

**Assessment Findings and Curricular Improvements**

**METROPOLITAN COLLEGE**

**Undergraduate Certificate Programs**

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# **Undergraduate Business Management Certificate Program Assessment Findings and Curricular Improvements**

## **Assessment Measures**

Metropolitan College uses the following measures to assess learning outcomes for the undergraduate Business Management Certificate Program:

- Grades and enrollment totals for MBU 201 Management and Organizational Behavior.
- Individual and group projects as prepared for MBU 201 Management and Organizational Behavior.

## **Assessment Findings**

### **MBU 201 Management and Organizational Behavior Discussion** (Attachment A):

Metropolitan College analyzed course grades and enrollment data for MBU 201 Management and Organizational Behavior for three semesters over a one year period (Fall 2006, Spring 2007, and Fall 2007). This course was first introduced into the Metropolitan College curriculum in the Fall of 2006. Please note that the data considered in this analysis may also represent students enrolled in the Bachelor of Arts in Management Program (B.A.Mgt.), for whom MBU 201 is a major requirement.

Metropolitan College students pursuing the Certificate in Business Management must complete the required, one semester MBU 201 Management and Organizational Behavior course, generally as a gateway course in their program of study. Satisfactory performance (i.e., a grade of “C” or better) in this course serves as a way to assess students’ ability to bring together theory, knowledge, and application and demonstrate, through written and oral work, the ability to evaluate, analyze and understand human behavior in organizational settings. Students will be expected to develop/enhance competencies with regard to research, communication, critical thinking, leadership, and understanding of ethics. During the period under analysis, Fall 2006, Spring 2007, and Fall 2007, enrollment in the course remained fairly constant, with 14, 18, and 17 students enrolled respectively. The course will be offered again in Fall 2008 with an enrollment of 20 students anticipated.

The majority of students (i.e., 76%) who enrolled in MBU 201 Management and Organizational Behavior in the three semesters analyzed earned exceptional grades of A- or better. The average grade in the three courses was 3.84 (slightly higher than an A-) and congruent with the exceptional grades cited earlier. Over the period covered in this analysis there were no failures and three students withdrew from the course.

Course and instructor evaluation data for MBU 201 Management and Organizational Behavior is limited, but informal student feedback has been good and has, for the most part, provided positive appraisals of course content and instruction. Metropolitan College recognizes that more consistent and formalized evaluation is critical for this course.

## **Curricular Improvements**

The 21-credit Business Management Certificate program provides students with instruction in key knowledge areas for new or aspiring managers. Faculty are drawn from key organizations, both public and private, in the local metropolitan area; these instructors bring both strong academic backgrounds and practical expertise to the classroom. Metropolitan College maintains contact with the local business community in order to ensure that the courses offered in the certificate program are providing students with the skills needed to be competitive in the marketplace -- as a result, the courses in the curriculum are evaluated on an on-going basis. In fact, in the Fall of 2006, Metropolitan College revised the Business Management Certificate curriculum and replaced two courses with the following contemporary alternatives -- MIS 240 Management Information Systems and MBU 201 Management and Organizational Behavior -- as a means to align the credential more intentionally with the needs of the professional market. Accordingly, the following learning outcomes were made more explicit and communicated more directly to students:

1. Demonstrate factual knowledge of the functional areas of business and the concepts and practice of management;
2. Demonstrate the ability to think critically, analyze business situations effectively, and develop cogent arguments;
3. Demonstrate proficiency in the rigorous research and writing process.

With regard to these learning outcomes, during the 2008-2009 academic year, Metropolitan College will be conducting a detailed review of the certificate curricula vis-à-vis learning outcomes in an effort to ensure that the College has incorporated into the program the most desirable means of assessing that learning objectives are being attained.

Additional curricular improvements are also in the pipeline. Specifically, while Metropolitan College is well attuned to the professional needs of students and strives to provide appropriate programs, the College realizes that assessment and evaluation of courses and instructors must be improved. The limited evaluative sample for MBU 201 Management and Organizational Behavior indicates that Metropolitan College must make a more intentional effort to involve students, especially, in the process of collecting feedback. As such, Metropolitan College has plans to enrich assessment methods.

While the course evaluations currently represent the central formalized program for soliciting comprehensive, broad-perspective feedback from Metropolitan College students regarding their academic/program experiences, the College is currently developing quantitative and qualitative assessment procedures that can provide formative and summative feedback opportunities. The quantitative aspect of this assessment program was "piloted" in early 2008. A beta assessment was developed and administered online to over 100 graduates who had participated in particular Metropolitan College programs. The instrument asked alumni to provide feedback on issues such as: (1) the degree program's contribution to career advancement, (2) satisfaction with instructors and curriculum, (3) satisfaction with academic advising, and (4) satisfaction with student support services. While this assessment focused more on satisfaction than learning, the results and

effectiveness of this survey are being reviewed to determine subsequent steps for implementing an ongoing assessment of current students and graduates. The new instrument would be carefully crafted and well-aligned with Catholic University's undergraduate general education goals.

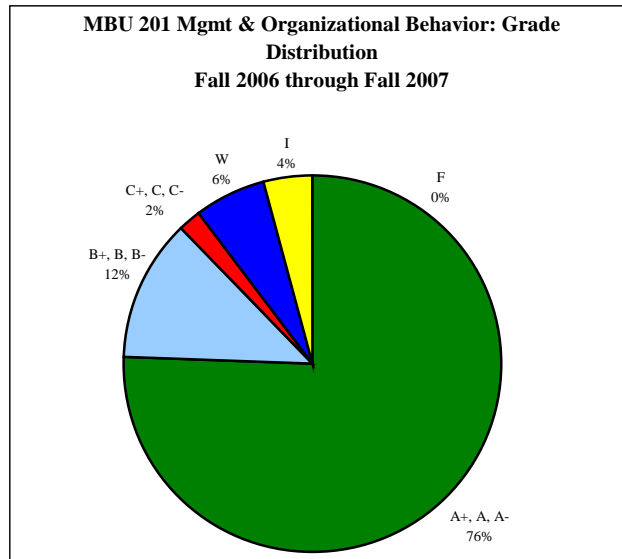
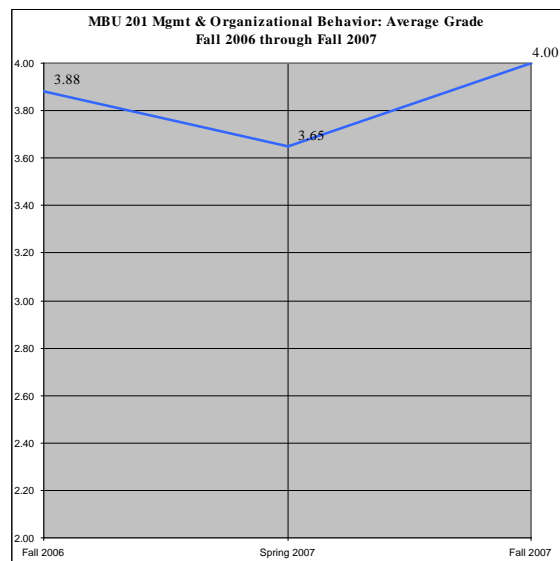
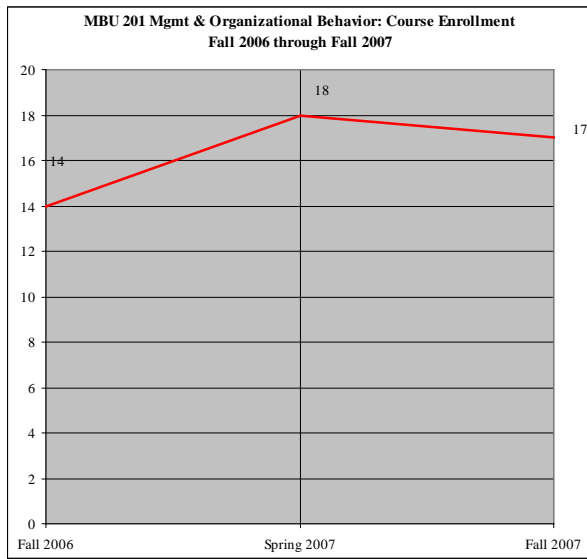
In addition to quantitative assessment, Metropolitan College is planning for the implementation of qualitative measures of student learning. Specifically, this effort is being patterned on the successful design and facilitation of alumni focus groups spearheaded by Metropolitan College's Paraeducator Certificate program. Metropolitan College envisions planning and implementing a formative and summative focus group program so that students can provide feedback on their experiences and perspectives on learning at Catholic University.

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

**Attachment A**

**COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MBU 201 Mgmt & Organizational Behavior**

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	F	W	I	
Fall 2006	14	3.88	0.27	10	2					2
Spring 2007	18	3.65	0.54	13	4	1				
Fall 2007	17	4.00	0.00	14					3	



## **Assessment Findings and Curricular Improvements Certificate in Human Resource Management**

### **Assessment Measures**

Metropolitan College uses the following measures to assess learning outcomes for the Human Resource Management Certificate Program:

- Grades, course evaluations, and enrollment totals for MBU 361 Human Resource Management and MBU 324 Strategic Management Practices.
- Course examinations, group project work, quizzes, and class participation for MBU 361 Human Resource Management and written topical reports, class participation, and briefings as prepared for MBU 324 Strategic Management Practices.

### **Assessment Findings**

Metropolitan College students pursuing the Certificate in Human Resource Management must complete seven core courses (i.e., 21 credits). The two courses selected for the purpose of assessment of the certificate program, MBU 361 and MBU 324, provide the Human Resource student with the key concepts of the knowledge area - an overview of major Human Resource topics and a foundation in current management practices. Please note that the data considered in this analysis may also represent students enrolled in the Bachelor of Arts in Management Program (B.A.Mgt.), for whom MBU 361 and MBU 324 are major requirements.

#### **MBU 361 Human Resource Management Discussion (Attachment A):**

Metropolitan College analyzed course grades, evaluations, and enrollment data for MBU 361 Human Resource Management for six semesters over a four year period (Fall 2004, Fall 2005, Fall 2006, Spring 2006, Spring 2007, and Fall 2007). Before Fall 2004, the course was offered in one other term, Fall 2002.

Metropolitan College students pursuing the Certificate in Human Resource Management must complete the required, one semester MBU 361 Human Resource Management, generally as one of the key gateway courses in their program of study. Satisfactory performance (i.e., a grade of “C” or better) in MBU 361 serves as a way to assess students’ ability to acquire a working knowledge of the major issues facing human resource managers in the coming years as well as the tools to design and implement solutions. During the period under analysis, enrollment in the six courses fluctuated from two students (Spring 2007) to twenty-one students (Fall 2004). A total of 76 students are considered in this analysis. Some of the fluctuation in enrollment reported is a function of the presence of students in the course who opted to enroll on a non-credit basis. MBU 361 will be offered in Fall 2008 with an anticipated enrollment of twenty-three students.

Approximately half of the students (i.e., 52%) who enrolled in MBU 361 Human Resource Management for credit earned grades of B- or better with 34% earning in the “B” range and 18% earning in the “A” range. Four students failed the course in the period under consideration and two withdrew. Performance in this course is assessed through written quizzes, exams, and a

major group project. These assessment mechanisms are designed to measure the degree to which students master the comprehensive nature of the human resources field as well as the tools needed to address contemporary issues.

Course and instructor evaluations for this analysis of MBU 361 Human Resource Management are available for three semesters (Fall 2005, Spring 2006, and Fall 2007). The data for Fall 2005 and Spring 2006 is based on a single response for each semester; the data provided for the Fall 2007 semester represents responses from eleven students out of a class of 14 (i.e., a nearly 85% rate of response) and is, therefore, more relevant. The course rating for Fall 2007 indicates a course average of 9, and the instructor rating indicates an instructor average of 9.18 (on a 10-point scale). Students enrolled in the Fall 2007 offering seemed to recognize the instructor's competence and commitment as well as the value of the educational experience and reported such on evaluations.

**MBU 324 Strategic Management Practices Discussion (Attachment B):**

Metropolitan College analyzed course grades, evaluations, and enrollment data for MBU 324 Strategic Management Practices for four semesters over a five year period (Fall 2003, Fall 2005, Fall 2006, and Fall 2007). MBU 324 was first introduced into the Metropolitan College Human Resource Management curriculum in Fall 2003.

Metropolitan College students pursuing the Certificate in Human Resource Management must complete the required, one semester MBU 324 Strategic Management Practices, generally as one of the key, final courses in their program of study. Satisfactory performance (i.e., a grade of "C" or better) in MBU 324 serves as a way to assess students' ability to bring together theory, knowledge, and application and demonstrate, through written and oral work, the ability to develop creative solutions for business problems. During the period under analysis, enrollment in the Fall semester courses (2003, 2005, 2006, 2007) grew from five students (2003) to a consistent and steady enrollment of eighteen or more students in subsequent years. MBU 324 will be offered in Fall 2008 with an anticipated enrollment of twenty students.

The majority of students (i.e., 83%) who enrolled in MBU 324 Strategic Management Practices in the semesters under analysis earned good to exceptional marks (B- to A+). The average grade in all four courses in the analysis was B or better with a B+ or higher average in three of the four course offerings. Over the period covered in this analysis two students (i.e., 5%) failed the course and one student withdrew from the course. Performance in this course is assessed through a series of written reports and a final executive briefing designed to demonstrate the student's comprehensive ability to think both strategically and critically in determining and developing a solution to a specific "real world" business issue. Students work closely with the instructor in roundtable discussions as they develop the briefing. Instructors, then, are integrally involved in the learning experience of the students. Students' recognition of instructor competence and commitment is evident in the strongly positive instructor ratings for this course. Instructor ratings range from a "low" of 9.0 (Fall 2005) to a perfect score of 10 (Fall 2003). The scores in Fall 2006 and Fall 2007 are equally impressive; 9.45 and 9.84, respectively. The course content ratings in all four instances were equally positive, falling within the same 9.0 to 10.0 range.



While not all Metropolitan College students enroll in MBU 324 as the final course in the Certificate in Human Resource Management sequence, many do. With its emphasis on developing solution-driven applications, it provides the student with the opportunity to synthesize and apply the body of knowledge mastered in the certificate program.

### **Curricular Improvements**

The 21-credit Human Resource Management Certificate program provides students with instruction in key knowledge areas for new and aspiring Human Resource professionals. In order to keep the knowledge base and applications current, Metropolitan College a) seeks out faculty who bring strong academic backgrounds and practical expertise to the classroom and b) evaluates the courses in the curriculum on an on-going basis. In fact, Metropolitan College maintains contact with Human Resources-oriented community partners, including the Society for Human Resource Management (SHRM), in an effort to ensure that the courses offered in the certificate program are providing students with the knowledge and skill sets critical to excellent professional practice. Accordingly, the following learning outcomes are made explicit and communicated directly to students:

1. Demonstrate an understanding of the key theoretical concepts which inform the discipline of Human Resource Management, including theories of leadership, organizational behavior, and arbitration;
2. Demonstrate an understanding of the Human Resource Management knowledge base and the significant issues – both historical and contemporary – that inform the discipline;
3. Demonstrate the abilities to communicate effectively; write and speak in clear, concise, and accurate language and use various forms of media to convey their thoughts and findings to others;
4. Demonstrate proficiency in the application of leadership skills, problem-solving skills, and team-building skills.

With regard to these learning outcomes, during the 2008-2009 academic year, Metropolitan College will be conducting a detailed review of the certificate curricula vis-à-vis learning outcomes in an effort to ensure that the College has incorporated into the program the most desirable means of assessing that learning objectives are being attained.

Additional curricular improvements are also in the pipeline. Specifically, while Metropolitan College is well attuned to the professional needs of students and strives to provide appropriate programs, the College realizes that assessment and evaluation of courses and instructors must be improved. While the evaluative sample for MBU 324 Strategic Management Practices was robust, the availability of assessment data for MBU 361 Human Resource Management was limited and, thus, signals that Metropolitan College must make a more intentional effort to involve students, especially, in the process of collecting feedback. As such, Metropolitan College has plans to enrich assessment methods.

While the course evaluations currently represent the central formalized program for soliciting comprehensive, broad-perspective feedback from Metropolitan College students regarding their academic/program experiences, the College is currently developing quantitative and qualitative assessment procedures that can provide formative and summative feedback opportunities. The quantitative aspect of this assessment program was “piloted” in early 2008. A beta assessment was developed and administered online to over 100 graduates who had participated in particular Metropolitan College programs. The instrument asked alumni to provide feedback on issues such as: (1) the degree program’s contribution to career advancement, (2) satisfaction with instructors and curriculum, (3) satisfaction with academic advising, and (4) satisfaction with student support services. While this assessment focused more on satisfaction than learning, the results and effectiveness of this survey are being reviewed to determine subsequent steps for implementing an ongoing assessment of current students and graduates. The new instrument would be carefully crafted and well-aligned with Catholic University’s undergraduate general education goals.

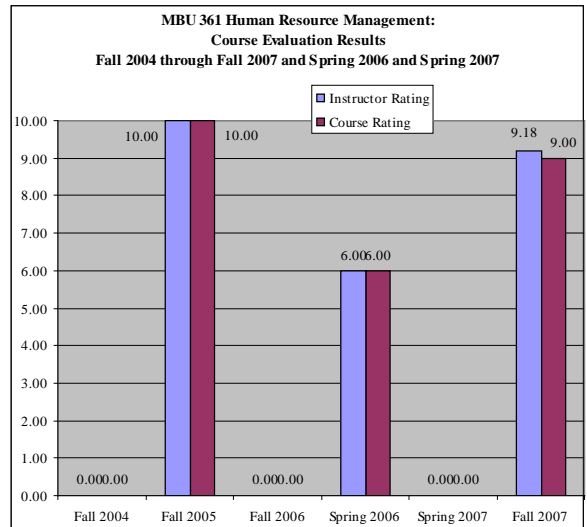
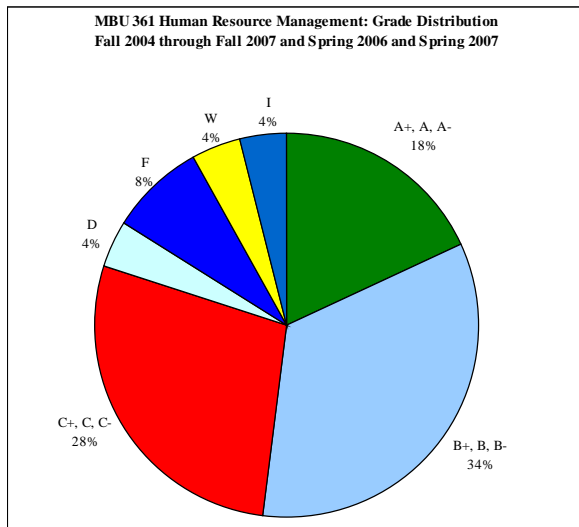
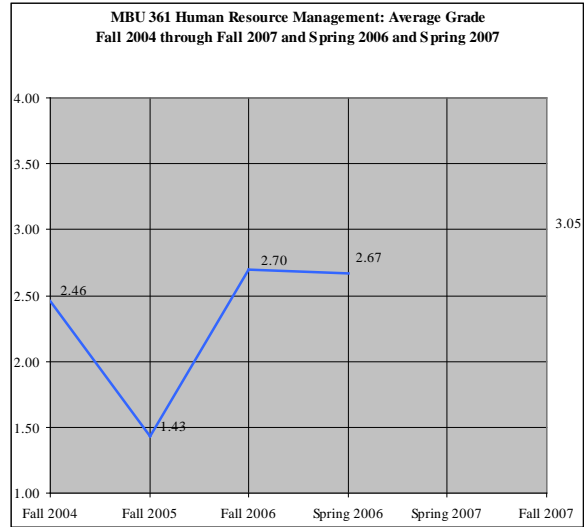
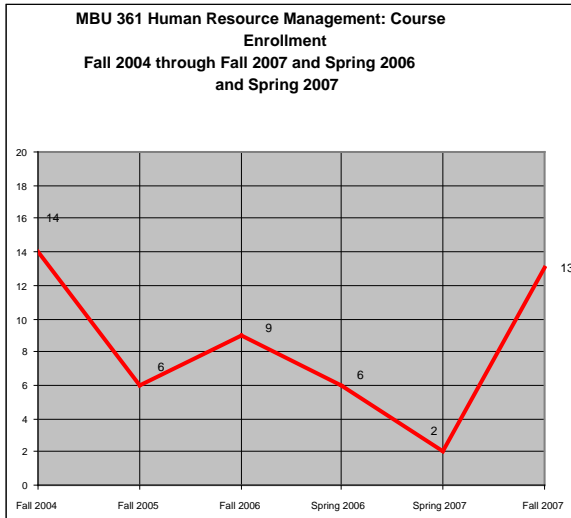
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Attachment A

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MBU 361 Human Resource Management

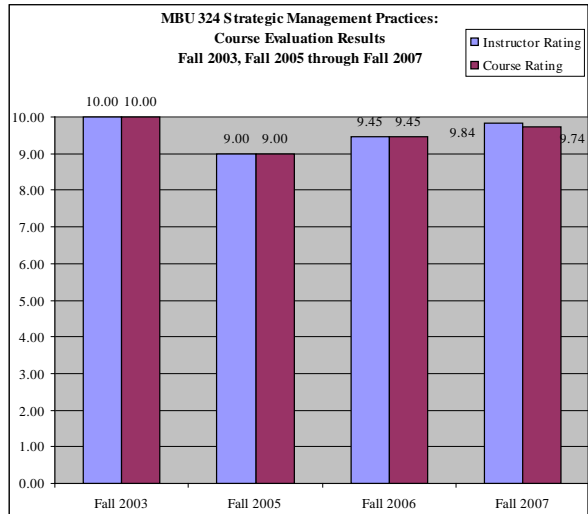
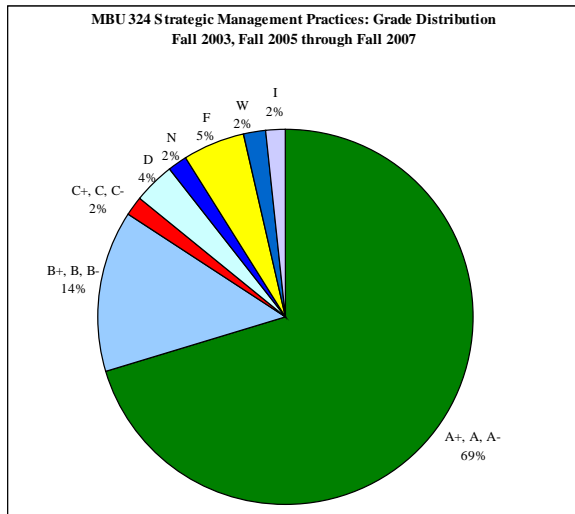
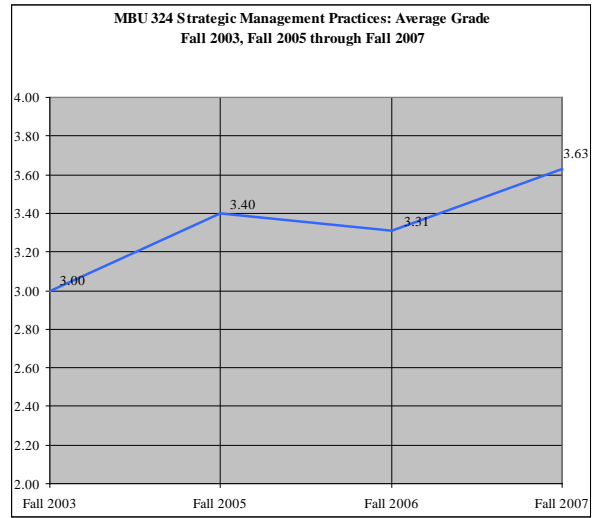
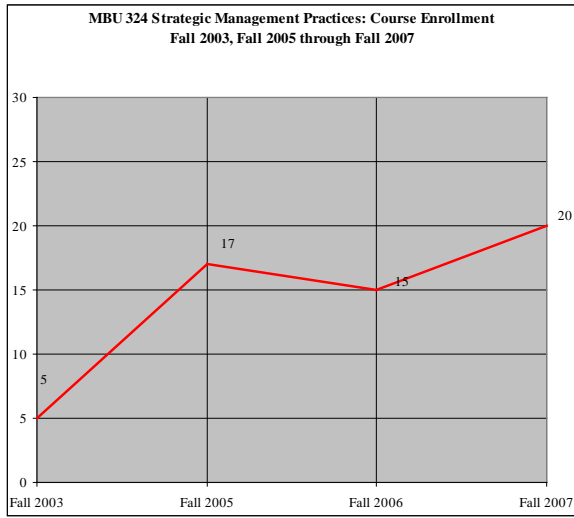
Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results						
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Fall 2004	14	2.46	1.27	2	6	3		2		1			0.00%				
Fall 2005	6	1.43	0.92			3	2	1				1	16.67%	10.00		10.00	
Fall 2006	9	2.70	0.68	2	3	4							0.00%				
Spring 2006	6	2.67	1.37	1	4			1				1	16.67%	6.00		6.00	
Spring 2007	2										2		0.00%				
Fall 2007	13	3.05	0.78	4	4	4				1		11	84.62%	9.18	1.54	9.00	1.55



Attachment B

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MBU 324 Strategic Management Practices

Term	Course Enrollment	Course Grade		Course Grades									Course Evaluation Results						
		Avg.	StDev.	Grade Distribution									Course Eval.		Instructor Rating		Course Rating		
				A+, A, A-	B+, B, B-	C+, C, C-	D	N	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.		
Fall 2003	5	3.00	1.41	3		1	1							3	60.00%	10.00	0.00	10.00	0.00
Fall 2005	17	3.40	1.34	13	1			1		2				2	11.76%	9.00	1.41	9.00	1.41
Fall 2006	15	3.31	0.79	7	6		1					1		11	73.33%	9.45	0.82	9.45	0.82
Fall 2007	20	3.63	0.91	17	1					1	1			19	95.00%	9.84	0.50	9.74	0.56



## **Assessment Findings and Curricular Improvements Certificate in Information Technology**

### **Assessment Measures**

Metropolitan Colleges uses the following measures to assess learning outcomes for the Information Technology Certificate Program:

- Grades, course evaluations, and enrollment totals for MIS 457 Design and Implementation: Emerging Environments.
- Projects and presentations as prepared for MIS 457 Design and Implementation: Emerging Environments.

### **Assessment Findings**

**MIS457 Design and Implementation: Emerging Environments Discussion** (Attachment A): Metropolitan College analyzed course grades, evaluations, and enrollment data for MIS 457 Design and Implementation: Emerging Environments over a two and a half year period (Fall 2005, Fall 2006, Fall 2007, Spring 2006, and Summer 2006). This course was first introduced into the Metropolitan College curriculum in the Fall of 2005. Please note that the data considered in this analysis may also represent students enrolled in the Bachelor of Arts in Information Technology (B.A.I.T.) program, for whom MIS 457 is a major requirement.

Metropolitan College students pursuing the Certificate in Information Technology must complete the required, one semester MIS 457 Design and Implementation: Emerging Environments, generally as one of the final courses in their program of study. Satisfactory performance (i.e., a grade of “C” or better) in this course serves as a way to assess students’ ability to bring together theory and practice and demonstrate, through projects and presentation, the knowledge acquired in the sequence of courses that comprise the certificate program. During the period studied in this analysis, enrollment in MIS457 fluctuated between three and twenty-four students depending upon the term offered and whether or not a cohort of students was at a point in their course sequence appropriate for enrollment in MIS 457. Cohorts are an important aspect of the Information Technology Certificate in that Metropolitan College schedules advanced information technology courses based on the critical mass of students available to support the offering.

The majority of students (i.e., 85%) who enrolled in MIS 457 Design and Implementation: Emerging Environments in the five semesters represented in the data earned good to exceptional marks (B- to A+). The average grades in this course ranged from 3.02 to 3.72 (i.e., B to B+). Over the entire period included in this analysis, three students (i.e., 4%) failed the course; no student withdrew from the course. Performance in this course is assessed through a series of written assignments and team presentations, designed to ensure that all students have mastered the foundations of emerging technologies and are able to make realistic decisions regarding applicability, appropriate use, and the nature of new technology development in a rapidly changing technological landscape. Course and instructor evaluation data was available for Fall

2005 and Spring 2006. Analysis of both sets of evaluation data indicate that students responded positively to faculty and course content with perfect (i.e., 10) ratings for the course and instructor in Fall 2005 and near perfect (i.e., an instructor rating of 9.7 and a course rating of 9.4) in Spring 2006.

### **Curricular Improvements**

The 30-credit Certificate in Information Technology evolved out of an earlier certificate program -- the Certificate in Management Information Systems which was phased out in Fall 2004 -- and represents a model for curricular improvement in an area of knowledge where rapid and substantive change is the only constant. To ensure relevance to needs of the IT industry, the IT certificate curriculum is patterned directly on the "IS 2002" curriculum guidelines developed by three premier IT associations -- the Association for Computing Machinery (ACM), the Association for Information Systems (AIS), and the Association of Information Technology Professionals (AITP) -- and endorsed by five others. Collectively, these organizations represent over 200,000 practitioners and academicians with an active interest in IT practice and education.

Curricular improvements in this discipline demanded a responsive and careful approach to course development, modes of instruction, and adult student needs. As a result, the certificate program in Information Technology was re-developed with the following goals for student learning:

1. Demonstrate factual knowledge of information technology hardware and software and information technology tools and processes to include database management, programming, data communications, system analysis, design, and project management;
2. Develop and demonstrate a deeper understanding of how to manage, operate, design, and improve technology use in organizational settings;
3. Demonstrate the ability to evaluate appropriate technological applications and long-term suitability for specific projects and problems;
4. Demonstrate proficiency in the rigorous research and writing process.

These learning outcomes reflect the need to make certain that this certificate is responsive to new technological advances and applications in the discipline as well as to the realities of changing demands in the workplace. During the 2008-2009 academic year, Metropolitan College will be conducting a detailed review of the certificate curricula vis-à-vis learning outcomes in an effort to ensure that the College has incorporated into the program the most desirable means of assessing that learning objectives are being attained.

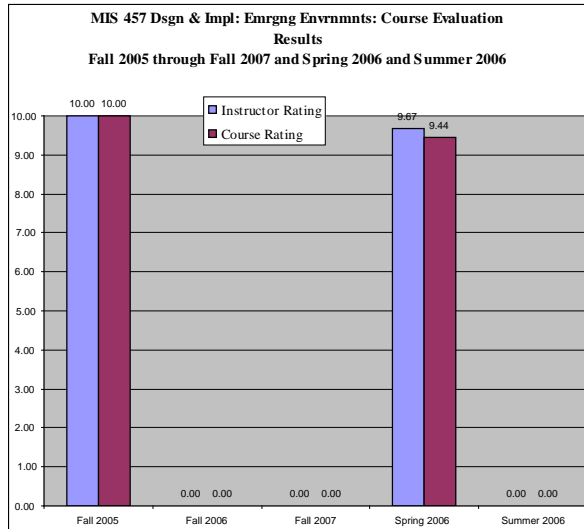
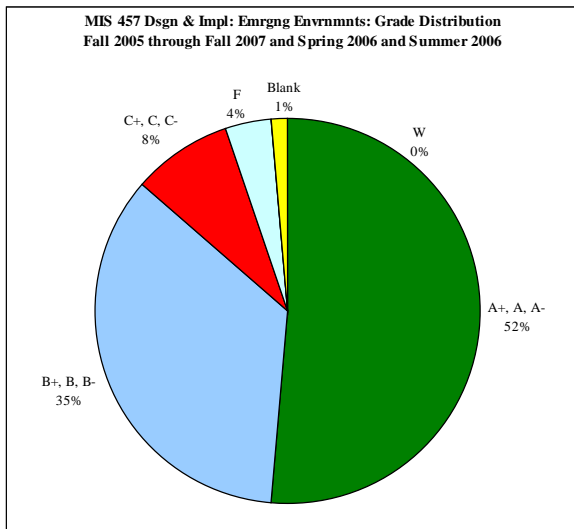
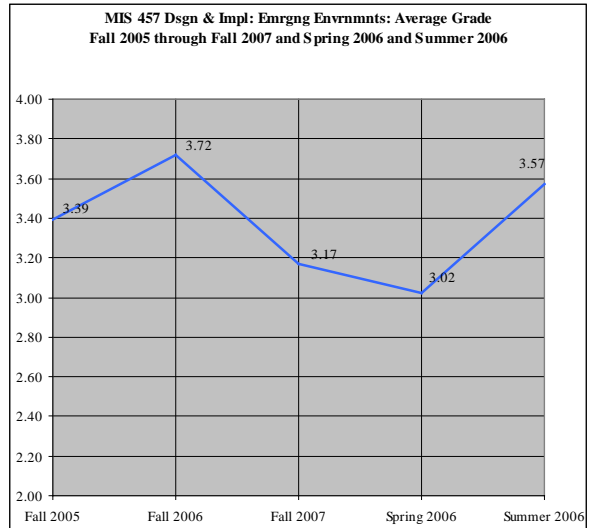
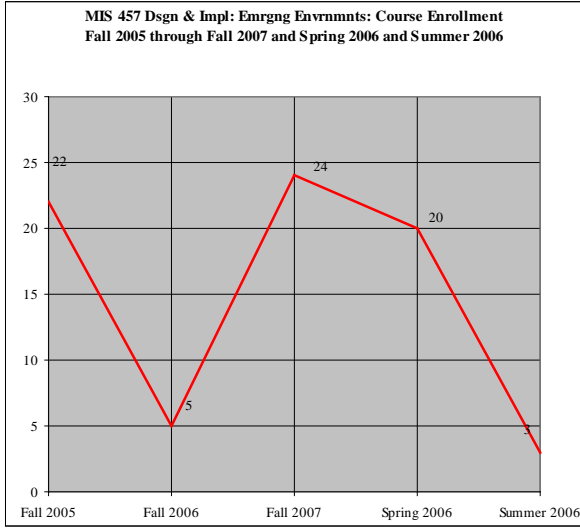
Additional curricular improvements are also in the pipeline. Specifically, while Metropolitan College is well attuned to the professional needs of students and strives to provide appropriate programs, the College realizes that assessment and evaluation of courses and instructors must be improved. The limited evaluative sample for MIS 457 Design and Implementation: Emerging Environments indicates that Metropolitan College must make a more intentional effort to involve students, especially, in the process of collecting feedback. As such, Metropolitan College has plans to enrich assessment methods.

While the course evaluations currently represent the central formalized program for soliciting comprehensive, broad-perspective feedback from Metropolitan College students regarding their academic/program experiences, the College is currently developing quantitative and qualitative assessment procedures that can provide formative and summative feedback opportunities. The quantitative aspect of this assessment program was “piloted” in early 2008. A beta assessment was developed and administered online to over 100 graduates who had participated in particular Metropolitan College programs. The instrument asked alumni to provide feedback on issues such as: (1) the degree program’s contribution to career advancement, (2) satisfaction with instructors and curriculum, (3) satisfaction with academic advising, and (4) satisfaction with student support services. While this assessment focused more on satisfaction than learning, the results and effectiveness of this survey are being reviewed to determine subsequent steps for implementing an ongoing assessment of current students and graduates. The new instrument would be carefully crafted and well-aligned with Catholic University’s undergraduate general education goals.

In addition to quantitative assessment, Metropolitan College is planning for the implementation of qualitative measures of student learning. Specifically, this effort is being patterned on the successful design and facilitation of alumni focus groups spearheaded by Metropolitan College’s Paraeducator Certificate program. Metropolitan College envisions planning and implementing a formative and summative focus group program so that students can provide feedback on their experiences and perspectives on learning at Catholic University.

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MIS 457 Dsgn & Impl: Emrgng Envrnmnts

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	F	W	Blank	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Fall 2005	22	3.39	0.42	11	11						1	4.55%	10.00		10.00	
Fall 2006	5	3.72	0.38	3	2							0.00%				
Fall 2007	24	3.17	1.40	17	1	2	3			1		0.00%				
Spring 2006	20	3.02	0.61	5	11	4					9	45.00%	9.67	0.71	9.44	1.01
Summer 2006	3	3.57	0.23	2	1							0.00%				





## ParaEd/ParaMet Certificate Programs in Special Education Studies Assessment Findings and Curricular Improvements

### Assessment Measures

Metropolitan College ParaEd/ParaMet Certificate Programs in Special Education Studies use the following measures to assess student learning outcomes:

#### Student Work Samples (Direct Measures)

- A *case study* in *MEDU 201: Field Placement in Special Education*.
- A *research-based Power Point presentation* in *MEDU 301: Special Education Curriculum and Instruction*.
- Paraeducators *design and demonstrate lessons* based on individual student needs in their interdisciplinary teaching course (MEDU 351)
- Paraeducators complete *research papers* in their education classes and in their final writing class (MHU 152) and demonstrate increasing levels of sophistication in research skills.

#### Indirect Measures

- Retention data (Table 1)
- The number and percentage of students who continue undergraduate coursework after Certificate completion (Table 1)
- Grades (Appendices A - H)
- Course evaluations (Attachments B, D – F, H)
- *Paraeducator Self-Report Survey* (French, 2004) completed at the beginning and the end of the program. This survey measures paraeducator self-perception of her/his knowledge and skills.
- *Paraeducator Self-Assessment* (based on CEC standards for paraeducators) completed at the beginning and end of the program. This survey measures paraeducator self-perception of her/his knowledge and skills specifically related to the goals for student learning.
- Annual focus groups as well as the end of the program focus groups are conducted with students who are completing their certificate programs.
- Instructor interview and/or written feedback at the end of each course.
- A one year follow up survey focuses on the program benefits and recommendations for improvements related to needs for success in the field.

### Assessment Findings/Curricular Improvements

#### Course Grades and Course Evaluations:

MEDU 101, 201 and 301 are required for both ParaMet and ParaEd certificates. While most students performed satisfactorily in these courses, some students earned low grades (D or F) in the first two courses and discontinued the program. With the continuing students, the grade distribution was higher in the more advanced ParaEd courses (Attachments D-H), with more students earning very high grades (A, A-s). Very few students failed these courses. Published course evaluations were strong. Mean ratings for instructors and courses ranged from 8.5 to 10.00 on a 10-point scale across evaluated courses with the exception of lower, but still

satisfactory, evaluations for MEDU 371 of 7.55 and 7.18 for the instructor and course respectively. Summer evaluations are not included in this analysis since these are not published by the university at this time. We plan to gather and analyze those in the future.

**Retention and Peer Support:**

We tracked retention of students through their completion of certificates (Table 1). Retention has been good to excellent, ranging from 76% to 90%, with the exception of the second ParaMet cohort (53%). We considered the ParaMet retention data, student products and grades, comments from students and faculty, and focus group feedback to understand the retention problem with cohort 2 compared to cohort 1. From this analysis we realized that cohort 1 had a stronger peer support since more were clustered in the same schools than cohort 2 students. In addition cohort 2 students evidenced needs in academic writing. Therefore, we encouraged participation of study and support groups with all subsequent cohorts. Most students have since reported networking outside of class to complete assignments and discuss class content. We also introduced curricular changes as described below. Subsequently retention data remained higher than for cohort 2 and high compared to other non-traditional students in research.

**Academic Success:** Pre-enrollment assessment data (Nelson Denny Test of Reading Comprehension; student transcripts), interviews with Instructors, and student work samples all pointed to academic underperformance of students, particularly in the areas of reading and writing. We found that student grades improve when class sizes are kept small. As a result, the following adjustments were made:

- a. Addition of a 3-credit writing class elective for ParaMet students
- b. Requirement of 9 credits in writing for completion of the ParaEd certificate
- c. Infusion of content from *Becoming a Master Student* (Ellis) in ParaMet courses. Strategies covered include: learning style; note taking; text reading; Internet/library research skills, remedial writing.
- d. In every class, we model best teaching practices and differentiated instruction, thereby having students experience and benefit from the very strategies we are encouraging them to implement in their classrooms with their students.
- e. Class sizes are capped at around 20 and additional sections are added when necessary to allow for individual attention for those needing it.

**Course delivery options:** At the early stages of the program, several course delivery models were utilized: 16-week classes meeting one evening per week, 8-week classes meeting two evenings per week, 6-week classes meeting two evenings per week, and one week summer classes meeting 40 hours on 5 consecutive days. Feedback from focus groups (“it was too fast!!”; “this was cramming”), student work samples, as well as grades (see Attachments A - H) indicated that the 5-day structure was least preferred by students and that grades were lower in classes offered in this format. Administratively, we also found that offering classes at non-routine times and schedules limited availability of campus resources such as the library and Writing Center. As a result, the following adjustments were made:

- a. All classes are offered in a 16-week, 8-week, and 4-week format.
- b. Classes are offered at times and schedules typically utilized by Metropolitan College.

**Program sustainability:** When we began the program, we used project staff almost exclusively to meet student needs. In focus groups, students reported making little use of university supports and feeling little connection with the University beyond their program. As we progressed, we realized that standing University schedules, systems and support would work well for our students and also better insure that the program could and would be continued past the grant period. The following adjustments were made:

- a Utilization of the Writing Center for support of student completion of papers required in their classes
- b Utilization of library staff to present in-library seminars on library research to students at their orientation.
- c Coaching of students to be able to self-register for classes and perform other functions in Cardinal Students 100% of students are now self-registering)
- d Use of Metropolitan College staff as academic advisors
- e University provision of a 25% discount for coursework for all paraeducators.

**Table 1: Retention Data**

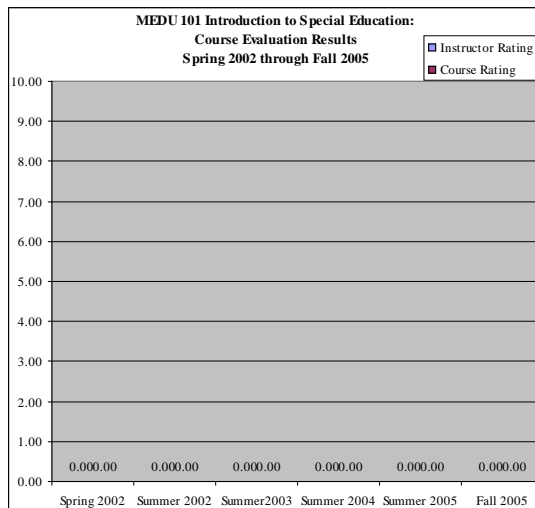
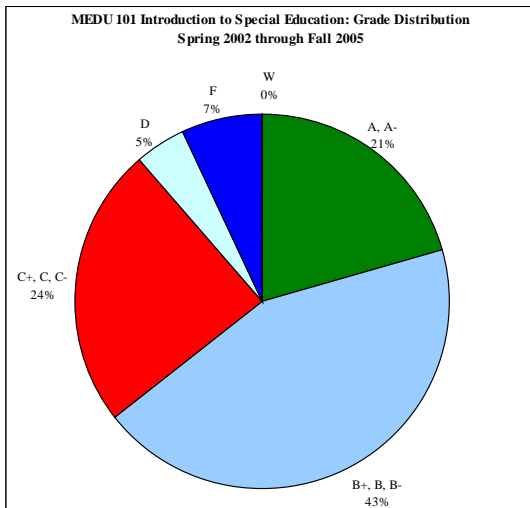
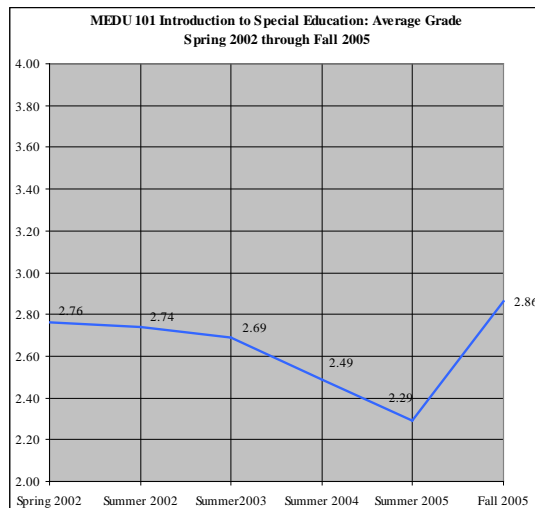
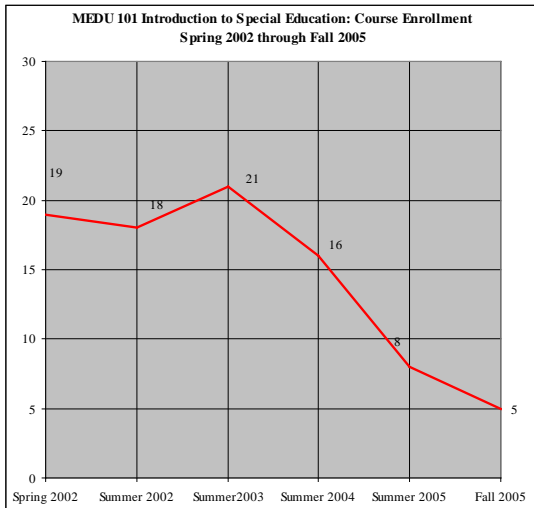
Cohort	Enrolled (n)	Completed (n)	Retention Rate (%)
ParaMet Cohort 1	20	18	90
ParaMet Cohort 2	17	9	53
ParaMet Cohort 3	21	16	76
ParaMet Cohort 4	16	14	88
ParaMet Cohort 5	8	7	88
ParaEd Cohort 1	21	17	81
ParaEd Cohort 2	19	17	89.5
TOTAL	120	98	82
ParaEd Cohort 3	26	In progress	
#earning subsequent Bachelor's Degrees		5	

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Attachment A

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MEDU 101 Introduction to Special Education

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2002	19	2.76	1.01	6	5	6	2					0.00%				
Summer 2002	18	2.74	1.35	5	9	1		3				0.00%				
Summer2003	21	2.69	0.83	4	8	8	1					0.00%				
Summer 2004	16	2.49	0.80		11	4		1				0.00%				
Summer 2005	8	2.29	1.20		5	1	1	1				0.00%				
Fall 2005	5	2.86	1.76	3		1		1				0.00%				



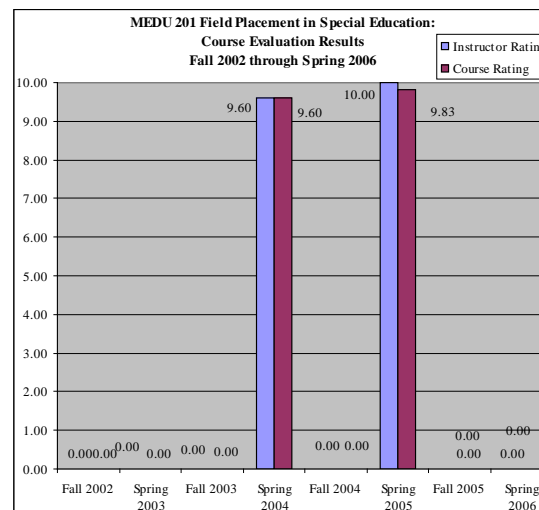
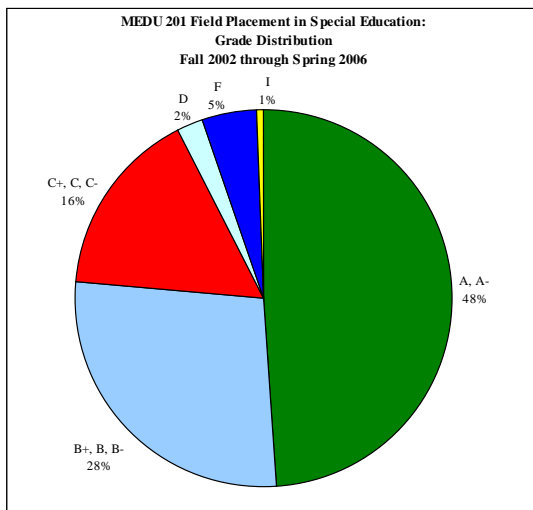
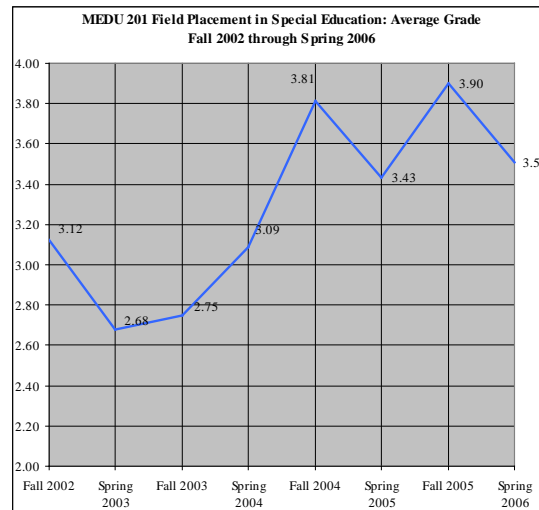
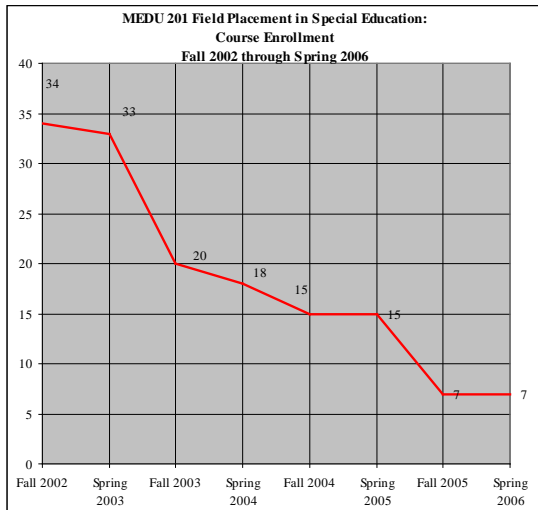
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Attachment B

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MEDU 201 Field Placement in Special Education\*

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	Grade Distribution						Course Eval.		Instructor Rating		Course Rating		
				A, A-	B+, B, B-	C+, C, C-	D	F	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2002	34	3.12	0.78	12	11	10										
Spring 2003	33	2.68	1.31	12	7	9	1		4							
Fall 2003	20	2.75	1.18	6	9	3			2							
Spring 2004	18	3.09	1.04	10	5	2			1		15	83.33%	9.60	1.55	9.60	1.30
Fall 2004	15	3.81	0.41	13	2											
Spring 2005	15	3.43	1.04	11	2		2				12	80.00%	10.00	0.00	9.83	0.58
Fall 2005	7	3.90	0.26	6	1											
Spring 2006	7	3.51	0.47	3	4											

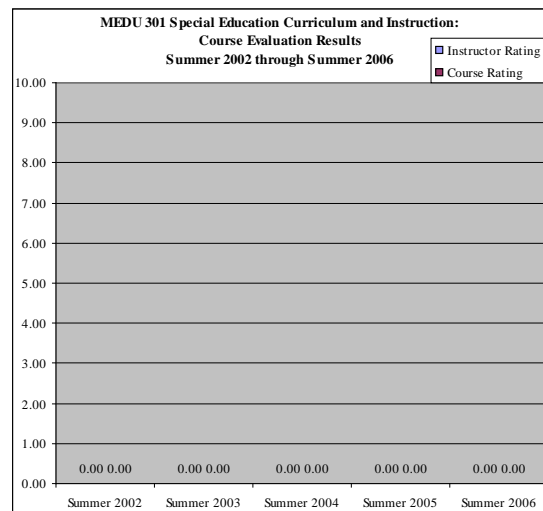
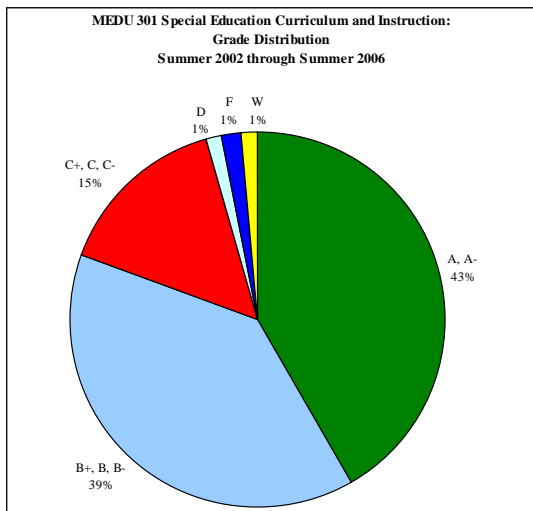
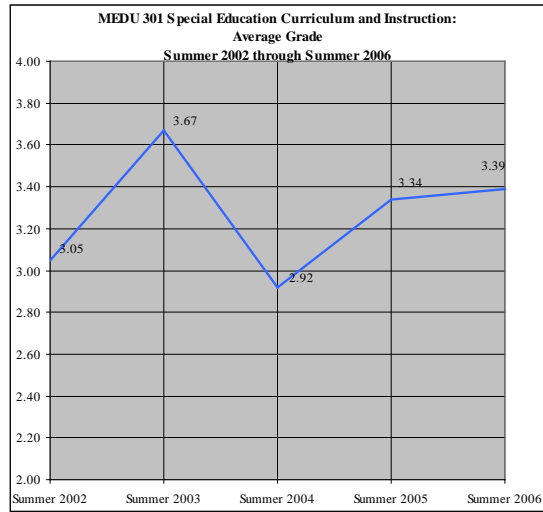
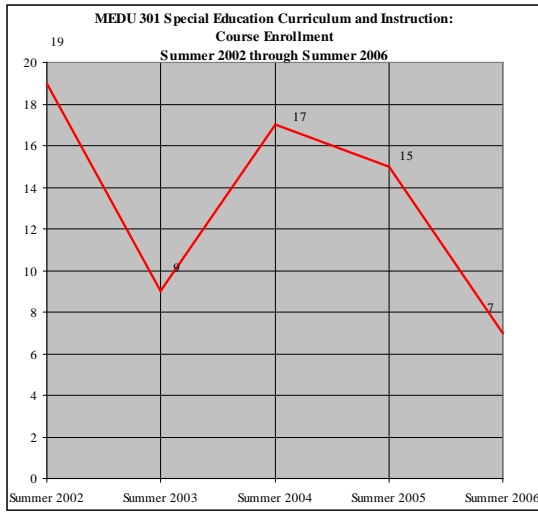
\* Spring 2006 records belong to MEDU201B



Attachment C

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MEDU 301 Special Education Curriculum and Instruction

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	Grade Distribution						Course Eval.		Instructor Rating		Course Rating	
				A, A-	B+, B, B-	C+, C, C-	D	F	W	#	%	Avg.	StDev.	Avg.	StDev.
Summer 2002	19	3.05	0.63	6	8	5					0.00%				
Summer 2003	9	3.67	0.38	6	3						0.00%				
Summer 2004	17	2.92	1.12	5	8	2	1	1			0.00%				
Summer 2005	15	3.34	0.59	7	5	2			1		0.00%				
Summer 2006	7	3.39	0.71	4	2	1					0.00%				

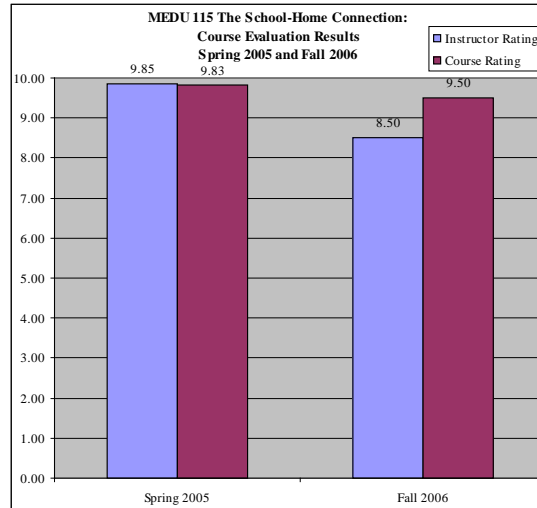
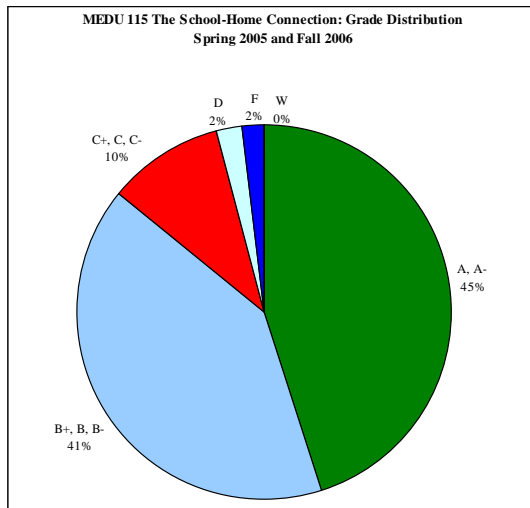
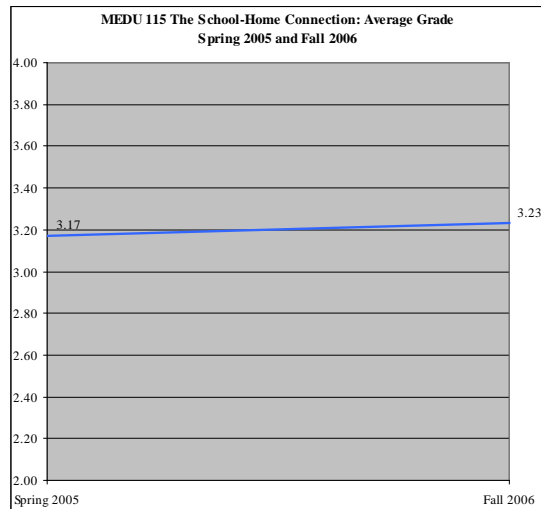
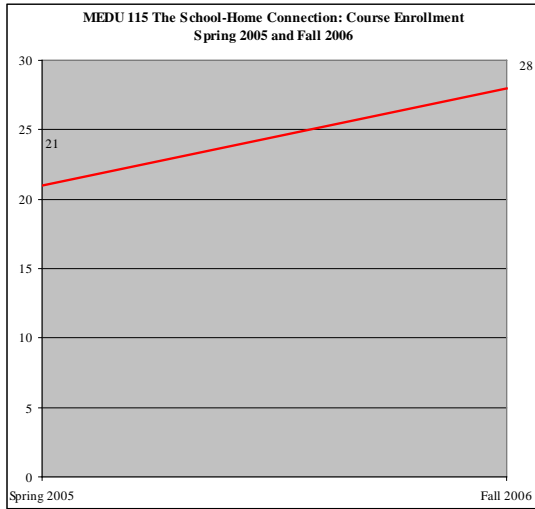


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Attachment D

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MEDU 115 The School-Home Connection

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.
Spring 2005	21	3.17	1.05	12	6	1	1	1		13	61.90%	9.85	0.38	9.83	0.58
Fall 2006	28	3.23	0.61	10	14	4				2	7.14%	8.50	2.12	9.50	0.71

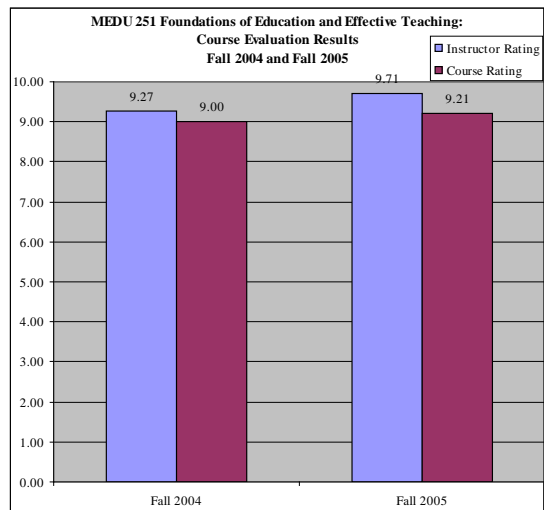
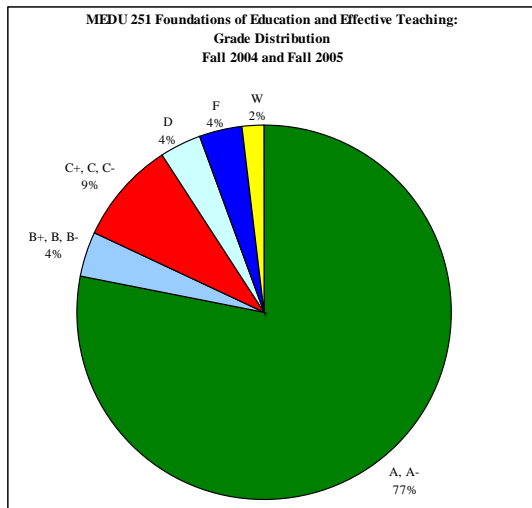
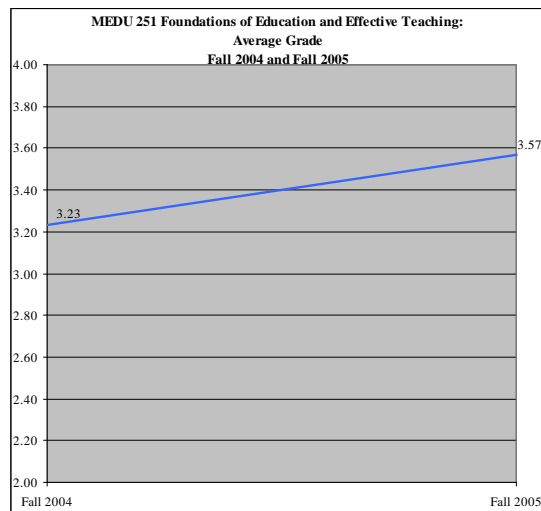
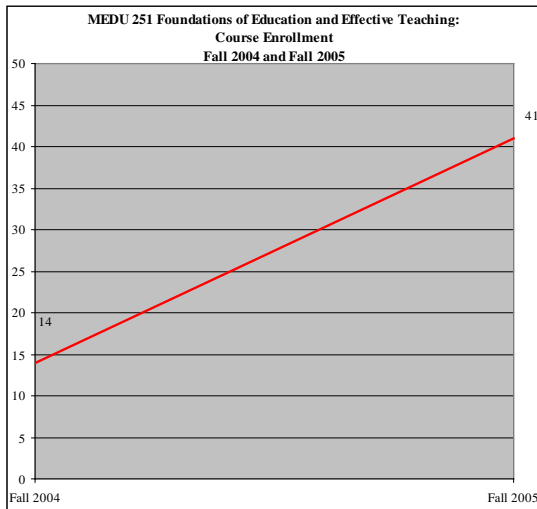


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Attachment E

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MEDU 251 Foundations of Education and Effective Teaching

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2004	14	3.23	1.25	8	2	2	2	1	1	11	78.57%	9.27	0.79	9.00	1.25
Fall 2005	41	3.57	0.97	35		3	2		1	14	34.15%	9.71	0.73	9.21	1.19



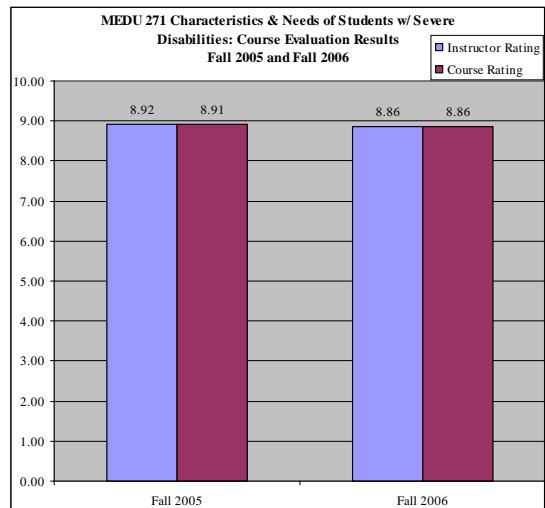
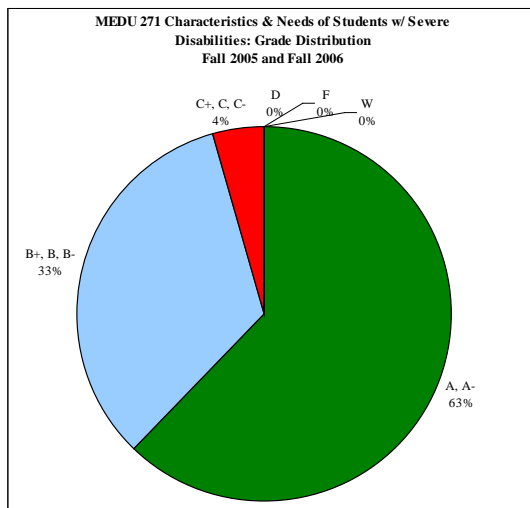
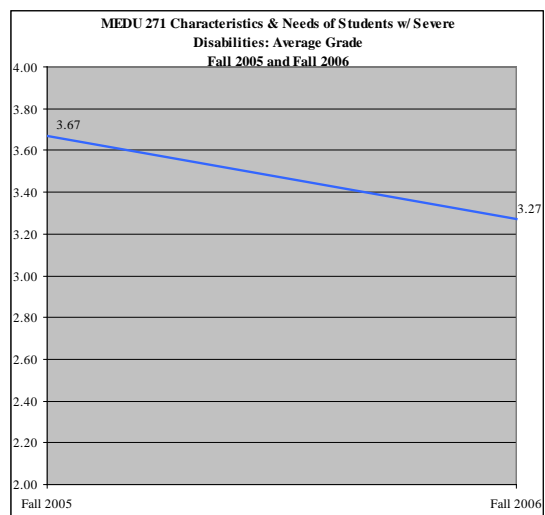
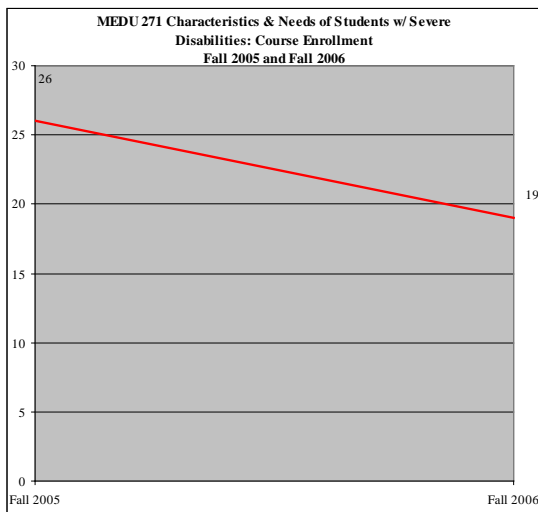


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Attachment F

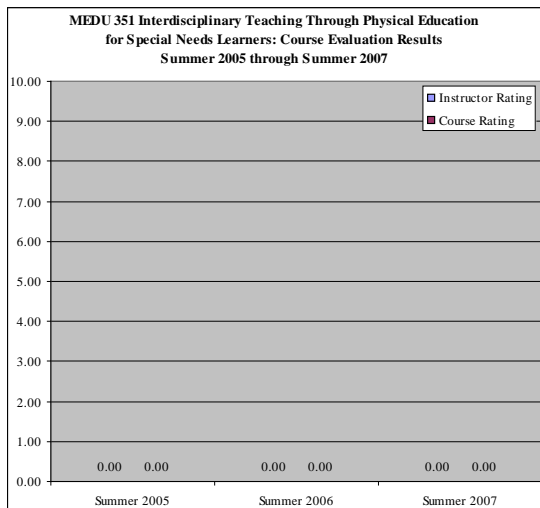
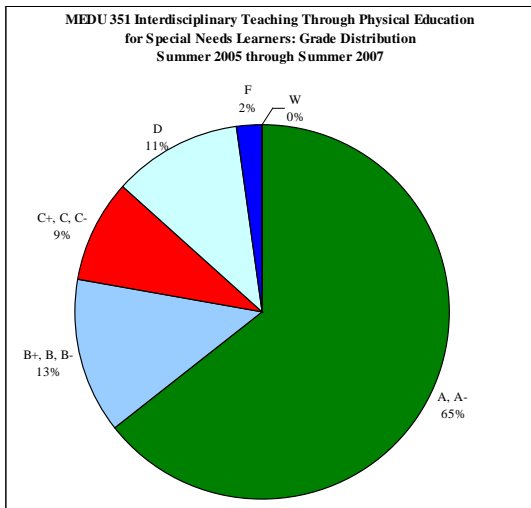
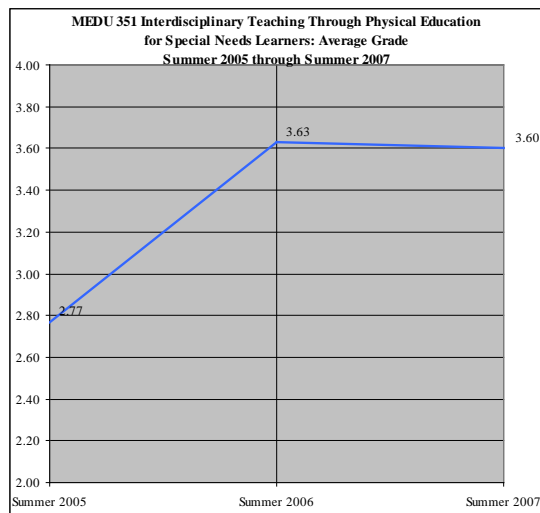
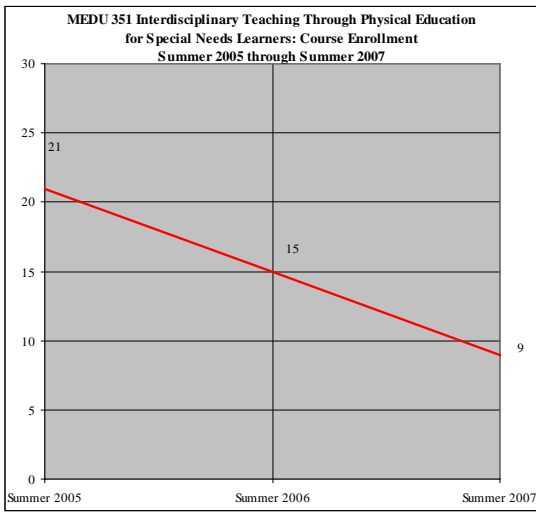
COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MEDU 271 Characteristics & Needs of Students w/ Severe Disabilities

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2005	26	3.67	0.41	19	7					24	92.31%	8.92	1.74	8.91	2.25
Fall 2006	19	3.27	0.63	9	8	2				7	36.84%	8.86	2.61	8.86	2.61



**COURSE SUMMARY DATA: METROPOLITAN COLLEGE**  
**MEDU 351 Interdisciplinary Teaching Through Physical Education for Special Needs Learners**

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	#	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.	
Summer 2005	21	2.77	1.33	10	3	3	4	1				0.00%				
Summer 2006	15	3.63	0.79	12	2		1					0.00%				
Summer 2007	9	3.60	0.64	7	1	1						0.00%				



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Attachment H

COURSE SUMMARY DATA: METROPOLITAN COLLEGE  
MEDU 371 Best Practice in Ed of Students w/ Developmental Disabilities

Term	Course Enrollment	Course Grade		Course Grade Distribution						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2006	25	3.37	1.14	18	4	1		2				0.00%				
Spring 2007	21	3.64	0.71	16	4		1			11	52.38%	7.55	1.51	7.18	1.66	

