

**METROPOLITAN COLLEGE**

**Assessment Findings and Curricular Improvements**

**for**

**Undergraduate Degree Programs**

## TABLE OF CONTENTS

Bachelor's Degree Programs	
Assessment Findings and Curricular Improvements.....	3-5
Attachments A-B.....	6-7
Associate's Degree Programs	
Associate of Science in Special Education Studies	
Assessment Findings and Curricular Improvements.....	8-11
Attachments A-B.....	12
Associate of Science in International Health Studies	
Assessment Findings and Curricular Improvements.....	13-15
Attachments A-B.....	16

# **Bachelor's Degree Programs Assessment Findings and Curricular Improvements**

## **Assessment Measures**

Metropolitan College uses the following measures to assess learning outcomes for each of the three<sup>1</sup> undergraduate degree programs: Bachelor of Arts in Interdisciplinary Studies (majors in Social Work<sup>2</sup>, Social Science, and Interdisciplinary Studies), Bachelor of Arts in Management, and Bachelor of Arts in Information Technology:

- Grades, course evaluations, and enrollment totals for capstone seminar, MID495 Senior Seminar.
- Capstone paper and presentations as prepared for MID495 Senior Seminar.

## **Assessment Findings**

### **MID495 Senior Seminar Discussion** (Attachments A and B):

Metropolitan College analyzed course grade, evaluation, and enrollment data for MID495 Senior Seminar over a five year period (twelve semesters) from Spring 2003 through Fall 2007, including data from Summer 2006, 2007 and 2008<sup>3</sup>. Metropolitan College also analyzed select data from the National Survey of Student Engagement (NSSE).

Metropolitan College students pursuing any of the three degree programs must complete the required, one-semester capstone course, MID495 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. During the period of Spring 2003 through Summer 2008, enrollment fluctuated between five and thirty-five students depending on the term offered. Given that MID495 Senior Seminar is offered in the Fall, Spring, and Summer terms, fewer student enrollments overall in the Summer result in smaller class sizes (i.e., 5 students). Enrollment in individual sections is generally capped at twenty students in one section, with the exception of Spring 2006 where two sections were offered and a total of thirty-five students were enrolled. Metropolitan College will be offering one section of MID495 Senior Seminar in the Fall 2008 term, enrolling 15 students.

The majority of students (i.e., 85%) who enrolled in MID495 Senior Seminar between Spring 2003 and Summer 2008 earned good to exceptional marks (B- to A+). The average grade in this course hovered around 3.25 (slightly lower than a B+) with a low in the Spring 2003 term of 2.51 (approximately a C+). Over the entire period included in this analysis, 14 students (i.e., 6%) failed the course and three students withdrew from it. Performance in this course is assessed through a comprehensive research paper and oral presentation tailored to the individual's course of study and designed to ensure that all students have mastered the theory, knowledge, and

---

<sup>1</sup> MID495 also serves as the capstone course for the Bachelor of Arts in General Studies. However, this degree has been discontinued and is offered only to students admitted prior to 8/1/06.

<sup>2</sup> 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.

<sup>3</sup> Summer 2008 data not shown in Attachment A.

applications essential for success in their chosen field. As such, instructors are integrally involved in the students' learning experiences as they work to help students shape papers and presentations that are reflexive and relevant to "real world" applications. Students' appreciation of this involvement is evidenced in generally positive (and, in Spring 2004 and Fall 2005, perfect) ratings of the faculty members as well as strongly positive ratings of the course in general from Spring 2003 through Spring 2006. There was a one year lapse (Summer 2006 through Summer 2007) in participation in the university-wide evaluation system; however, that has been corrected in the most recent semesters.

While not *all* Metropolitan College seniors enroll in MID495 Senior Seminar during their last term, many do select this course in their final semester. Accordingly, the impact of the capstone course on student learning can be somewhat distilled from the General Education Goals data provided by the National Survey of Student Engagement (NSSE) (Attachment B). While the following results are not statistically significant, raw scores do point to a promising trend relative to peer groups. Specifically, the survey of Spring 2007 Metropolitan College graduates showed that, to a greater extent than Carnegie peers, students perceived that their coursework emphasized "synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships" and "applying theories or concepts to practical problems or in new situations." Additionally, the raw scores indicated that Metropolitan College students "included diverse perspectives...in class discussions or writing assignments" and "had serious conversations with students of a different race or ethnicity" more often than students at Carnegie peers. Further, the data showed that Metropolitan College students' campus experiences contributed to their "understanding people of other racial and ethnic backgrounds" to a greater extent than the experiences of Carnegie peers.

### **Curricular Improvements**

In the Spring of 2006, Metropolitan College introduced three new degree programs: the Bachelor of Arts in Information Technology, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Arts in Management. Accordingly, "refreshing" the curriculum prompted the College administration, along with the course faculty, to revisit MID495 Senior Seminar in an effort to ensure rigor and alignment with key learning goals such competency in oral and written communication, research, and critical analysis and inquiry. As a result, the following learning outcomes were made more explicit and communicated more directly to students:

1. Demonstrate familiarity with critical thinking and reasoning scenarios and associated issues and challenges as they relate to at least three different areas of study.
2. Use databases, the Internet, and other scholarly resources as a significant component of conducting research for assigned projects, both oral and written.
3. Develop expertise in documenting scholarly work and incorporate citations and references into written projects in a manner consistent with the American Psychological Association (APA) documentation style.
4. Understand and discuss key purposes of literature reviews in both academic and applied research settings.
5. Deliver a scholarly oral presentation that incorporates the findings of a comprehensive

literature research.

6. Produce a scholarly written project with a properly-documented reference list that is supported by associated documentation included in a project appendix.

While verifying these capstone learning outcomes proved helpful and important, Metropolitan College recognizes that, while MID495 Senior Seminar is well-designed to measure student learning as presented in the core curriculum, the capstone may need to be enhanced in order to more effectively measure student learning in major-related courses. As such, in alignment with our new role as a separate school at The Catholic University of America, Metropolitan College is currently working to identify/design a senior capstone experience that appropriately assesses learning from major courses as well as the general education core. Options being considered include: (1) modifying the major curriculum to include a capstone course for the major, (2) introducing more explicit major- and professionally-oriented assignments in the current capstone, and/or (3) incorporating an experiential component in the major as an opportunity for students to synthesize and apply learning.

In addition to making the senior capstone experience more robust, Metropolitan College also has plans to enrich our 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 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 will be 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  
Outcomes Assessment

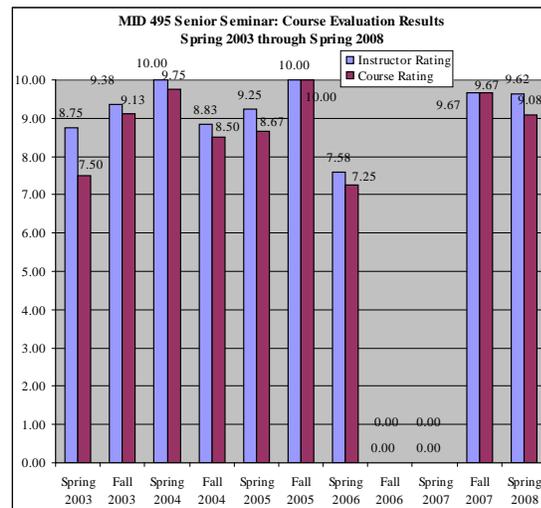
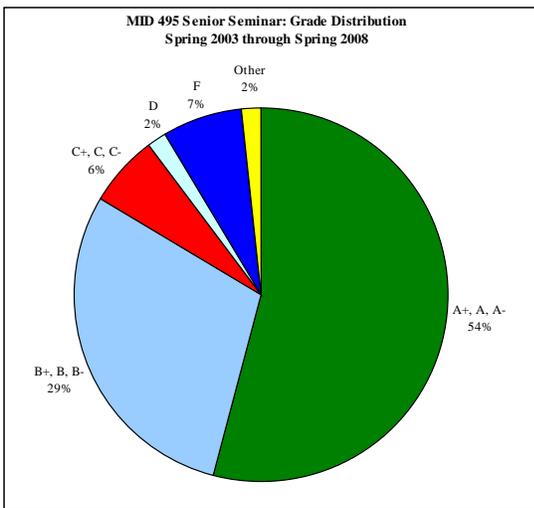
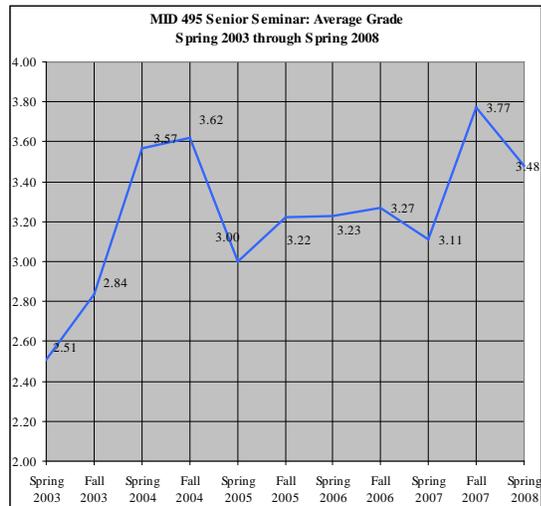
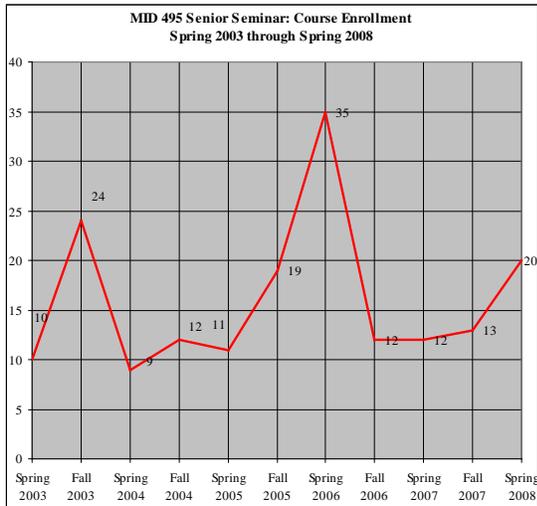
Attachment A

SENIOR SEMINAR SUMMARY DATA: METROPOLITAN COLLEGE  
MID 495 Senior Seminar\*

Term	Course Enrollment	Course Grade		Course Grade Distribution						Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Spring 2003	10	2.51	1.37	2	3	2	1	1	1	24	240.00%	8.75	1.51	7.50	1.91
Fall 2003	24	2.84	1.13	10	5	6	2	1		16	66.67%	9.38	0.89	9.13	0.96
Spring 2004	9	3.57	0.44	6	3					4	44.44%	10.00	0.00	9.75	0.50
Fall 2004	12	3.62	0.57	8	4					6	50.00%	8.83	1.94	8.50	1.05
Spring 2005	11	3.00	1.55	6	3			2		4	36.36%	9.25	0.50	8.67	1.53
Fall 2005	19	3.22	1.26	10	6			2	1	5	26.32%	10.00	0.00	10.00	0.00
Spring 2006	35	3.23	1.11	17	15			3		12	34.29%	7.58	2.27	7.25	2.34
Summer 2006	17	3.59	0.51	10	7						0.00%				
Fall 2006	12	3.27	1.27	7	2	1		1	1		0.00%				
Spring 2007	12	3.11	1.13	5	5	1		1			0.00%				
Summer 2007	5	2.92	1.67	2	2			1			0.00%				
Fall 2007	13	3.77	0.35	10	3					3	23.08%	9.67	0.58	9.67	0.58
Spring 2008	20	3.48	0.97	15	3	1		1		13	65.00%	9.62	0.87	9.08	1.55

\*In semesters where more than one section of the senior seminar or thesis option was offered, aggregate data is displayed.

\*\*The "Other" category includes grades of I, W, AU, and P.



Attachment B Graduates will show facility in critical thinking and reasoned analysis.	Metropolitan College	Metropolitan College compared with:								
		Catholic University			Carnegie Peers			NSSE 2007		
		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.11	2.66	.00	-.62	2.78	*	-.73	2.75	*	-.70
<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	2.93	3.36	.00	-.60	3.22	.00	-.40	3.23	.00	-.40
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.19	3.20	.00	-.01	3.01	.00	.22	3.03	.00	.19
<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.68	3.11	.00	-.50	2.94	.00	-.29	2.96	.00	-.33
<b>Applying</b> theories or concepts to practical problems or in new situations	3.19	3.33	.00	-.17	3.18	.00	.01	3.18	.00	.01

Graduates will demonstrate knowledge of and respect for different cultures and religions.	Metropolitan College	Metropolitan College compared with:								
		Catholic University			Carnegie Peers			NSSE 2007		
		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.80	2.70	.00	.11	2.74	.00	.06	2.80	.00	.00
Had serious conversations with students of a different race or ethnicity than your own	2.77	2.70	.00	.06	2.68	.00	.10	2.66	.00	.11
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.71	2.88	.00	-.18	2.71	.00	.00	2.71	.00	.00
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.82	2.85	.00	-.03	2.81	.00	.01	2.82	.00	.00
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.36	1.97	.00	.41	2.41	.00	-.05	2.44	.00	-.08
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Understanding people of other racial and ethnic backgrounds	2.97	2.20	.00	.77	2.54	.00	.43	2.59	.00	.38

## **Associate's Degree Programs**

### **Associate of Science in Special Education Studies Assessment Findings and Curricular Improvements**

#### **Assessment Measures**

In a unique partnership between a religious congregation and a university, the Metropolitan College oversees and offers the Associate of Science (A.S.) degree in Special Education Studies (S.E.S.) specifically for novices of the Brothers of Charity at their International Institute Canon Triest in Gent, Belgium. The degree is an intensive two-year, 60 credit-hour program that includes formal course work and practicum and internship experiences. It prepares Brothers of Charity for entry-level or mid-management positions in special education programs and programs championing the care of people with disabilities in developing countries. Metropolitan College uses the following measures to assess learning outcomes for the Associate of Science degree in Special Education Studies.

- Grades, enrollment totals, and course evaluations for MEDU 261 Human Growth and Development, MEDU 361 Psychology of Education, and MSES 102 Introduction to Assessment and Evaluation in Special Education.
- A professional portfolio designed to conform to a standard rubric.

#### **Assessment Findings**

##### **MEDU 261 Human Growth and Development Discussion** (Attachment A):

Metropolitan College analyzed course grades, enrollment totals, and course evaluation data for MEDU 261 Human Growth and Development for Spring 2006 and Spring 2008. The A.S.-S.E.S. program began in the Spring of 2006, therefore, earlier data are unavailable.

The Associate of Science in Special Education Studies degree program features an academic common core, a professional core, and several specialty courses. MEDU 261 Human Growth and Development is an important gateway course in the professional core and provides a foundation for specialty courses. Satisfactory performance (i.e., a grade of "C" or better) in this course serves as a way to assess students' ability to understand young children's characteristics and needs and the multiple influences on development and learning as well as the characteristics of family and community given the socio-cultural and political contexts for development and learning. This course also fosters and assesses students' understanding of the goals, benefits, and uses of assessment and observation. During the period under consideration (Spring 2006 and Spring 2008), the enrollment in this course ranged from five to seventeen students respectively. The course will most likely be offered again in Spring 2010.

According to the grade data analyzed for Spring 2006 and Spring 2008, thirteen of the twenty-two students (59%) enrolled earned grades in the A range (A, A-), and nine of the twenty-two students (41%) earned grades in the B range (B+, B, B-).

Students in MEDU 261 Human Growth and Development were asked to evaluate the course content and the instructor via a hard copy evaluation form which probed for student feedback on a variety of items including clarity of course objectives, the ability to achieve course objectives, volume of learning, course organization, and instructor commitment. Overall, the evaluations were consistently good with near perfect marks reported for items such as effectiveness of teaching strategies, instructor commitment, and opportunities to ask questions.

**MEDU 361 Psychology of Education Discussion (Attachment A):**

Metropolitan College analyzed course grades and enrollment totals for MEDU 361 Psychology of Education for one semester (Spring 2007). The A.S.-S.E.S. program began in the Spring of 2006, therefore, earlier data are unavailable.

MEDU361 Psychology of Education is an important intermediary course in the professional core of the program and elaborates on students' learning from year one. Satisfactory performance (i.e., a grade of "C" or better) in this course serves as a way to assess students' ability to understand research and theory related to the development and motivation of learners and to explore the relationship among these various constructs to teaching in both regular and special education settings. During the semester under consideration, sixteen students enrolled in the course. The course will most likely be offered again in Summer 2009.

According to the grade data analyzed for Spring 2007, twelve of the sixteen students (75%) enrolled earned grades in the A range (A, A-), and four of the sixteen students (25%) earned grades in the B range (B+, B, B-).

Formal course evaluation data is not available for MEDU361 Psychology of Education, but, informal student feedback has been positive. Mechanism for ensuring more consistent evaluation will be discussed in the Curricular Improvements section of this document.

**MSES 102 Introduction to Assessment and Evaluation in Special Education Discussion (Attachment A):**

Metropolitan College analyzed course grades, enrollment totals, and course evaluation data for MSES 102 Introduction to Assessment and Evaluation in Special Education for one semester (Spring 2007). The A.S.-S.E.S. program began in the Spring of 2006, therefore, earlier data are unavailable.

MSES 102 Introduction to Assessment and Evaluation in Special Education is an important final, specialty course featured in Associate of Science in Special Education Studies curriculum. This course is linked to foundations of special education and previous studies of general concepts in teaching and learning. Satisfactory performance (i.e., a grade of "C" or better) in this course serves as a way to assess students' ability to identify a variety of formal and informal assessment instruments and to grasp the terminology, ethics, and procedures involved with assessment in special education. At the close of the course, students attain high levels of skill associated with interpreting, reporting, keeping records, and monitoring student progress. During the semester under consideration, six students enrolled in the course. The course will most likely be offered again in Fall 2009.

According to the grade data analyzed for Spring 2007, four of the six students (67%) enrolled earned grades in the A range (A, A-), and two of the six students (33%) earned grades in the B range (B+, B, B-).

Students in MSES 102 Introduction to Assessment and Evaluation in Special Education were asked to evaluate the course content and the instructor via a hard copy evaluation form which probed for student feedback on a variety of items including clarity of course objectives, the ability to achieve course objectives, volume of learning, course organization, and instructor commitment. Overall, the evaluations were consistently good for items such as clarity of course objectives, the ability to achieve course objectives, and volume of learning. However, students provided less positive feedback for items such as course organization, expectations for class assignments, and opportunities for asking questions.

### **Professional Portfolio:**

As both a formative and summative evaluation tool for the degree program, the portfolio documents and offers novices the opportunity to evaluate their own performance against the program's student learning goals. Students have periodic opportunities to share their portfolios, analyze and re-shape them. Students refer to the contents during their two required oral presentations (mid-term and final). Completed portfolios contain the following:

- Student's philosophy statement about his beliefs and professional role in special education;
- Computer competencies checklist;
- Supervisor's practicum evaluation;
- Samples from coursework (specific assignments, tests, projects);
- Mid-term essay;
- Résumé;
- Action research paper;
- Supervisor's internship evaluation;
- Sample(s) from field experiences (observations, tutoring, assessments, community service);
- Final essay: In this paper, the student discusses how he has met personal professional goals, program goals and relevant national standards, as evidenced in the portfolio.

Evaluation criteria for the electronic portfolio are represented in a rubric (Attachment B) with the following four requirements: (1) professionalism of presentation (focus on the résumé and statement of personal philosophy in the context of current issues in international health), (2) use of supporting materials (connections between portfolio evidence and professional standards), (3) professional standards (evidence in reflections on personal achievement), and (4) organization and writing mechanics. The scoring includes: Meeting, Exceeding, and Acquiring. These criteria are made available to the Brothers of Charity via their website and in hardcopy form.

Portfolios are presented on two occasions: formatively, at the end for the first year and summatively, at the conclusion of the program. Representatives from the Catholic University faculty and the Brothers of Charity evaluate the student mid-term oral presentation and the artifacts at the end of the first year with feedback and recommendations for improvement.

During the mid-term presentation, students discuss the contents of the first five ingredients of their electronic portfolio. At the end of the program, each student makes an oral presentation to the Brothers of Charity Brother General (head of the order) and a representative of the Catholic University faculty. The focus of this second presentation is the entirety of the Electronic Portfolio and, especially, the content of the student's final essay with supportive evidence from the portfolio. This two year evaluation process presents an opportunity for an individual benchmarks and milestones for continuous improvement.

### **Curricular Improvements**

One planned curricular improvement for the A.S.-S.E.S. degree program involves the enhancement of both quantitative and qualitative assessment measures, particularly with regard to course and instructor evaluations. Future plans include reviewing the current course evaluation tool in an effort to broaden the scope of assessment while keeping it relevant to the Brothers of Charity program. Additionally, an informational moment on the importance of student feedback will be incorporated into the new student orientation so that new students in the Brothers of Charity program feel more at ease sharing formal and informal feedback.

Refreshing the program's approach to evaluation and assessment will also include a review of the qualitative feedback mechanisms and a discussion on enriching the one-on-one interview and focus group experiences for the students. Such enrichments might include reflective, written statements preceding focus groups in order to spark deep individual thinking and more robust group processing of the academic experience.

### Attachment A: Course Data

Course	Semester	Enrollment	Grade Distribution	
			(A+, A, A-)	(B+, B, B-)
MEDU261 Human Growth and Development	Spring 2006	5	3	2
	Spring 2008	17	10	7
MEDU361 Psychology of Education	Spring 2007	16	12	4
MSES102 Introduction to Assessment and Evaluation in Special Education	Spring 2007	6	4	2

### Attachment B: Rubric for Evaluation of Electronic Portfolios

Electronic Portfolio Scoring Guide			
	Exceeding	Meeting	Acquiring
Professional Presentation (30%)	The candidate presents his resume and a sophisticated statement of educational beliefs that address several educational issues	The candidate presents his resume and a specific statement of educational beliefs.	The candidate presents as incomplete resume and/or vague statement of educational beliefs.
Use of Artifacts (30 %)	The candidate makes extensive connections between artifacts and professional standards, using carefully chosen evidence.	The candidate makes some connections between artifacts and professional standards	The candidate makes unclear or few connections between artifacts and professional standards
Professional Standards (30%)	The candidate provides exemplary evidence of and reflection on his own achievement	The candidate provides some evidence of and reflection on his own achievement	The candidate provides insufficient evidence of and reflection on his own achievement
Organizing and Writing Mechanics (10%)	The portfolio is focused and well organized; evidence is clearly presented. Nearly error-free writing, which reflects clear understanding and thorough proofreading.	The portfolio is complete and organized, evidence is presented. Occasional grammatical errors with few typos.	The portfolio lacks organization; evidence is limited. Frequent errors in spelling, grammar, and punctuation.

## **Associate of Science in International Health Studies Assessment Findings and Curricular Improvements**

### **Assessment Measures**

In a unique partnership between a religious congregation and a university, the Metropolitan College offers and oversees the Associate of Science (A.S.) degree in International Health Studies (S.E.S.) specifically for novices of the Brothers of Charity at their International Institute Canon Triest in Gent, Belgium. The degree is an intensive two-year, 60 credit-hour program that includes formal course work and practicum and internship experiences. It prepares novices, who will become Brothers of Charity, for entry or mid-management positions in mental health and focused health programs in developing countries. Metropolitan College uses the following measures to assess learning outcomes for the Associate of Science (A.S.) degree in International Health Studies (S.E.S.):

- Grades, enrollment totals, and course evaluations for MCH 125 Chemistry in Our Lives and MNSG 297 Introduction to Epidemiology.
- A professional portfolio designed to conform to a standard rubric.

### **Assessment Findings**

#### **MCH 125 Chemistry in Our Lives Discussion (Attachment A):**

Grades, enrollment totals, and course evaluations for MCH 125 Chemistry in Our Lives for one semester (Summer 2008). The A.S. – I.H.S. program began in the Spring of 2006, therefore, earlier data are unavailable.

The Associate of Science in International Health Studies degree program features an academic common core, a professional core, and several specialty courses. MCH125 Chemistry in Our Lives is an important introductory course in the academic common core of the program. Satisfactory performance (i.e., a grade of “C” or better) in this course serves as a way to assess students’ ability to understand the foundations of chemistry and its link to students’ daily lives as well as the basics of scientific and quantitative reasoning. During the period under consideration (Summer 2008), the enrollment in this course was twenty-one students.

According to the grade data analyzed for Summer 2008, thirteen of the twenty-one students (62%) enrolled earned grades in the A range (A, A-), and two of the six students (38%) earned grades in the B range (B+, B, B-).

Students in MCH 125 Chemistry in Our Lives were asked to evaluate the course content and the instructor via a hard copy evaluation form which probed for student feedback on a variety of items including clarity of course objectives, the ability to achieve course objectives, volume of learning, course organization, and instructor commitment. Overall, the evaluations were consistently good and showed student satisfaction with items such as teaching strategies, course organization, evaluation methods, instructor commitment, and link from theory to practice.

**MNSG 297 Introduction to Epidemiology Discussion** (Attachment A):

Metropolitan College analyzed course grades and enrollment data for MNSG 297 Introduction to Epidemiology for one semester (Fall 2007). The A.S.- I.H.S. program began in the Spring of 2006, therefore, earlier data are unavailable.

MNSG 297 Introduction to Epidemiology is an important intermediary course in the specialty course sequence of the A.S.- I.H.S. program. Satisfactory performance (i.e., a grade of “C” or better) serves as a way to assess students’ ability to understand epidemiologic concepts in identifying outbreaks of disease, and to developing population-based interventions to reduce health-related risks in vulnerable populations. During the period under consideration (Fall 2007), the enrollment in this course was ten students. The course will be offered again in 2009.

According to the grade data analyzed for Fall 2007, half of the students enrolled in MNSG 297 in Fall 2007 earned grades in the A range (A, A-), and the other half earned grades in the B range (B+, B, B-). The average grade in this course was 3.38 (slightly below a B+).

Formal course evaluation data is not available for MNSG 297 Introduction to Epidemiology, but, informal student feedback has been positive. Mechanism for ensuring more consistent evaluation will be discussed in the Curricular Improvements section of this document.

**Professional Portfolio:**

As both a formative and summative evaluation tool for the degree program, the portfolio documents and offers novices the opportunity to evaluate their own performance against the program’s student learning goals. Students have periodic opportunities to share their portfolios, analyze and re-shape them. Students refer to the contents during their two required oral presentations (mid-term and final). Completed portfolios contain the following:

- Student’s philosophy statement about his beliefs and professional role in special education;
- Computer competencies checklist;
- Supervisor’s practicum evaluation;
- Samples from coursework (specific assignments, tests, projects);
- Mid-term essay;
- Résumé;
- Action research paper;
- Supervisor’s internship evaluation;
- Sample(s) from field experiences (observations, tutoring, assessments, community service);
- Final essay: In this paper, the student discusses how he has met personal professional goals, program goals and relevant national standards, as evidenced in the portfolio.

Evaluation criteria for the electronic portfolio are represented in a rubric (Attachment B) with the following four requirements: (1) professionalism of presentation (focus on the résumé and statement of personal philosophy in the context of current issues in international health), (2) use of supporting materials (connections between portfolio evidence and professional standards), (3) professional standards (evidence in reflections on personal achievement), and (4) organization

and writing mechanics. The scoring includes: Meeting, Exceeding, and Acquiring. These criteria are made available to the Brothers of Charity via their website and in hardcopy form.

Portfolios are presented on two occasions: formatively, at the end for the first year and summatively, at the conclusion of the program. Representatives from the Catholic University faculty and the Brothers of Charity evaluate the student mid-term oral presentation and the artifacts at the end of the first year with feedback and recommendations for improvement. During the mid-term presentation, students discuss the contents of the first five ingredients of their electronic portfolio. At the end of the program, each student makes an oral presentation to the Brothers of Charity Brother General (head of the order) and a representative of the Catholic University faculty. The focus of this second presentation is the entirety of the Electronic Portfolio and, especially, the content of the student's final essay with supportive evidence from the portfolio. This two year evaluation process presents an opportunity for an individual benchmarks and milestones for continuous improvement.

### **Curricular Improvements**

One planned curricular improvement for the A.S.- I.H.S. degree program involves the enhancement of both quantitative and qualitative assessment measures, particularly with regard to course and instructor evaluations. Future plans include reviewing the current course evaluation tool in an effort to broaden the scope of assessment while keeping it relevant to the Brothers of Charity program. Additionally, an informational moment on the importance of student feedback will be incorporated into the new student orientation so that new students in the Brothers of Charity program feel more at ease sharing formal and informal feedback.

Refreshing the program's approach to evaluation and assessment will also include a review of the qualitative feedback mechanisms and a discussion on enriching the one-on-one interview and focus group experiences for the students. Such enrichments might include reflective, written statements preceding focus groups in order to spark deep individual thinking and more robust group processing of the academic experience.

## Attachment A: Course Data

Course	Semester	Enrollment	Grade Distribution	
			(A+, A, A-)	(B+, B, B-)
MCH125 Chemistry in Our Lives	Summer 2008	21	13	8
MNSG297 Introduction to Epidemiology	Fall 2007	10	5	5

## Attachment B: Rubric for Evaluation of Electronic Portfolios

Electronic Portfolio Scoring Guide			
	Exceeding	Meeting	Acquiring
Professional Presentation (30%)	The candidate presents his resume and a sophisticated statement of educational beliefs that address several educational issues	The candidate presents his resume and a specific statement of educational beliefs.	The candidate presents an incomplete resume and/or vague statement of educational beliefs.
Use of Artifacts (30 %)	The candidate makes extensive connections between artifacts and professional standards, using carefully chosen evidence.	The candidate makes some connections between artifacts and professional standards	The candidate makes unclear or few connections between artifacts and professional standards
Professional Standards (30%)	The candidate provides exemplary evidence of and reflection on his own achievement	The candidate provides some evidence of and reflection on his own achievement	The candidate provides insufficient evidence of and reflection on his own achievement
Organizing and Writing Mechanics (10%)	The portfolio is focused and well organized; evidence is clearly presented. Nearly error-free writing, which reflects clear understanding and thorough proofreading.	The portfolio is complete and organized, evidence is presented. Occasional grammatical errors with few typos.	The portfolio lacks organization; evidence is limited. Frequent errors in spelling, grammar, and punctuation.