2017. 100% of students in the Class of 2017 received a minimum of Meets Expectations for all objectives on the Final Clinical Evaluation. Class of 2017 students in the Family Nurse Practitioner and Adult Gerontology Clinical Nurse Specialist programs who took the licensure exam had a 100% first-time pass rate on their respective national certification exams.

b. Areas for Future Consideration: The Class of 2017 Nurse Anesthesia program had a 67% first-time pass rate on its national certification exam. All students who failed on the initial test subsequently passed on their second attempt. Due to the development and adoption of the new PCPS assessment template since the program last presented to the Assessment Committee, there was some confusion in the way that the program presented its most recent assessment data. The program has indicated that it will submit a revised assessment grid to the committee to better address the connection between program PLOs, assessment data utilized by the department, and the PCPS assessment template.

c. Closing the Loop Example: The national certification examination first-time pass rate for the nurse anesthesia program for the Class of 2017 was 67%, which was below our benchmark of 90%. Thus, several programmatic revisions were instituted. These included: (1) a review of all course objectives, with revision as needed; (2) the development of a nurse anesthesia course map in accordance with the National Board

of Certification and Recertification for Nurse Anesthetists (NBCRNA) examination content outline; (3) the inclusion of final comprehensive examinations in all nurse anesthesia courses; and (4) utilization of Prodigy Anesthesia, a certification exam simulator. Additional changes made in the master's program based on student/alumni feedback are as follows: To better prepare students for beginning their clinical rotations in the family nurse practitioner(FNP) program, the program has begun incorporating role playing into the curriculum. In addition, as requested, students now spend more clinical time working with the underserved at the Leahy Community Health and Family Center. Content on billing and coding has been added in the FNP program, specifically in NURS 562: Family Clinical Practicum III seminar. DxR Clinician, web-based critical thinking software, has been purchased for use by the graduate students to improve their diagnostic reasoning skills. Faculty developed case studies are also being used with more frequency during lecture and clinical seminar discussions in the FNP program.

3. Nursing, DNP

    a. Areas of Strength: Assessment results for PLOs addressing ILOs 1 and 3 indicate that the learning outcomes are met. 100% of students in the DNP Class of 2017 met expectations outlined in the the DNP Scholarly Project Rubric, 100% of students in the DNP Class of 2017 met expectations outlined in the DNP Clinical Competence Rubric, and 100% of students in the DNP Class of 2017 attained/maintained advance practice certifications.
    b. Areas for Future Consideration: Program graduated its initial class in 2017, so programmatic review will need to continue as more data becomes available.
    c. Closing the Loop Example: Curricular improvements based on assessment data thus far have focused on course revisions from student and faculty feedback. Some of these revisions have included changes in course teaching methods and modification of course assignments to better align with course and program outcomes.

G. Occupational Therapy

    1. Occupational Therapy, MS

        a. Areas of Strength: The program has demonstrated strong performance on the NBCOT licensure exam, with final pass rates typically between 95 and 98 percent over the past three years for which summary pass rates are available.
        b. Areas for Future Consideration: The program is in the process of revising the e-portfolio rubric that it uses as a summative assessment of its PLOs. When data is available using the revised rubric, results should be presented to the PCPS Assessment Committee.
        c. Closing the Loop Example: First time pass rates on the NBCOT exam were at 62% in 2015. The program added a 5-year review session over a 2-day period for the 5th year students and revised course examinations to better match the NBCOT Exam style

questions. In addition, the Faculty took a NBCOT sample examination. The first time pass rate increased to 81% in 2016 and 88% in 2017.

H. Physical Therapy

1. Physical Therapy, DPT

   a. Areas of Strength: Assessment results for PLOs addressing ILOs 1,2, and 3 indicate that the learning outcomes are met. Course assessments and data from the APTA Clinical Performance Instrument indicate that students are meeting program expectations.
   b. Areas for Future Consideration: The Assessment Committee suggested a re-examination of PLOs to make student performance more assessable. In particular, the committee recommended converting some individual PLOs into multiple PLOs that address each of the specific elements in the current PLOs. In addition, the use of specific assessments as compared to course grades was encouraged.
   c. Closing the Loop Example: The department met with Dr. Amy Simolo of CTLE in May 2018 to address its PLOs. The program revised its PLOs and developed a curriculum map. The program intends to further revise course SLOs using Bloom's Taxonomy to more explicitly indicate student performance expectations.

IV. College Level Assessment

A. Community Based Learning Assessment

1. Senior Essay

   a. Areas of Strength: Graduating PCPS seniors submit a capstone essay that addresses their community-based learning experiences throughout their undergraduate careers. This college SLO connects to ILO 4. Essays are graded by PCPS faculty and staff at the annual Assessment Day. The 2017 Assessment Day enabled the college to obtain reliability data on the rubric through the grading of 12 essays by 35-37 evaluators. The 2018 Assessment Day featured a joint endeavor with the Office of Educational Assessment to pilot an assessment of student performance on a low stakes writing assignment, i.e. the capstone essay.
   b. Areas for Future Consideration: Cronbach alpha values for each 2017 essay ranged from 0.616 to 0.784, with half of the essays demonstrating values of at least 0.70, the commonly accepted threshold for a reliable instrument. Results of the 2017 essay evaluations indicated that 58% of essays had an average total of 6.00 or greater, falling well below the benchmark of 100%. Results of the 2018 essay evaluations indicated that 62% of essays had an average total of 6.00 or greater (excluding the writing component), falling well below the benchmark of 100%.
   c. Closing the Loop: PCPS will re-evaluate the current rubric used for the capstone essay based on the mediocre reliability data and poor student performance on the essays. PCPS faculty and staff provided feedback to OEA regarding the writing criterion, and this element will be a formal piece of the capstone essay rubric going forward.

V. Additional Data

A. Leahy Community Health & Family Center

For the 2017-2018 academic year, 113 students enrolled in 19 different courses completed various activities in the Leahy Center that were directly tied to their coursework. In addition, students contributed 3,880 service hours in the Center.

B. PCPS Academic Services Center

The persistence rate for enrolled students who began in PCPS in Fall 2014 and graduated from PCPS in Spring 2018 was 80%. The persistence rate for those students who were admitted in Fall 2014, were actively enrolled in PCPS in Fall 2015, and graduated from PCPS in Spring 2018 was 90%.