

Using Assessment Results Sample Action Plans, Hypothetical Data ("Closing the Loop")

Discipline	Outcome Type	Measure	Action Plan
1. Biology*	Know, Identify	In-house test	<ul style="list-style-type: none"> • Revise test
2. Business*	Evaluate	Standardized test , external benchmark	<ul style="list-style-type: none"> • Revise curriculum
3. Chemistry	Know, Identify	Embedded test items, across all sections of course	<ul style="list-style-type: none"> • Align curriculum, mapping • Add assignment
4. Computer Science	Develop	Final project requiring program development scored with analytical rubric	<ul style="list-style-type: none"> • Increase target • Change advising for program electives
5. Criminal Justice	Apply	Essay scored with rubric	<ul style="list-style-type: none"> • Professional development
6. Early Childhood	Apply	Written logs of student observation sessions, scored with analytical rubric.	<ul style="list-style-type: none"> • Revise syllabus • Change assessment approach
7. Economics	Analyze, Synthesize	Written response to case study, scored on analytical rubric	<ul style="list-style-type: none"> • Provide academic support, partnering with library
8. Geographic Information Systems	Design, Implement	1) Pass rate and reviewers notes on project defense 2) Student self-reports	<ul style="list-style-type: none"> • Increase co-curricular opportunities • Course revision
9. History*	Analyze, Evaluate	Capstone scored with a rubric	<ul style="list-style-type: none"> • Refinements in course • Modify assessment instrument
10. Music	Perform	Scores on performance, from three panelist reviewers	<ul style="list-style-type: none"> • Change assessment instrument • Establish reliability in instrument
11. Nursing*	Perform (provide care)	Exit survey	<ul style="list-style-type: none"> • Continue to monitor
12. Science Education	Design	Observation of student teaching, scored with observational checklist	<ul style="list-style-type: none"> • Enforce program policies • Increase information available for advising

*Based in part on actual data from NJCU; gratitude expressed to participating faculty



Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program:

Academic Year:

Summary of information from Plan form submitted in the fall semester

Learning Outcome:

Measure:

Benchmark:

Target:

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. *For example, discussed at February department meeting, discussed via listserv, presented to a student organization.*

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. *For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.*

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

5. Anticipated academic year in which outcome will be reassessed:

6. Contact person

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Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: Business Department programs (based on actual data, modified for example)

Academic Year: 2011-2012 (data from Spring 2012)

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Students will be able to assess the ethical implications and legal and regulatory issues in business and government.

Measure: Peregrine CPC's Ethics, Legal Environment of Business

Benchmark: To score a minimum of 40 (Average) on the Peregrine CPC "Ethics" component

Target: 80% of students will score a minimum of 40 (Average) on the Peregrine CPC "Ethics"

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

35% of Business Majors scored 40 or greater. The target was not met

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

The results were discussed in a series of meetings and were presented at Department Meeting held in September 2012.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

The Business Department has proposed to:
- revise curriculum to require or recommend BUSI 510 Business Ethics to be a required course instead of an elective one,
- continue to monitor the Ethics component in the CPC courses,
- utilize the credits released from the University's general studies requirements, after the Gen Ed proposal is approved, to modify curriculum for Business Majors

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

Faculty training and released time for curriculum development. In addition, the Department will continue to improve assessment measures for key learning objectives.

5. Anticipated academic year in which outcome will be reassessed: Spring 2013

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Due: April 1

Program:	Chemistry
Academic Year:	2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome:	Students will be able to identify and describe fundamental concepts for the core disciplines: analytical, organic, physical, and inorganic chemistry. Note: This outcome is assessed in four courses, one for each of the core disciplines. The focus here is on organic chemistry
Measure:	Eight embedded test questions in final exam for all sections of the 432 course. Test is multiple-choice.
Benchmark:	Item answered correctly.
Target:	75% of students answer each of the eight items correctly.

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

- Target met for five of the eight items (see attached graph).
- The three items for which target was not met were related to compound structure and reactivity.
- Analysis of distractors (incorrect options selected) revealed common areas of misunderstanding for those items.
- In addition...although the target was met for test item #2, the percentage was lower than many of the other items. Percent correct on this item will be re-examined next semester to ascertain whether this may be an area for further investigation.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. *For example, discussed at February department meeting, discussed via listserv, presented to a student organization.*

Results shared via faculty listserv and discussed at the February faculty meeting.
Results presented to students in the 432 and sent to student listserv.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. *For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.*

- The course where the concept is introduced (215) was examined and:
 - o Full-time faculty teaching course will agree on language for the relevant course-level outcomes in the syllabus for this course and will develop a summary of the apparent misconceptions students have in 432 – based on analysis of wrong answers selected (distractor analysis). This will be accomplished by end of spring semester.
 - o The final language will be communicated to all adjuncts teaching the course, as will the common misconceptions. This will be accomplished before end of June.
 - o Discussion of how faculty members are approaching teaching the principles will be an agenda item for the November meeting (the meeting of the semester that is scheduled for the evening when adjuncts can attend).
- As indicted in the curriculum map, the construct is reinforced in 313.
 - o In this course a new signature assignment will be developed to emphasize principles.
 - o Implementation will begin next academic year and the assignment will be the focus of assessment next year so as to provide formative feedback on student progress and allow for corrective action as necessary before students reach 432.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

Develop discussion group and provide incentives for adjunct faculty to attend. Discussion group will be full-time and adjunct faculty teaching 215.

5. Anticipated academic year in which outcome will be reassessed: 2012 – 2013.

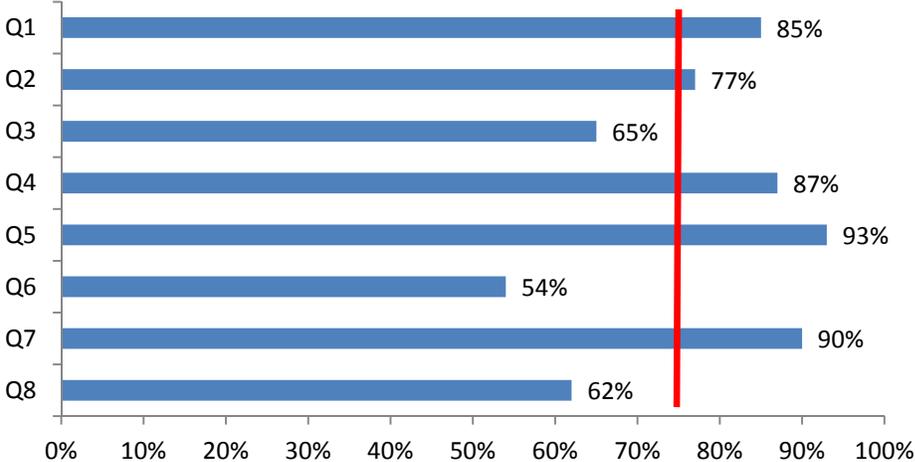
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Percent Correct, Embedded Test Questions





Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: Computer Science

Academic Year: 2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Students will design and develop a computer program to address needs and articulated by clients

Measure: Final project in 476 which requires program development. Projects scored using a rubric with the following components: specifications, readability, reusability, documentation, efficiency

Benchmark: Score of acceptable (third of four levels) on rubric dimension/criterion

Target: 80% of students attain benchmark on each criterion

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

The target was met for all criteria. (See attached table.)
The department examined the results more closely, particularly readability and efficiency. There were 18 students in the class, and 3 did not meet the benchmark for each of reusability and efficiency. In two cases, the same students did not attain benchmark on both of these criteria. Review of their records in class revealed that they performed well on the theoretical and knowledge assignments in the course, but were among the lowest scorers on application-type assignments. It was noted that these are the only students whose transcripts had very few application courses as electives.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

Results report posted to the department wiki for discussion among full-time and adjunct faculty. Results also shared with the computer science student organization.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

- Target was raised to 85% for each criterion.
- Faculty reviewed electives and classified them on dimensions such as applied/theoretical.
- Beginning with the next semester, faculty will use the matrix in advising students regarding electives so as to ensure students balance of electives across relevant dimensions
- The matrix will be posted to the website, discussed at student orientation, and in 100-level courses.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

Unknown at this time.

5. Anticipated academic year in which outcome will be reassessed: 2013-2014 (two years, so action plan can be implemented)

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	Percent	Target
Specifications	94%	Met
Readability	89%	Met
Reusability	83%	Met
Documentation	94%	Met
Efficiency	83%	Met



Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: Criminal Justice

Academic Year: 2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Students will apply ethical decision-making processes to make conclusions about real world criminal justice scenarios

Measure: Relevant essay in 345 that focuses on ethics in actual case studies. Scored on elements: articulate ethical issues, Analyze alternatives referencing principles and the case, justify decision

Benchmark: Score of at least 8 out of 10 on rubric dimension/criterion

Target: 80% of students attain benchmark on each criterion

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

Percentage of students scoring 8 or higher:

Articulate = 90%

Analyze = 70%

Justify = 85%

The target was met for the articulate and justify dimensions, but not for the analyze dimension. Further analysis of the essays suggest that this may be more an issue of disciplinary writing competence than understanding of ethics.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

Discussed at special faculty meeting in spring, with members of the English department attending.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

- Faculty in the English department have agreed to conduct a series of professional development sessions with our Criminal Justice faculty, focused on strategies for teaching writing within the disciplines. The sessions will be offered in June.

- This initiative is supported by the Provost's Focus on Communication initiative. This outcome will be reassessed in two years as it is anticipated that implementation of strategies learned will be evolutionary.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

NA, we are taking advantage of the Provost's current special initiative.

5. Anticipated academic year in which outcome will be reassessed: 2013-2014

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Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: Early Childhood Education

Academic Year: 2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Students will apply theories of child development to observed behavior.

Measure: Scores on written logs students complete after classroom observation sessions. The logs address multiple aspects of the classroom environment; the component related to child developmental and behavior is the only one of interest here.

Benchmark: Scores on written logs students complete after classroom observation sessions. The logs address multiple aspects of the classroom environment; the component related to child developmental and behavior is the only one of interest here.

Target: Averages score of 6 points.

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

- The overall mean was 6.5; the target was met.
- Analysis of instructors' feedback comments indicated several areas of deficiency.
- We consulted the assessment office staff regarding the apparent discrepancy in results. It was suggested that percentages may be more revealing than averages. Average score, by its nature, leads to an understanding of a hypothetical "typical" student's performance. An alternative is to adopt a score for success based on an individual student (e.g., six points) and then establish a target percentage of the class that meets the success score (e.g. 90%). This approach will allow us to understand actual student performance aggregated to the program level.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

Reports posted to the common area on the portal and discussed online.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

- We voted to change the target from average to percentage.
- We revised the guidelines for the observation logs to address some of the commonly noted deficiencies. Guidelines will be included in the syllabus and reviewed at the beginning of the semester.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

None at this time.

5. Anticipated academic year in which outcome will be reassessed: 2013-2014

6. Contact person

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Program: Economics

Academic Year: 2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Students will define problems and develop complex explanations for economic phenomena by using information and data from multiple sources to answer the questions at hand.

Measure: Rubric for case study with elements: problem definition, problem analysis, use/selection of sources, citation of sources, solution proposed. Students submit a draft and a final version of the case study in ECON336

Benchmark: Students earn proficient on the rubric for each element of the rubric.

Target: 85% of students attain proficient on each dimension

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

The target was met for each dimension except use/selection of sources (see attached). Further, this is the only dimension with over 5% at the developing level. Examination of growth from the draft version (not shown) indicates that growth from draft to final was the least for this dimension as well. Citation of sources is "just at" proficiency, and is something that should be watched going forward.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

Discussed at department meeting in February, and again in March with librarians.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

Based on discussion of pedagogical approaches, faculty hypothesize that the results for selection of sources (and possibly citation of sources) are due to faculty having expectations of a certain level of knowledge in this area and the time constraints related to teaching these skills substantively.

- After consultation with the library staff, a pilot program will be implemented for three sections of the course in which a librarian will be embedded in the course. This includes:
 - >The librarian providing a 30-minute tutorial during one class section.
 - > Students being informed of additional formal and informal learning opportunities at the library.
 - > An "ask the librarian" forum on BlackBoard that is monitored and facilitated by the librarian.
 - > The instructor providing the librarian with essential background information on the case studies and other relevant course assignments.
- This outcome will be assessed next year, comparing outcomes for the aggregate of the three pilot sections with the other four course sections.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

None at this time. Need to consult with librarians to determine cost of this program after the pilot implementation.

5. Anticipated academic year in which outcome will be reassessed: 2013-2014

6. Contact person

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	Beginning	Developing	Basic	Proficient
Problem definition	0%	1%	5%	94%
Problem analysis	0%	0%	10%	90%
Use/selection of sources	2%	8%	15%	75%
Citation of sources	1%	4%	10%	85%
Solution proposed	1%	1%	9%	89%



Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: Geographic Information Systems

Academic Year: 2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Students will be able to design maps using a variety of cartographic techniques.

Measure: 1. Students in 312 create a portfolio of maps. Students select and 'defend' one map to a panel of professionals. Scoring is pass/fail. Panel members also submit qualitative feedback notes.
2. Students complete Likert survey rating perceived benefit of course elements (lab, lecture, field trips, etc.) in their skill development.

Benchmark: Score of "pass" on map defense

Target: 95% of students pass

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

- 88% of students passed.
- Analysis of notes by the panels did not suggest one specific area of concern.
- Student responses to survey: 63% of students said hands-on opportunities were most beneficial. Based on preliminary analyses of on course section, there does appear to be a correlation between performance on hands-on tasks and pass/fail.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

Luncheon with faculty, students, and professionals serving on the panel included a discussion of the results.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

All sections of 312 will include three more field trips or labs. The exact nature and split will be at the discretion of the individual faculty member. All adjuncts hired to teach the course will be provided with guidelines.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

Funds for department to work with GIS student group and offer real-world opportunities for club members.

5. Anticipated academic year in which outcome will be reassessed: 2013-2014

6. Contact person

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Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: History (based on actual data)

Academic Year: 2010-2011

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Collect, analyze, and evaluate historical evidence

Measure: Capstone seminar grading rubric score for use of evidence

Benchmark: 17/20 (85%)

Target: 75% will received the benchmark of 17 or above

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

About 45% meet this benchmark based on the 2011 data (covering theses produced in 2010).

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. *For example, discussed at February department meeting, discussed via listserv, presented to a student organization.*

Discussed at departmental and individual faculty meetings (full time faculty).

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. *For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.*

Consideration for future courses includes continued alignment of syllabi across course sections, revising certain assessment measures, refining presentation of rubric and course expectations.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

None at this time

5. Anticipated academic year in which outcome will be reassessed: 2012-2013

6. Contact person

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Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program:	Music
Academic Year:	2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome:	Students will demonstrate technical and stylistic competence in music performance.
Measure:	Jury performance, scored on a four-point scale. Scored separately by three panelists.
Benchmark:	Acceptable or better (third or fourth level)
Target:	90% of students achieve benchmark.

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

86% scored at least acceptable by all three panelists; 93% scored at least acceptable by two of the three panelists. Discussion revealed that the panelists had different ideas of qualifications for levels of performance.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. *For example, discussed at February department meeting, discussed via listserv, presented to a student organization.*

Discussed among the three panelists in January and then presented at faculty/student session in February.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. *For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.*

Student feedback includes a request for a list of the components on which their grade is determined, and the expectations for each of the components. Faculty will seek to address this through developing a more detailed scoring checklist. And, faculty will engage in norming sessions to establish common understanding of and inter-rater reliability on the new checklist. We will use the video tapes of students' performances to do this. Norming sessions will continue until we have .90 inter-rater reliability.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

None at this time; we want to re-assess the outcome based on #3 before considering additional measures.

5. Anticipated academic year in which outcome will be reassessed: 2012-2013

6. Contact person

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Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: Nursing (based on actual data)

Academic Year: 2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Provides culturally sensitive nursing care that reflects the worth, dignity, and uniqueness of individuals and groups.

Measure: Annual Exit Survey

Benchmark: Responses to likert-type survey (range 1-5) will be at least 3.75.

Target: At least 50% of graduating students will voluntarily respond to the exit survey.

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

45 responses representing 69% return rate of graduating accelerated BSN students. Cronbach alpha = .97. Item 19 of survey measures SLO. Mean score item 19 = 4.19. Results indicated 95.4% "very satisfied" or "satisfied" with program meeting SLO. 4.7% neutral. 0% "dissatisfied" or "very dissatisfied."

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

Results of survey presented and discussed at Faculty Retreat held June, 2012.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

Exceeding target score of 3.75. Faculty consensus that stand alone culture course as well as incorporation of culture as curricular thread is a strength to be maintained.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

Continue current plan.

5. Anticipated academic year in which outcome will be reassessed: 2012-2013

6. Contact person

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Program-Level Student Learning Outcomes Assessment Results Form

Due: April 1

Program: Science Education

Academic Year: 2011-2012

Summary of information from Plan form submitted in the fall semester

Learning Outcome: Students will substantively integrate technology into instruction

Measure: Internship (student teaching) form completed by faculty during observations

Benchmark: Students will score "effective" on the scoring rubric for the 'technology' dimension. Effective is the highest category.

Target: 90% of students will attain benchmark

1. Summarize assessment results, referencing benchmark and target. Use tables, graphs, and/or narrative as appropriate.

Results for 50 students were:
- 82% of students scored effective
- 10% scored partially effective
- 8% scored minimally effective

The target was not met; 9 students did not meet benchmark. Records for these students not meeting the benchmark were examined, and all of those in the minimally effective were did not take course 256, which emphasizes technology in lesson planning. In addition, the 5 students who scored partially effective either did not take the course or had a grade lower than C in the course. This course is encouraged for transfer students and required for non-transfer students. There are some instances in which substitutions are made, however.

2. Describe the process used to disseminate and discuss results among full-time faculty, adjunct faculty, students, as appropriate. For example, discussed at February department meeting, discussed via listserv, presented to a student organization.

Presented at faculty meeting in February and also discussed at executive council meeting in March.

3. Describe action plan, including implementation time line. The plan should be consistent with resources available at the department level. For example, before next course offering: change textbook, align syllabi across course sections, revise course prerequisites, create a new course, revise assessment measures.

Policy change so as to not allow substitutions under normal circumstances. As part of the required course 202, students will complete an assignment describing their experience with and attitude toward technology for instruction. This will be included in each student's file and used to guide advisement for transfer students and waiver/substitution for non-transfer students.

4. Describe the action plan that would be implemented if additional resources were available. Include a description of the resources needed.

None at this time; the department wishes to re-assess the outcome based on #3 before considering additional measures.

5. Anticipated academic year in which outcome will be reassessed: 2012-2013

6. Contact person

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