

Arts, Humanities, and Social Sciences

Spring 2024 Gen Ed and Program Reports: Ethics

Program	Program Head	Included in Report
Applied Psychology	Jen Bradley	Yes
Architecture	Joseph Biondo	Yes
Communication Design	Jason Zulli	Yes
Communication Studies	Christine Armstrong	Yes
Creative Writing	Michael Pogach	Yes
Criminal Justice	Vertel Martin	Yes
ESL	Marketa Scott	Yes
Fine Art	Rachael Gorchov	Yes
Global Studies	Anita Forrester	
Interior Design	Dan Ebner	Yes
Journalism	Jaime Gallagher	
Liberal Arts	Abigail Michelini	Yes
Library Technical Assistant	Sandra Sander	
Media Production	Mario Acerra	Yes
Psychology	Karin Donahue	Yes
Social Work	Hope Horowitz	Yes
Theater	N/A	N/A

Last Updated: September 13, 2024

Program Name: Applied Psychology

Faculty Lead: Jen Bradley

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 318 722 383">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 423 684 630">Students completed a scenario-based ethical decision-making assignment in PSAP 280. Using a scenario from their textbook in the chapter designed to build “ethical competence,” the students applied the ETHICS model of ethical decision-making to the scenario.</p> <p data-bbox="100 711 695 917">We hoped to have a clear understanding of the degree to which students are able to recognize an ethical dilemma, specify the aspect(s) of the scenario that complicate the situation for the counselor, and apply the ETHICS model to reach a decision and hypothetical course of action.</p>	<p data-bbox="751 318 1339 415">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 456 1367 878">7 artifacts were evaluated. Each artifact was evaluated using a 4-point scale from the “Ethical Questions” core abilities rubric. Evaluation for the 3 areas in the “Ethical Questions” core ability were assessed based on the quality of the students’ written response in the assignment. Students were assessed using the Ethical Questions rubric. 100% scored in the passing range for identifying the ethical dilemma, identifying options for resolving the dilemma, and recommending actions while recognizing the potential consequences of those actions.</p> <p data-bbox="751 919 1373 1122">These findings indicate that students have developed competence in recognizing ethical issues, understand that they must follow the steps in the ETHICS model to best evaluate the situation, their possible options, and potential consequences, and arrive at a decision.</p>	<p data-bbox="1402 318 1982 415">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 456 1997 667">We learned that students are recognizing the importance of using a systematic approach to evaluate situations, note what they should consider, and come to an informed conclusion about an ethical dilemma. We will not change our approach, because it’s working.</p> <p data-bbox="1402 708 1969 773"><u>What did you think about or change because of last semester’s results?</u></p> <p data-bbox="1402 813 1961 878">We are intentionally addressing diversity more often in learning content and assessment.</p>

Program outcome(s) assessed: Recognize the characteristics of a racially and/or culturally diverse individual (demographic characteristics including gender, race, ethnicity, religion, and socioeconomic status) and identify the potential impact of diversity on client functioning.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <u>What did you think about or change because of last semester's results?</u>

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Program Name: Arch 250 Architectural Design 4

Faculty Lead: Joe Biondo

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 280 722 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 386 657 488">Adirondack Camp which focused on planning a campsite within a rugged topography. Design emphasis on the technical detailing of a cabin.</p> <p data-bbox="100 529 680 631">Use Technology. Select and ethically use appropriate technology to create, communicate, and discover.</p>	<p data-bbox="751 280 1373 383">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 423 1373 631">We chose 3 student projects of 15. All students passed- the vast majority did exceptionally well scoring 'A' and 'A-'. We could not be more proud of the work exhibited. The class was pushed hard, and thus made a significant leap forward in advancing their design and technical skills.</p>	<p data-bbox="1402 280 1982 383">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 423 1982 594">We learned this project is relevant and practical. It represents a culmination of their second-year coursework. The results were outstanding. Students benefitted from tremendous growth - learning was accelerated.</p> <p data-bbox="1402 634 1982 699"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 740 1940 805"><u>Very satisfied with class results – no changes anticipated.</u></p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 927 722 992">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 1065 722 1203">Comprehend the technical aspects of design, systems, materials, and principles of building structures and be able to apply that comprehension to architectural solutions</p>	<p data-bbox="751 927 1373 1029">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 1070 1373 1278">We chose 3 student projects of 15. All students passed- the vast majority did exceptionally well scoring 'A' and 'A-'. We could not be more proud of the work exhibited. The class was pushed hard, and thus made a significant leap forward in advancing their design and technical skills.</p>	<p data-bbox="1402 927 1982 1029">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 1211 1982 1276"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 1317 1940 1382"><u>Very satisfied with class results – no changes anticipated</u></p>

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Program Name: Communication Design Spring 24

Faculty Lead: Jason Zulli, Tom Shillea

General Education outcome(s) assessed:

Technology:

- 1. Identifies the ethical dilemma, including those affected.**
2. Identifies options for resolving the dilemma.
- 3. Recommends actions while recognizing consequences.**

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will develop a comprehensive portfolio that consists of physical hard copies and digital design pieces developed over the course of the 4 semesters. Each student will develop a detailed portfolio website that will showcase the work that has been developed in the portfolio. The hard-copy and web portfolio will be evaluated and completed at the end of the semester.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Each student completed between 9-12 portfolio artifacts that are selected for their portfolios. Each portfolio piece was scored on rubric 4 = Advanced 3 = Acceptable 2 = Needs Improvement 1 = Minimally Evident</p> <ol style="list-style-type: none">1. There was a total of 23 students2. 22 students passed <p>The results show the students have been presenting facts of argument truthfully and ethically, including citations where appropriate to develop detailed portfolio which allow them to prepare them for industry standards.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program faculty utilized this data to develop and rewrite the capstone portfolio class to help students prepare and develop portfolios that are in line with industry standards.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The faculty developed new ways to integrate citing and presenting ethical designs which help promote students to industry designers.</p>

Program outcome(s) assessed:

PROGRAM OUTCOME 2: Design and Creativity

Students demonstrate an understanding of Design (form and its organization) by their use of the Elements of Art (line, shape/mass, value, color, texture, space, time) and can apply the Principles of Organization (harmony, variety, balance, proportion, dominance, movement and economy) to produce artworks with a strong sense of unity. Students show Creativity (the process of synthesizing understanding and imagination) in their design solutions on issues of form, style, and content.

PROGRAM OUTCOME 3: Terminology, Critical Thinking Skills, Critique

Students recognize and are able to use the technical and aesthetic terminology of communication design. Students develop and use critical thinking skills and are able to analyze artworks, both verbally and in writing. Students can critique their own work and that of their peers within the wider context of historical and contemporary visual culture.

PROGRAM OUTCOME 4: Professional Preparedness, Proficiency, Marketing and

Advertising, Portfolio Students demonstrate an understanding of the design industries best practices and theories that reflect current cultural trends to professionally prepare them for an entry-level position or enable them to transfer to a baccalaureate level Communication Design Program.

Students work exhibits proficiency in both design and the technical aspects of multimedia including: print, web, and motion design. Students understand basic principles and practices of marketing and advertising. Students create a professional design portfolio (hard copy and web) and professional identity system.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will develop a comprehensive portfolio that consists of physical hard copies and digital design pieces developed over the course of the 4 semesters. Each student will develop a detailed portfolio website that will showcase the work that has been developed in the portfolio. The hard-copy and web portfolio will be evaluated and completed at the end of the semester.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Each student completed between 9-12 portfolio artifacts that were selected for their portfolios. Each portfolio piece was scored on the attached rubric.</p> <ol style="list-style-type: none"> 1. There was a total of 23 students. 2. 22 students passed. <p>The results show the students have been developing portfolios that are consist with the program outcomes.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>After the assessment, the faculty developed new design strategies to incorporate new projects that will align with industry standards. These new design projects will help students build a stronger portfolio that will lead to placements in design firms.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Faculty developed new projects that will be used in the art courses leading up to the capstone portfolio class. These projects are in line with industry standards. These art projects will then be part of the students' portfolios.</p>

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Program Name: Communication Studies

Faculty Lead: Alex Briggs

General Education outcome(s) assessed: Ethics

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>I hoped to help students look at immigration from more directions—too often they get stuck on which side they're supposed to be on politically—by taking a step back and thinking about their ethical obligations to immigrants or refugees it allows them to deepen their understanding and think about what countries' ethical obligations are to the people residing there.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>215-101: 5 worksheets (Alex Briggs) 215-01: 9 worksheets (Spring Shank) 215-60: 16 worksheets (Alex Briggs)</p> <p>Most earned very good grades. They were graded on how well they followed the directions of each question and thoroughness of response. Students were given feedback on their ability to consider different sides and positions.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>This was the first time this assignment was used to evaluate ethics but it was a very good fit for the rubric! We may need to tweak the questions around it going forward, but it could be used again.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>If anything, I would continue to expand the unit and lesson.</p>

Program outcome(s) assessed: Develop and deliver speeches that demonstrate awareness of purpose and diverse audiences for both face-to-face and mediated communication channels.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment was final paper presentations in our capstone Communication Theory course. We hoped to learn about their speech and audience adaptation skills—one of our core program outcomes, originally evaluated in the Introduction to Communication course.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>230G-60: 13 presentations (Alex Briggs)</p> <p>They were evaluated using the Research Presentation Rubric. All students in the course passed, most did very well unsurprisingly as it is the capstone course for the Communication Studies major. The presentations were delivered over Zoom—they were required to explain the communication phenomenon studied, theories used, their findings, and directions for future research. They were also evaluated for delivery and audience engagement.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>It's an easy assignment to evaluate and a good reflection of the end of the program. However, it does feel a bit crunched at the end of the semester with students finishing their research papers.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>I think we'll continue to consider which assignment makes the most sense for this assessment.</p>

Program Name: Creative Writing

Faculty Lead: Pogach

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 354 722 418">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 459 695 703">The assignment was for students to write a statement about their view of the ethical implications of using generative AI to assist the creative writing process. Then, following class and small group discussion, students were asked to revise (or not revise) their statement based on those discussions.</p> <p data-bbox="100 743 684 849">Assessment was through class discussion of what changes students made to their statements and why.</p>	<p data-bbox="751 354 1373 451">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 492 1377 881">There were 12 students participating. Before discussions, students in creative writing generally agreed that Gen AI was not an appropriate tool for authors to create works of fiction without clearly declaring that Gen AI was used in the process. After discussions, students were much more strongly opposed to the use of Gen AI in the creative process, with many feeling that Gen AI programs are a threat to human artists, authors, and creators due to the theft and repurposing of those people's works without their permission.</p> <p data-bbox="751 922 1377 1092">Where students are less in agreement and show variations in their thoughts on the ethical implications is in the use of Gen AI for activities such as brainstorming ideas. Overall, students are unsure how to resolve this issue at the individual level.</p>	<p data-bbox="1402 354 1990 451">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 492 1976 557">Creative writing students are generally anti-Gen AI in publishing and fiction writing.</p> <p data-bbox="1402 597 1959 662">Continue to discuss the implications of Gen AI, especially as Gen AI develops.</p> <p data-bbox="1402 784 1969 849"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 889 1938 987">Changed the assessment to have more clear written components and less discussion only focus.</p>

Program outcome(s) assessed: Demonstrate an understanding of the publishing industry, trustworthy resources in the publishing process, and various options for seeking publication of their creative works.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>To help students understand that currently, the publishing industry has little tolerance for Gen AI content from authors, though some publishers use it for things like book covers.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Students accept and endorse the publishing industry's stance on authors' use of Gen AI content, and they find the use of Gen AI from publishers to be ethically problematic. Students in the class challenged each other to make promises not to use Gen AI for content creation in their fiction writing, with the entire class agreeing. The class could not come to a consensus on whether they should abstain entirely from using Gen AI in their brainstorming or research processes.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Creative writing students are generally anti-Gen AI in publishing and fiction writing.</p> <p>Continue to discuss the implications of Gen AI, especially as Gen AI develops.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Changed the assessment to have more clear written components and less discussion only focus.</p>

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Program Name: ESL

Faculty Lead: Katie Selness; Marketa Scott

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>While this course does not typically focus on ethical issues, the current instructors have decided to give the following prompt for a writing assignment which requires students to apply ethics in 1-3 paragraphs.</p> <p><i>Describe a controversy that is currently in the news and give your opinion about it.</i></p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Number of artifacts: 25 Students passing: 23</p> <p>Even though the students have not yet taken a course in which ethics are explicitly taught, we were pleased to learn that almost everyone could identify, explain and analyze an ethical issue in current events.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The full-time faculty have met and discussed the assessment results and concluded that no change is necessary based on the success rate of our students.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We successfully added more class discussion about current newsworthy topics and ethical issues.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will be able to recognize and respect the multicultural differences reflected in time, money, manners, work, education, gender roles, relationships, families, body language, religions, ethics, and socio-politics.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Number of artifacts: 25 Students passing: 92%</p> <p>Majority of the students passed successfully.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The full-time faculty have met and discussed the assessment results and concluded that no change is necessary based on the success rate of our students.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We increased the discussions of global resources.</p>

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Program Name: Fine Arts
 Faculty Lead: Rachael Gorchov

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment had multiple components and was comprised of three assignments: (1) Putting a transfer portfolio together, (2) Recording a presentation (artist talk) about the works in each student's final exhibition, and (3) Installing then deinstalling an exhibition. The first two components primarily meet the program outcomes assessed this semester.</p> <p>The last component, installing and deinstalling the exhibition speak most directly to the Ethics general education learning outcome. In this large, collaborative project students had to produce a strong and cohesive exhibition together. They relied on their peers to help install their own work and in turn, had to be accountable to help others. They had to curate whole walls in collaboration with others, so needed to be on-time and present on install day. Similarly, on deinstall day, students had to be accountable to others to take down work and repair the walls. I hoped to measure and understand to what degree being accountable to their peers in a direct way instead of simply their professor and themselves influenced students' actions.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Three artifacts from each student were assessed: (1) A transfer portfolio, (2) An artist talk, and (3) Each student's installation in the final exhibition. A total of 60 artifacts were assessed. Looking only at the Ethics, General Education learning outcome, we'll focus on just assignment 3, the exhibition. For that 20 artifacts were assessed and only one student failed.</p> <p>The only students who failed did not participate in the exhibition. Students were assessed not only on their ability to put together a polished and cohesive exhibition, but also the degree to which they were accountable to their peers – if they showed up and on time on install and deinstall day, whether they were available to others to help – the degree to which they considered how they as an individual had an impact on the collective whole.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We have not yet taken action based on this assessment. In the future to better meet the assessment criteria I may incorporate discussions about how this exercise is a small-scale example of situations that occur globally and on a macro scale.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>My approach did not significantly change because of last semester's results, however last semester did emphasize for me the importance of teaching students to understand that they are making artwork within a global society and the work they make is a representation of that society.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment had multiple components and was comprised of three assignments: (1) Putting a transfer portfolio together, (2) Recording a presentation (artist talk) about the works in each student's final exhibition, and (3) Installing then deinstalling an exhibition. The third assignment addressed the General Education Outcome. The first two components primarily meet the program outcomes assessed this semester: (1) The Develop and use critical thinking skills to analyze artworks, both in speaking and writing. (2) Have prepared a comprehensive portfolio of high quality artworks for transfer to four-year colleges, universities, or art school.</p> <p>In creating these assignments intended to gain insight into students' preparedness to apply to four-year universities and have a sense of the degree of skill and conceptual sophistication present in a cumulative portfolio built at the end of their time at NCC. Additionally, I wanted to ensure that students could speak articulately about their own work: use specific terminology, describe technical and conceptual subjects, pinpoint and discuss personal influences.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Three artifacts from each student were assessed: (1) A transfer portfolio, (2) An artist talk, and (3) Each student's installation in the final exhibition. A total of 60 artifacts were assessed. Looking only at the program outcomes, we'll focus on just assignments 1 and 2, the transfer portfolio and the artist talk. For that 40 artifacts were assessed and five students failed.</p> <p>The five students who failed did not complete the assignment. Students who were not planning on transferring to four-year colleges made this assignment relevant to them by building a portfolio for if they might transfer in the future, and to be the beginning of a professional artist website. Each student pinpointed either a professional goal or a transfer college and built their portfolio to either their professional aspirations or their chosen transfer college's specifications.</p> <p>For the artist talk, students were given a loose template to follow in order to guide them to touch on important themes in their talks. The presentation had to be five minutes in length and could not be more than 7 slides – not including cover. Then in this order they discussed personal influences, early work (personally important work from before this semester from high school, outside of school or from previous semesters), then this semester's work.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Most notably I learned that many students did not know that they are receiving an associate's degree at NCC, and that if they continue on to four-year college they would receive a bachelor's degree. Also, many students struggled to see the relevance in building a portfolio if they are not applying to college and the artist talk felt to some degree like a chore with a small degree of payoff, though it does meet the program outcome.</p> <p>I have not discussed these findings with the program yet, however I do believe that we need to ensure students understand the degree they are getting early and this needs to be reinforced often. Students need to be reminded every semester by every professor that they need to save strong artworks and take good photos of their artwork to potentially use in the future for portfolios. Essentially, students need reinforcement from all faculty on how what they're doing today relates to longer term educational and professional goals.</p> <p>While the artist talk does meet the program outcome, I do believe I can edit this assignment to make it feel more relevant to the students. Potentially they discuss their work in the context of a public final discussion of their artwork, or a final critique with a guest critic.</p> <p><u>What did you think about or change because of last semester's results?</u></p>

		<p>Last semester's results did not change my approach significantly. I generally emphasize intentional use of materials and encourage the use of artistic terminology when discussing artwork.</p>
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Program Name: Interior Design

Faculty Lead: Daniel Ebner

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <u>What did you think about or change because of last semester's results?</u>

Program outcome(s) assessed: PLO #1: Demonstrate a fundamental understanding of general principles, values, and aesthetic conventions of interior design.

PLO #3: Employ color presentation graphics and material selection boards to communicate interior design solutions.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Assignment/ Design Project: Design a 1000 sf retail store on Newbury Street In Boston, MA. Design the storefront and furnishings including furniture and finishes. Assessment Method: PowerPoint presentation of research, design and materials. Presentation of 2 min walk-thru video of designed retail store. Used rubric to assess 1. Design 2. Research 3. Use of Technology (walk-thru video).	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. Number of students: 13 Scored using rubric Number of passing: 13 All students presented completed projects to high levels of achievement. All students presented acceptable walk-thru videos with small instances of flaws but all passing. 12 A grades and 1 B grade	What did the faculty in your program learn, how did you discuss the results, and what will the program do? In the future more class time will be devoted to the research of the existing Newbury Street Boston, MA environment to insure that the contextual design fits. <u>What did you think about or change because of last semester's results?</u>

Program Name: Liberal Arts
 Faculty Lead: Abigail Michelini

General Education outcome(s) assessed: Develop strategies for solving both abstract and practical problems.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>This paper is the keystone assignment of the course, Philosophy 202G, and attempts to weave together all learning outcomes and requires a high level of composition as well.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Six student artifacts were assessed. This essay was scored on the rubric and all students passed with flying colors. Intensive feedback on drafts ensures that students do very well on this paper.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Faculty did not want to comment on what they learned from the assessment. We discussed the results in a meeting after the assessment was completed in May. In the future, we will aim to measure outcomes across multiple sections of the same course.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Last semester, we tried assessing multiple courses across Liberal Arts, which was difficult to distill down into concrete takeaways because the assignments were so varied and different. This semester, we stuck with just one course that fit that Ethics assessment best.</p>

Program outcome(s) assessed: Identifies the ethical dilemma, including those affected, identifies options for resolving the dilemma, and recommends actions while recognizing consequences.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
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<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>This paper is the keystone assignment of the course, Philosophy 202G, and attempts to weave together all learning outcomes and requires a high level of composition as well.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Six student artifacts were assessed. This essay was scored on the rubric and all students passed with flying colors. Intensive feedback on drafts ensures that students do very well on this paper.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Faculty did not want to comment on what they learned from the assessment. We discussed the results in a meeting after the assessment was completed in May. In the future, we will aim to measure outcomes across multiple sections of the same course.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Last semester, we tried assessing multiple courses across Liberal Arts, which was difficult to distill down into concrete takeaways because the assignments were so varied and different. This semester, we stuck with just one course that fit that Ethics assessment best.</p>
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Program Name: Media Production

Faculty Lead: Mario Acerra

General Education outcome(s) Engages in Ethical Questions

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>In many situations in the world of Media Production producers are asked to make ethical decisions regarding the subject matter they are portraying. From Documentaries and News to Drama and Comedy, the decisions they make about content and how it is obtained often reflect ethical decisions. To try and capture this process and encourage thoughtfulness and ethical practices we included an ethics module in the Multimedia Production course. Students were asked to create a video which describes an event and the people involved in the event. Students could offer their photographic and sound interpretation of the event as a kind of visual essay. But much attention was paid to the way the event and people are portrayed. The student ultimately demonstrates understanding and internalization of these concepts in an assignment which asks them to portray an event or activity and the people involved. The finished project is evaluated on technical and artistic terms but also on ethical terms using the rubric presented below.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>All students scored 2 or higher, with only one at the 2 level.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned this course continues to be a good way to ask ethical questions. As values and societal norms change we will adjust the assignments to meet contemporary standards of ethical behavior.</p>

- Program outcome(s) assessed: Students will demonstrate knowledge of the laws applying to media and be able to apply them to real situations.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
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<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Many media assignments involve photographing people in public settings. There are laws and industry guidelines. WE cover these extensively in class. Then an assignment which asks students photograph an event and the people involved is used to test understanding and implementation of these standards.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>All students followed legal and customary guidelines when photographing people in public settings</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned this course continues to be successful in imparting legal and industry standards. As values and legal guidelines change we will adjust the course content and assignments to meet those changes.</p>
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Program Name: Psychology
 Faculty Lead: Karin Donahue

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent of the assignment is to challenge common assumptions and misunderstandings, and how to effectively analyze the credibility of sources of information.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>14 students were given this assignment. 3 did not complete the assignment. Of the 11 students who completed the assignment, all scored in the 3 to 4 range, indicating that students were able to use their analytical skills to examine their sources, and examine the ethics related to the credibility of the information.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The faculty learned that students are being challenged to use their critical thinking skills in this course, through a variety of assessments.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>No change needed.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Program outcome assessed: Use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>14 students were given this assignment. 3 did not complete the assignment. Of the 11 students who completed the assignment, all scored in the 3 to 4 range, indicating that students were able to use their analytical skills to examine their sources, and examine the ethics related to the credibility of the information.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The faculty learned that students are being challenged to use their critical thinking skills in this course, through a variety of assessments.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>No change needed.</p>

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**SOCA103 Course-Level Assessment
Social Work Program-Level Assessment
Spring 2024 Project Report**

This report summarizes the 2023-2024 academic year assessment project for Principles of Sociology and the Social Work program. The same instrument was distributed to all sections of Principles of Sociology and American Ethnicity in Fall 2023 and Spring 2024 to increase sample size and gauge reliability.

Project Objectives and Methodology:

Full-time faculty in the Sociology and Social Work departments collaborated to develop an instrument that assesses whether students understand the difference between macro-level and micro-level discrimination. This theme is relevant to student learning outcomes in Principles of Sociology and program learning outcomes in Social Work. As such, we decided to use the same instrument to run a course-level assessment in Principles of Sociology and a program-level assessment for Social Work. The relevant outcomes are listed below:

Principles of Sociology: this assessment project focuses on Student Learning Outcome #3:

*SLO3: Investigate stratification and its consequences at the micro and macro levels of society
Investigate stratification and its consequences at the micro and macro levels of society*

Social Work Program: this assessment project focuses on Program Learning Outcome #4:

PLO4: Demonstrate comprehension of the structure and complexities of societal systems and how they affect the person in his or her environment

We used the same instrument in Principles of Sociology (SOCA103) and American Ethnicity (SOCA105), which is a required course in the Social Work program. We thought it would be an interesting opportunity to discuss what level of understanding students do and/or should reasonably have after an introductory course (SOCA103) vs. a second-level sociology course (SOCA105). We also hope this project will provide insight into the growth of student understanding over time. Lastly, it will prompt conversation on the terminology faculty use across sections and disciplines, as language related to discrimination has shifted both in the larger culture and in course materials.

This assessment was rolled out to students in Principles of Sociology and American Ethnicity during the last week of the semester in Fall and Spring. The Principles of Sociology assessment was administered through Blackboard; the Social Work Program assessment was administered through Microsoft Forms. This was intentional, as we've been experimenting with different formats to find one that works best for us. The instrument is a five-item multiple choice assessment that addresses whether students understand the difference between macro-level and micro-level discrimination.

Principles of Sociology Assessment

This assessment was administered through Blackboard.

Fall 2023:

N = 252

Response Rate: 46%

Average score: 3.5/5

Spring 2024:

N = 170

Response Rate: 36%

Average score = 3.68/5

Item Analysis

Item #1:

A Fortune 500 company hired fewer women than men and consistently passed women over for promotion in favor of men. These practices represent:

N=162

Item #1	% Response Fall 2023	% Response Spring 2024
Institutional discrimination	64%	75%
Institutional prejudice	12%	16%
Individual discrimination	13%	7%
Individual prejudice	11%	2%

*Project Average: 69.5%

Item #2:

All of the following are examples of individual discrimination except _____.

N = 162

Item #2	% Response Fall 2023	% Response Spring 2024
A landlord's refusal to rent apartments to people of color	5%	6%
A manager's refusal to hire LGBTQ+ workers	4%	4%
Damage to a Jewish synagogue by a vandal (Updated) Damage to a Jewish synagogue by a group of teenage vandals	42%	34%
A corporation's systemic denial of access to managerial positions to women	49%	56%

*Project Average: 52.5%

Item #3:

All of the following are examples of institutional racism except _____.

N=161

Item #3	% Response Fall 2023	% Response Spring 2024
Wealth disparities between whites and people of color	15%	10%
Racial obscenities targeted against a person	67%	73%
Lack of health coverage among poor communities of color	11%	13%
A bank consistently denies loans to people of color	7%	4%

*Project Average: 70%

Item #4:

_____ discrimination consists of one-on-one acts by members of a dominant group that harm members of a marginalized group or their property.

N=162

Item #4	% Response Fall 2023	% Response Spring 2024
Individual	90%	91%
Standard	2%	3%

Institutional	7%	3%
Uniform	1%	3%

*Project Average: 90.5%

Item #5:

_____ *discrimination occurs when a societal system has developed with embedded disenfranchisement of a group.*

N=163

Item #5	% Response Fall 2023	% Response Spring 2024
Individual	3%	3%
Standard	2%	3%
Institutional	88%	90%
Uniform	7%	4%

*Project Average: 89%

Discussion:

Over the course of this project, Principles of Sociology students demonstrated a clear understanding of the difference between institutional and individual discrimination, with an average of 89% able to identify institutional discrimination and 90.5% able to identify individual discrimination. When Principles of Sociology students were asked to identify specific examples of individual and institutional discrimination, the results were mixed (mean of 69.5%, 52.5%, and 70%, respectively).

Sociology faculty met in March 2024 to discuss the results of the Fall assessment. As results from spring were similar, this discussion is applicable to both semesters. Highlights include:

- We were pleased with both the overall average scores (70% in fall, 74% in spring) and student understanding of individual discrimination (project mean 90.5%) vs. institutional discrimination (project mean 89.5%).
- We would have liked to see greater consistency in scoring between the examples (mean of 69.5%, 52.5%, and 70%, respectively).

- Students scored lowest on Item #2 (project mean 52.5%). We agreed this was due, in part, to item wording. We revised the language for clarity and saw higher results in Spring (49% fall vs 56% spring).
- We agreed that it would be beneficial to offer clear and direct examples of both individual and institutional discrimination (along multiple dimensions) in course material. We'll be more intentional about this, moving forward, and I'll work to update the shared course shell accordingly.
- Faculty are using the same terminology across sections. We tend to use the term institutional discrimination (as opposed to structural discrimination) in instruction.
- The response rate declined from fall to spring (-10%).

Social Work Program Assessment

This assessment was administered through Microsoft Forms.

Fall 2023:

N = 15

Average score = 4.2/5

Spring 2024:

N = 12

Average Score = 4.1/5

Item Analysis

Item #1:

A Fortune 500 company hired fewer women than men and consistently passed women over for promotion in favor of men. These practices represent:

N=12

Item #1	% Response Fall 2023	% Response Spring 2024
Institutional discrimination	80%	58%
Institutional prejudice	13%	8.5%
Individual discrimination	0	25%
Individual prejudice	7%	8.5%

*Project Average: 69%

Item #2:

All of the following are examples of individual discrimination except _____.

N = 12

Item #2	% Response Fall 2023	% Response Spring 2024
A landlord's refusal to rent apartments to people of color	7%	16.5%
A manager's refusal to hire LGBTQ+ workers	7%	0
Damage to a Jewish synagogue by a vandal (updated for spring) Damage to a Jewish synagogue by a group of teenage vandals	26%	16.5%
A corporation's systemic denial of access to managerial positions to women	60%	67%

*Project Average: 63.5%

Item #3:

All of the following are examples of institutional racism except _____.

N=12

Item #3	% Response Fall 2023	% Response Spring 2024
Wealth disparities between whites and people of color	7%	0
Racial obscenities targeted against a person	80%	83%
Lack of health coverage among poor communities of color	13%	8.5%
A bank consistently denies loans to people of color	0	8.5%

*Project Average: 81.5%

Item #4:

_____ discrimination consists of the day-to-day practices of organizations and institutions that have a harmful impact on members of subordinate groups. (Spring 2024)

_____ discrimination consists of one-on-one acts by members of a dominant group that harm members of a marginalized group or their property. (Fall 2023)

N=12

Item #4	% Response Fall 2023	% Response Spring 2024
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Individual	100%	100%
Standard	0	0
Institutional	0	0
Uniform	0	0

*Project Average: 100%

Item #5:

_____ *discrimination consists of the day-to-day practices of organizations and institutions that have a harmful impact on members of subordinate groups.*

N=12

Item #5	% Response Fall 2024	% Response Spring 2024
Individual	0	0
Standard	0	0
Institutional	100%	100%
Uniform	0	0

*Project Average: 100%

Discussion:

-The average score was consistent from fall (84%) to spring (82%). The average score for American Ethnicity students was 83%, compared to 72% for Principles of Sociology students (+11%).

-The sample size is small: just 27 students completed this assessment (12 in spring, 15 in fall). The results should be contextualized accordingly.

-Over the course of this project, 100% of American Ethnicity students demonstrated an understanding of the difference between institutional and individual discrimination. When asked to identify specific examples of individual and institutional discrimination, the results were

mixed (project mean of 69%, 63.5%, and 81.5%, respectively). This marks a difference between Principles of Sociology students (even, +11, +11.5%, respectively).

-Like Principles of Sociology students, American Ethnicity students had the most difficult time with Item #2, though scores increased with the language change from fall to spring (+7%). Refer to the discussion section above for more information on Item #2.