



UNIVERSITY of MOBILE

Higher Education for a Higher Purpose

Core Value: Expand the Academically-Focused Environment within the University

Program: Marriage and Family Counseling

Responsibility: Dr. Buddy Landry, Chair

Date Submitted: 09/28/2018

Program-Specific Student Learning Outcomes

Student Learning Outcome (SLO)	Assessment	Frequency of Measurement	Desired Outcome	Actual Outcome 2017-2018	Use of Results for Improvement
[1] Students will demonstrate the competencies required to be a professional counselor in various mental health settings.	Department-generated Practicum/Internship Evaluation Scale (PIES)	Every semester/term student is in practicum or internship; compiled annually	Mean of students' scores ≥ 3 (on 5-point scale)	n = 32; m = 4.13	Students' PIES scores will be analyzed to identify opportunities for improvement in teaching and training in required competencies.
[2] Students will give evidence of integration of Christian worldview principles and their philosophy and practice of counseling.	Christian Counseling Supervision Instrument (CCSI): Theological Issues, Counselor's Relationship with God, and Client's Relationship with God	Upon completion of MFC degree requirements; compiled annually	Mean of students' scores ≥ 3 (on 5-point scale)	n = 10; m = 3.39	Students' CCSI item and subscale scores will be analyzed to identify opportunities for improvement in facilitation of integration of Christian worldview principles and philosophy and practice of counseling.
[3] Students will demonstrate mastery of eight core competencies required for professional counselors.	Practice Test for Counselor Preparation Comprehensive Examination (CPCE)	Upon completion of MFC 582 MFC Internship; compiled annually	Mean of students' scores on CPCE Practice Test $\geq 80\%$ (109/136)	n = 11; m = 73%	From implementation of the CPCE Practice Test through 2017-18, students were required to take the practice test in MFC 582 MFC Internship. They were encouraged to prepare seriously and to do their best, and were advised of the 80% cutoff score. However, their performance on the practice test had no impact on their completion of the course. To obtain more accurate scores, students will be required to score $\geq 80\%$ to successfully complete MFC 582 MFC Internship I.
[4] Students will give evidence of personal and professional growth achieved through classroom interaction, clinical experiences and supervision.	Department-generated Personal/Professional Growth Scale (PPGS)	Upon completion of MFC degree requirements; compiled annually	Mean of students' scores ≥ 7.5 (on 10-point scale)	n = 10; m = 8.95	MFC faculty will identify ways to improve measurement of specific elements of students' personal and professional growth (e.g., revised or alternative instrument; pre-tests/post-tests).

Student Learning Outcomes 2015 - 2020

College/School:	College of Health Professions/School of Health and Sports Science
Department:	Kinesiology
Program:	

Date Submitted: 9/20/2018

Strategic Initiative: Expand the Academically-Focused Environment within the University.

No.	Student Learning Outcomes	Measurement Tools	Frequency of Measurement	Desired Outcomes	Actual Outcomes 2017-2018	Actual Outcomes 2018-2019	Actual Outcomes 2019-2020	Actual Outcomes 2020-2021	Actual Outcomes 2021-2022
[1]	To graduate students who are prepared for a career in the field of kinesiology	Mock BOC given in KIN 422 for AT; Praxis Exam for KIN/TE, Evals from Internships/clinicals	Each semester	100% of the ATP students will pass the Mock BOC with 75% or better; 100% of the KIN/TE students will pass the Praxis by national standards. 100% of the Internship/clinical scores will be 3.0 or better.	72% of ATP students passed the Mock BOC with 75%; 100% of internship/clinical scores were 3.0 or above 100% of KIN/TE students passed the Praxis.				
[2]	To graduate students who demonstrate written communication skills effectively	UM (WI) Rubric for written assignments in KIN WI courses	Yearly	80% or more KIN/ATP seniors will score a mean of 3.0 or higher	KIN 421- 3.44 yearly average and KIN 332- 3.75 yearly average				
[3]	To graduate students who demonstrate oral communication skills effectively	AACU Rubric for scoring Research Proposal Oral Presentation	Yearly	80% or more KIN/ATP seniors will score a mean of 3.0 or higher	KIN 421- 3.11 Fall and 3.90 in spring				
[4]	To graduate students who are equipped to apply Christian values to life experiences	Supervisor or Preceptor Eval Internship/clinicals Student Teaching Eval	Each semester	80% or more of all KIN seniors will score a mean of 3.0 or higher on the evals	100% scored 3.0 or higher				
[5]	To graduate students who are developing leadership skills	Service Projects Roster	Yearly	50% or more KIN/ATP seniors will participate in a minimum of 2 service projects	100% of senior ATP students participated in 2 service projects				

Student Learning Outcomes 2010 - 2015

College/School/Center:	College of Health Professions
Department:	School of Nursing
Major:	MSN

No.	Objectives	Measurement Tools	Frequency of Measurement	Desired Outcomes	Actual Outcomes 2017-2018
[1]	To produce graduates who utilize theories from nursing and other disciplines to improve health care and nursing education outcomes.	Employer Eval Comprehensive Exam	Every 2 years Annually	Eval score of 3.0 or higher 100% of the students pass the comprehensive exam	Employer Evaluations are distributed during even years only. 100% of graduate students passed the Comprehensive Exam, however, two students had to repeat it.
[2]	To produce graduates who contribute to the development of the scientific knowledge base in nursing by recognizing researchable problems, and participating in research to advance the practice of nursing and improve nursing education.	Employer Eval Annual Research Day Comprehensive Exam	Every 2 years Annually	Eval score if 3.0 or higher 100% of the student pass the Comprehensive Exam. All students will participate in Research Day	A. Employer Evaluations are distributed during even years only. B. All MSN students participated in Research Day presenting there studies to undergraduate students, nursing faculty, other UM faculty, and Dr. Tim Smith (president of UM). C. 100% of graduate students passed the Comprehensive Exam, however, five students had to repeat it.

Student Learning Outcomes 2010 - 2015

No.	Objectives	Measurement Tools	Frequency of Measurement	Desired Outcomes	Actual Outcomes 2017-2018
[3]	To produce graduates who incorporate leadership strategies and local, state and national health care policies into plans to effect improvement in nursing education and the health care system.	Enrollment in doctoral programs Employer Eval Alumni Survey	Alumni and Employer Survey Every 2 years	10% of graduates will enroll in doctoral program within 3 years of graduation Eval score of 4.0 or higher 25% or more will list scholarly endeavors on form	A. Outcome not attained. No former students have reported entrance into a doctoral program. B. Outcome not attained. Employer and Alumni Surveys are distributed in the even years.
[3]	To apply principles of economics and budgeting into fiscal plans for administering health care or nursing education programs.	Employer Eval Comprehensive Exam	Every 2 years Annually	Eval score of 3.0 or higher 100% of students will pass exit exam with no more than 2 attempts	Employer Evaluations are distributed during even years only. 100% of graduate students passed the Comprehensive Exam, however, two students had to repeat it.
[4]	To contribute as a leader to the restructuring of professional nursing roles as health care and nursing education needs emerge in society.	Employer Eval	Every 2 years Annually	Eval score of 3.0 or higher	Employer Evaluations are distributed during even years only.
[5]					
[6]					
[7]					

Student Learning Outcomes 2010 - 2015

College/School/Center:	School of Nursing
Department:	Nursing
Major:	BSN

No.	Objectives	Measurement Tools	Frequency of Measurement	Desired Outcomes
[1]	To produce graduates who incorporate knowledge from a broad arts and science foundation when making nursing decisions.	NCLEX Employer Eval	Annually Every 2 years	Above 80% pass rate Mean score 3.0 or above on evals
[2]	To produce graduates who demonstrate the ability to think critically while providing nursing care in varied settings.	Employer evaluation of Graduates.	Annually Every 2 years	Mean score for knowledge and skills 3.0 or higher on the Employer evaluation of graduates.

University of Mobile

School of Business **Performance**

The School of Business is dedicated to providing a high quality business education that meets the needs of students and other stakeholders. The dean and faculty members engage in cycles of planning, assessment, and continuous improvement based on measurable results. Performance of business programs is assessed partly through Student Learning Outcomes associated with specific objectives, which, for undergraduates are:

1. Students demonstrate knowledge of business and the functional areas in the business disciplines.
2. Students attain skills for critical thinking.
3. Students attain skills for effective communication in business/organizations.
4. Students are prepared to apply appropriate technology in the business disciplines.
5. Students are equipped to apply Christian values to ethical dilemmas in business.

Many measurement tools are used in assessing performance against the objectives stated above. They include the ETS Major Field Test in Business, alumni and employer surveys, the NoelLevitz Student Satisfaction Inventory, portfolios, the EBI Exit Survey, the Business Critical Thinking Skills Test, intern evaluations, the ETS Proficiency Profile, the National Survey of Student Engagement, MBA exit survey, job placement rates, grade distributions, and a standardized oral communication evaluation rubric. All are regularly reported to the university and evaluated by the business faculty for opportunities to improve based on trends and on comparative data.

Because researchers find that student satisfaction increases with increases in learning outcomes, some of the most relevant measures of student success in the School of Business are:

- Student Satisfaction Inventory on instructional effectiveness: School of Business exceeds the national comparative score.
- EBI –Overall Program Effectiveness factor: School of Business exceeds all comparative data and exhibits a positive trend.
- ETS Major Field Test in Business: Mean result of B.S. students' scores improved from 2015-16 through 2017-2018. B.B.A. students' scores improved in 2015-2016, decreased in 2016-2017, and then rebounded to a high for this program in 2017-2018. M.B.A. students' scores improved to exceed the national average in 2015 with a slight decline in 2016 through 2018.
- Business Critical Thinking Skills Test median score and percentile scores increased steadily from 2014-2015 through 2016-2017 and 2017-2018 with students in finance and accounting exceeding the UM goal.
- EBI – Factor 10 on critical thinking skills: Four-year positive trend.
- Student Satisfaction Inventory on critical thinking skills: Mean score exceeds UM mean, indicating students believed they had attained the skills necessary for critical thinking.

- EBI-application of technology factor: School of Business students' mean exceeds the stated goal and all comparative data for the last three years.
- Placement rate: 2016-2017: At the time of graduation, 78% of all undergraduates had secured full-time employment, exceeding the established goal, and 51% of all students had employment at graduation (includes MBAs and BBA). 2017-2018: 85% of all undergraduates had full-time employment at graduation; 50% of all MBA graduates had full-time employment at graduation and 38% had part-time employment. 92% of BBA graduates had secured full-time employment.
- Student Satisfaction Inventory-preparation on ethics: School of Business students' mean score exceeded the desired score (2015-2016, 2016-2017, and 2017-2018).
- EBI Exit Survey – Question 2 on ethics: Scores from 2015 through 2018 show positive trend and exceed institutional goal.
- MBA exit survey results (2017-2018): Results exceed goals on graduate program objectives regarding preparation for careers, developing an ethical approach to making and applying managerial decisions, improving analytical, problem-solving, and decision-making skills, improving teamwork skills, improving communication skills, integrating organizational experience with current theories of leadership and management, analyzing alternative solutions to managerial problems involving technical, social, economic, political and ethical factors, developing strategies for coping with the challenges of new organizational systems and changing technology, and viewing opportunities and challenges from a global perspective from the 2016 results, but 2018 results were slightly decreased from the 2017 survey of results.

Student Recognition

Recognition of our School of Business students for competitive scholarships and honorary society memberships are important outcomes measures, especially for a small program. For 2017-18:

- Two students were awarded scholarships from the Mobile Chapter of Alabama CPAs
- One student was awarded a scholarship by the Gulf Coast Chapter of Certified Fraud Examiners
- Seventeen students were inducted into Delta Mu Delta, The School of Business Honorary Society; The Enactus team (formerly Students in Free Enterprise or SIFE) participated in planning a bike-share project and a student-run coffee shop project.