

**Annual Key Assessment Findings and Curricular Improvements Report
Metropolitan School of Professional Studies - Undergraduate Programs
AY 2009-2010**

Undergraduate Business Management Certificate Program

Key Assessment Findings

The Metropolitan School of Professional Studies (MSPS) assesses learning outcomes for the Business Management Certificate Program via a rubric for the Strategic Audit/Applications Project as prepared for synthesis course MBU 324 Strategic Management Practices.

In the Fall 2009 semester, 26 students completed MBU 324 Strategic Management Practices and the embedded Strategic Audit/Applications Project, but, due to the unavailability of data, Table 1 only details findings from students enrolled in MBU 324, Section 02. As indicated in Table 1, most of the 18 students enrolled in MBU 324-02 met or exceeded expectations with regard to all project traits. The traits in which most students exceeded expectations include a) presentation of the organizational profile (61%), b) project structure and organization (61%), c) support and use of evidence in writing (56%), and d) oral presentation (77%). While students certainly have room to grow across traits, these findings are promising in the broader learning context.

Table 1: MBU 324 Strategic Audit/Applications Project Rubric Data (AY 2009-2010)

Trait	Level						Mean	SD
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)			
	N	%	N	%	N	%		
1. Development/Presentation of Organizational Profile/Overview	11	61%	6	33%	1	6%	2.56	0.62
2. Assessment/Analysis of Organizational Effectiveness	8	44%	8	44%	2	11%	2.33	0.69
3. Presentation of Implications & Strategic Recs for Practice	6	33%	8	44%	4	22%	2.11	0.76
4. Synthesis & Integration of Knowledge	9	50%	8	44%	1	6%	2.44	0.62
5. Structure & Organization	11	61%	7	39%	0	0%	2.61	0.50
6. Grammar, Mechanics, & Documentation	8	44%	9	50%	1	6%	2.39	0.61
7. Written Presentation	8	44%	7	39%	3	17%	2.28	0.75
8. Critical Thinking & Reasoned Analysis	6	33%	10	56%	2	11%	2.22	0.65
9. Support & Use of Evidence	10	56%	7	39%	1	6%	2.50	0.62
10. Project Oral Presentation ¹	10	77%	2	15%	1	8%	2.69	0.63

Total Projects Completed (i.e., N): 18

¹ Oral Presentation N=13; 5 students had to make alternate arrangements in fulfillment of the oral presentation requirement.

Curricular Improvements

The assessment findings that emerged from the analysis of the MBU 324 Strategic Audit/Applications Project rubric are promising – most students met or exceeded expectations across all project traits. However, it is important to note that a few students did fall below expectations in every project trait area -- with the exception of “structure and organization.” Therefore, curricular improvements must include an emphasis on more intentional conversations between MSPS Associate/Assistant Deans and MBU 324 faculty to determine the specific nature of student challenges with analysis, synthesis, grammar, critical thinking, oral presentation, etc. Deliberate conversations will provide insight into potential student support areas for which appropriate interventions (e.g., CUA Writing Center, one-on-one faculty assistance, etc.) can be identified and, if need be, customized and created to suit MSPS student needs. MSPS offers its own suite of student support programming through the Student Development Series (SDS) and will amend offerings based on student/faculty input and needs.

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## **Undergraduate Human Resource Management Certificate Program**

### **Key Assessment Findings**

MSPS assesses learning outcomes for the Human Resource Management Certificate program via a rubric for the Strategic Audit/Applications Project as prepared for synthesis course MBU 324 Strategic Management Practices. Given that MBU 324 is the synthesis course for both the Human Resource Management Certificate program and the Business Management Certificate program, please see Table 1 (above) for a summary of key assessment findings.

### **Curricular Improvements**

Given that the assessment findings discussed for the Business Management Certificate program are applicable to the Human Resources Certificate program, the curricular improvements are also transferrable. Please refer to the “Curricular Improvements” section developed for the Business Management Certificate program (p. 2) for proposed enhancements.

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Undergraduate Human Services Administration Certificate Program

Key Assessment Findings

MSPS assesses learning outcomes for the undergraduate Human Services Administration Certificate program via a rubric for the Scenario/Applications Project as prepared for synthesis course MSO 340 Human Services Administration.

In the Spring 2010 semester, 11 students completed MSO 340 Human Services Administration

and the embedded Scenario/Applications Project. As indicated in Table 2, most of the 11 students enrolled in MSO 340 met or exceeded expectations in most of the project traits. These promising findings, however, are tempered by an analysis of the lowest mean scores (i.e., those <2.0), which indicates that students may need more substantial support in the areas of a) development of the organizational profile, b) grammar, mechanics and documentation, and c) critical thinking and reasoning skills. Overall, the rubric findings emphasize that the students are quite capable across traits but would benefit from targeted assistance in key areas.

Table 2: MSO 340 Scenario/Applications Project Rubric Data (AY 2009-2010)

Trait	Level						Mean	SD
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)			
	N	%	N	%	N	%		
1. Development/Presentation of Organizational Profile/Overview	2	18%	6	55%	3	27%	1.91	0.70
2. Assessment/Analysis of Organizational Effectiveness	4	36%	5	45%	2	18%	2.18	0.75
3. Presentation of Implications & Strategic Recs for Practice	6	55%	4	36%	1	9%	2.45	0.69
4. Synthesis & Integration of Knowledge	5	45%	5	45%	1	9%	2.36	0.67
5. Structure & Organization	5	45%	6	55%	0	0%	2.45	0.52
6. Grammar, Mechanics, & Documentation	0	0%	9	82%	2	18%	1.82	0.40
7. Written Presentation	5	45%	4	36%	2	18%	2.27	0.79
8. Critical Thinking & Reasoned Analysis	3	27%	4	36%	4	36%	1.91	0.83
9. Support & Use of Evidence	5	45%	3	27%	3	27%	2.18	0.87
10. Project Oral Presentation Reasoned Analysis	4	36%	7	64%	0	0%	2.36	0.50

Total Projects Completed (i.e., N): 11

Curricular Improvements

The assessment findings that emerged from the analysis of the MSO 340 Scenario/Applications Project rubric are enlightening. While most students met or exceeded expectations across most project traits, key growth areas emerged: “grammar, mechanics, and documentation” skills need support. As a result, curricular improvements must involve deliberate attempts to bolster students’ writing and research skills. As it did in the latter terms of AY 2008-2009, MSPS will continue to make an in-house writing tutor available to all undergraduate students. Additionally, MSPS Associate/Assistant Deans will continue to engage with MSO 340 faculty to ensure that appropriate academic interventions (e.g., CUA Writing Center, Libraries, etc.) can be identified and encouraged. Further, MSPS will continue to offer its host of academic skill development workshops and work in conjunction with the CUA Center for Academic Success, Writing Center, etc. to deliver on-site programming to students.

Undergraduate Information Technology Certificate Program

Key Assessment Findings

MSPS assesses learning outcomes for the undergraduate Information Technology Certificate program via a rubric for the Personal Technology Assessments as prepared for synthesis course MIS 457 Design and Implementation: Emerging Environments.

In the Fall 2009 semester, 14 students completed MIS 457 Design and Implementation: Emerging Environments and the embedded Personal Technology Assessments. As indicated in Table 3, most students met or exceeded expectations in all project traits. An analysis of the lowest mean scores (i.e., those <2.0), however, indicates that students may need more substantial support in the areas of a) project structure and organization, b) grammar, mechanics and documentation, and c) written presentation skills. This outcome indicates that, while students are content savvy, they require increased support in the bolstering of writing and research skills.

Table 3: MIS 457 Personal Technology Assessments Rubric Data (AY 2009-2010)

Trait	Level						Mean	SD
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)			
	N	%	N	%	N	%		
1. Appraisal of Emerging Technologies Role/Contribution to Industry/Company	7	50%	3	21%	4	29%	2.21	0.89
2. Evaluation of Rationale for Industry/Company's Use of Emerging Technology	7	50%	4	29%	3	21%	2.29	0.83
3. Analysis of Industry/Company Tech Implementation Strategy	7	50%	4	29%	3	21%	2.29	0.83
4. Synthesis & Integration of Knowledge	4	29%	6	43%	4	29%	2.00	0.78
5. Structure & Organization	3	21%	6	43%	5	36%	1.86	0.77
6. Grammar, Mechanics, & Documentation	2	14%	7	50%	5	36%	1.79	0.70
7. Written Presentation	3	21%	5	36%	6	43%	1.79	0.80

Total Assessments Completed (i.e., N): 14

Curricular Improvements

In alignment with the assessment findings for students completing MSO 340 Human Services Administration, rubric findings for MIS 457 Design and Implementation: Emerging Environments indicate that students would benefit from intentional writing and research skills support. Therefore, curricular improvements would parallel those proposed for students in the Human Services Administration Certificate program. As it did in the latter terms of AY 2008-2009, MSPS will continue to make an in-house writing tutor available to all undergraduate students. Additionally, MSPS Associate/Assistant Deans will continue to engage with MIS 457

faculty to ensure that appropriate academic interventions (e.g., CUA Writing Center, Libraries, etc.) can be identified and encouraged. Further, MSPS will continue to offer its host of academic skill development workshops and work in conjunction with the CUA Center for Academic Success, Writing Center, etc. to deliver on-site programming to students.

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## **Undergraduate Special Education Studies Certificate Program for ParaEducators**

### **Key Assessment Findings**

MSPS assessed learning outcomes for the undergraduate Special Education Studies Certificate Program (also known as the “ParaEd Program”) via a rubric for a capstone project in MEDU 321 Positive Classroom and Behavior Management. However, the ParaEd program ended in August 2009; therefore, no additional findings for MEDU 321 are available for AY 2009-2010.

### **Curricular Improvements**

No curricular changes are planned at this time since federal funding of the ParaEd Program ended in August 2009, and the program is no longer offered.

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Associate’s Degree Programs

The Associate of Science (A.S.) degree offers three tracks: Special Education Studies, International Health Studies, and Human Services. Assessment findings will be discussed by program – as appropriate – in the following sections.

Key Assessment Findings:

A.S. in Special Education Studies and A.S. in International Health Studies

MSPS assesses learning outcomes for the A.S. degree programs in Special Education Studies and International Health Studies via a) a rubric for the cumulative electronic professional portfolios prepared by students, and b) a rubric for the culminating internship experience (as guided by MID 492 Internship). AY 2009-2010 findings emerging from each rubric are discussed below.

Electronic Professional Portfolios

In AY 2009-2010, 6 students prepared and presented electronic professional portfolios as part of their A.S. (International Health Studies or Special Education Studies) programs. As indicated in Table 4, all students met or exceeded expectations in all project traits with students showing particular strength in the technological aspects of portfolio preparation and presentation. These findings reflect the students’ capacity to synthesize and articulate the professional and academic learning experiences encountered over the course of their Associate’s programs.

Table 4: Electronic Professional Portfolios Rubric Data (AY 2009-2010)

Trait	Level						Mean	SD
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)			
	N	%	N	%	N	%		
1. Professional Presentation	2	33%	4	67%	0	0%	2.33	0.52
2. Use of Artifacts	2	33%	4	67%	0	0%	2.33	0.52
3. Application of Professional Standards	2	33%	4	67%	0	0%	2.33	0.52
4. Organizing & Writing Mechanics	2	33%	4	67%	0	0%	2.33	0.52
5. Technology Aspects	3	50%	3	50%	0	0%	2.50	0.55

Total Portfolios Completed (i.e., N): 6

Internship

In the Fall 2009 semester, internship rubrics were evaluated for 11 students who completed the experience as part of the A.S. in International Health Studies or the A.S. Special Education Studies. As indicated in Table 5, most students met or exceeded expectations in all project traits with the exception of client advocacy. For this trait, most students (67%) met expectations while two students (i.e., 33%) fell below expectations. Students showed particular strength in demonstrating self-awareness (per the mean of 2.73). Overall, these findings indicate that, for the most part, students successfully embraced the internship experience but could benefit from additional mentoring to bolster growth areas such as advocacy.

Table 5: MID 498² Internship Rubric Data (AY 2009-2010)

Trait	Level						Mean	SD
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)			
	N	%	N	%	N	%		
1. Demonstrates caring to facilitate spiritual, mental and physical health	3	33%	6	67%	0	0%	2.33	0.50
2. Demonstrates self-awareness in pursuing learning opportunities to enhance professional development & delivery of care	9	82%	1	9%	1	9%	2.73	0.65
3. Demonstrates effective communication	3	27%	6	55%	2	18%	2.09	0.70
4. Utilizes professional collaboration in management and delivery of care	5	50%	5	50%	0	0%	2.50	0.53
5. Exhibits/demonstrates integrity, honesty and accountability in practice	6	60%	4	40%	0	0%	2.60	0.52

² Internship students enrolled in MID 498 Independent Study in Fall 2009.

6. Utilizes the teaching/learning process in providing education	4	67%	2	33%	0	0%	2.67	0.52
7. Acts as an advocate for the client	0	0%	4	67%	2	33%	1.67	0.52
8. Demonstrates awareness and sensitivity to diversity and the values and morals of clients in ethical decision making	4	44%	5	56%	0	0%	2.44	0.53
9. Demonstrates leadership skills in performance	2	22%	7	78%	0	0%	2.22	0.44
10. Demonstrates effective assessment and evaluation skills in gathering data on clients, families and communities	2	50%	2	50%	0	0%	2.50	0.58
11. Performs skills in a competent and efficient manner	6	55%	4	36%	1	9%	2.45	0.69
12. Coordinates and prioritizes activities using effective management skills	3	43%	3	43%	1	14%	2.29	0.76

Total Evaluations (i.e., N): 11³

Curricular Improvements

The assessment findings that emerged from analysis of the internship rubric for the A.S. in International Health Studies and the A.S. in Special Education Studies highlight strong student competencies. Yet, while most students met or exceeded expectations across most project traits, a key growth area emerged: client advocacy. While curricular improvements must be considered in light of this trait's modest N, improvements could, nonetheless, be of benefit. One important curricular improvement may involve the additional mentoring of students by core faculty in the area of client advocacy. Given that these two Associate's programs are offered abroad, any meaningful intervention must certainly consider the value and centrality of culture and language in context of the student and client.

Key Assessment Findings: Associate of Science in Human Services

MSPS will assess learning outcomes for the A.S. degree program in Human Services via a rubric for the Scenario/Applications Project as prepared for synthesis course MSO 340 Human Services Administration. The A.S. degree in Human Services is a new MSPS offering launched in Fall 2010; therefore, no assessment data is yet available but will be provided in AY 2010-2011.

Curricular Improvements

In AY 2010-2011, MSPS plans to utilize the MSO 340 Human Services Administration Scenario/Applications Project rubric for the purposes of assessing learning in the A.S. degree in Human Services. Curricular improvements will be provided in the AY 2010-2011 report.

³Total N=11, but N per trait varies due to unreported competency levels for some traits.

Bachelor's Degree Programs

Key Assessment Findings

MID 495 Senior Seminar Pass Rates

MSPS students pursuing any of the three⁴ undergraduate degree programs: Bachelor of Arts in Information Technology, Bachelor of Arts in Interdisciplinary Studies (majors in Social Work⁵, Social Science, and Interdisciplinary Studies), and Bachelor of Arts in Management must complete the required, one-semester capstone course, MID 495 Senior Seminar. Satisfactory performance (i.e., a grade of "C-" or better) in this course serves in place of a comprehensive examination in satisfying the university graduation requirement. In AY 2009-2010, 82.35% of students passed the capstone requirement (see Table 6).

Table 6: MID 495 Senior Seminar Pass Rates (AY 2009-2010)

	Fail		Pass		TOTAL
	N	%	N	%	
Undergraduate Program MID 495 Senior Seminar	6	17.64%	28	82.35%	34

Bachelor's Program Rubrics

The primary method via which MSPS assesses learning outcomes for the three bachelor's programs is through a rubric for the Capstone Research and Application Project as prepared in MID 495 Senior Seminar. However, MSPS also assesses learning in the bachelor's programs via individual rubrics for the three courses (i.e., MBU 324 Strategic Management Practices, MIS 457 Design and Implementation: Emerging Environments, and MSO 340 Human Services Administration) that best capture the essence of each major⁶. Findings associated with rubric analysis for these three courses were reported on pages 1, 3, and 4 of this report. Findings associated with the Capstone Research and Application Project are reported below.

MID 495 Capstone Research and Application Project

In AY 2009-2010, 34 MSPS students completed MID 495 Senior Seminar and the required Research and Application Project. As illustrated in Table 7 most students met or exceeded expectations across all project traits – students showed particular strength in the support and use of evidence. However, an analysis of the lowest mean scores (i.e., those <2.0) indicates that students may need more substantial support in the areas of a) grammar, mechanics and documentation, and b) oral presentation. While, in general, the findings for AY 2009-2010 are promising, it is important to note that presiding, presenting, and speaking skills as well as writing and research skill are key areas of growth for MSPS undergraduate students.

⁴ MID 495 also serves as the capstone course for the Bachelor of Arts in General Studies. However, this degree has been discontinued and is available only to students admitted prior to 8/1/06.

⁵ The Bachelor of Arts in Interdisciplinary Studies with a major in Social Work is offered in conjunction with CUA's National Catholic School of Social Service (NCSSS); please see the assessment statement submitted by NCSSS.

⁶ No individual course is identified for the social work major given NCSSS's comprehensive assessments (See Footnote #4). No individual course is identified for the Interdisciplinary Studies major.

Table 7 Capstone Research and Application Project Rubric Data (AY 2009-2010)

Trait	Level						Mean	SD
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)			
	N	%	N	%	N	%		
1. Thesis/Focus	14	44%	10	28%	9	28%	2.16	0.85
2. Support & Use of Evidence	17	53%	6	16%	10	31%	2.22	0.91
3. Structure & Organization	9	28%	15	44%	9	28%	2	0.76
4. Grammar, Mechanics, & Documentation	7	22%	14	41%	12	38%	1.84	0.77
5. Written Presentation	12	38%	10	28%	11	34%	2.03	0.86
6. Critical Thinking & Reasoned Analysis	12	38%	12	34%	9	28%	2.09	0.82
7. Synthesis & Integration of Knowledge	10	31%	13	38%	10	31%	2	0.8
8. Oral Presentation ⁷	6	17%	12	40%	13	43%	1.73	0.74

Total Projects Completed (i.e., N): 34⁸

Curricular Improvements

While the assessment findings for MID 495's Research and Application Project indicate that student "placement" with regard to key learning outcomes ranges, a review of mean scores (particularly scores < 2.0) reveals that students require support in the following areas:

- Grammar, mechanics, and documentation; and
- Oral presentation

Further, a review of the individual rubric findings for major-specific courses reinforces the need for additional writing and research skills support. As such, MSPS will provide support to students via curricular improvements in four areas: a) continued implementation of the Writing Across the Curriculum program, b) continued and improved offerings of academic support programming, c) implementation of writing diagnostic for new undergraduate students, and d) implementation of the Academic Excellence Module.

Writing Across the Curriculum (WAC)

One substantial curricular improvement aimed at developing/enhancing writing and research skills involves the MSPS Writing Across the Curriculum (WAC) program. Beginning in the Spring 2009 semester, MSPS launched the WAC program for core and major undergraduate courses. As part of the WAC initiative, faculty are asked to assess syllabi and reframe assignments, exams, etc. with an eye toward promoting and fostering excellent writing and

⁷ For trait 8, N=31 given that students had to make alternate arrangements in fulfillment of the oral presentation requirement.

⁸ For traits 1-7, N=33 instead of 34 given that performance not recorded for 1 student pursuing course as independent study.

research practice. As part of curricular improvement, MSPS will re-evaluate the courses included in the WAC program and re-energize efforts to educate faculty on the value and meaning of the program to undergraduate learning. Additionally, the School will continue to retain the assistance of an “in-house” writing expert to triage the most pressing writing needs of all MSPS undergraduate students.

Student Programming: Academic Support

In tandem with intensifying its efforts to invite into the classroom/refer students to writing, research, and other academic support resources at CUA (e.g., library, CUA Writing Center, CUA Center for Academic Success, etc.), MSPS will continue to offer special, customized workshops that have long been part of MSPS’s student development programming model. Given the need for support in oral presentation skills that emerged in this report, MSPS will be offering a “Professional Presentations” workshop to undergraduate students in AY 2010-2011 to supplement the learning in MSPS core course MHU 131 Presiding, Presenting, and Speaking.

Writing Diagnostic

MSPS views the introduction of a writing diagnostic for all incoming undergraduate students as a significant curricular improvement aimed at enhancing students’ writing and research skill set. The diagnostic is segmented into several parts and challenges students to showcase a number of writing skills to include organization and composition. Based on diagnostic outcomes, students needing additional writing support are enrolled in MHU 140 Writing Skills. The diagnostic is aimed at fostering student success by helping to identify the building blocks needed to succeed in a program requiring effective writing and research skills.

Academic Excellent Module

A fourth curricular improvement -- planned for Spring 2011 implementation -- is the required completion of an online “Academic Excellence” module designed for all new undergraduate (and graduate) students. The Academic Excellence module focuses on the key elements of paper-writing as well as the meaning and sources of appropriate, scholarly research. Additionally, the module walks students through a broader understanding of documentation, citation, etc. Students will be required to take (and complete with 100% success) an online quiz after reviewing the module -- in an effort to ensure that information is retained.

All of the curricular improvements discussed above – the WAC initiative, the academic support programming, the writing diagnostic, and the Academic Excellence module – were/will be launched/developed in response to the needs of MSPS students. The learning outcomes data for MSPS undergraduates is both promising and rich with opportunity – these curricular improvements enable MSPS to create more occasions for fruitful learning.