

2012-2013 Achievement Summary Profile

As of: 9/25/2013 08:38 AM EST

Institute for Core Studies

Targets Without Findings

Measure 1: Analyzing the scientific method of investigation.

Outcome/Objective 1: Demonstrate an ability to analyze scientific problems and social issues using critical thinking skills.

Goals:

1: Demonstrate a capacity to employ critical thinking skills in analyzing issues and problems.

Target: 75% of students achieve Level 3 or higher.

Measure 2: Analyzing the impacts of history on the development of New York as a global city.

Outcome/Objective 1: Demonstrate an ability to analyze scientific problems and social issues using critical thinking skills.

Goals:

1: Demonstrate a capacity to employ critical thinking skills in analyzing issues and problems.

Target: 75% of students achieve Level 3 or higher.

Measure 3: Distinguishing between information from scholarly sources and information from popular media.

Outcome/Objective 2: Demonstrate an ability to locate and employ relevant and credible sources of information in order to conduct research.

Goals:

2: Demonstrate information literacy skills in addressing research questions.

Target: 75% of students achieve Level 3 or higher.

Measure 4: Distinguishing between causal assertions and correlations in quantitative analysis.

Outcome/Objective 3: Demonstrate a capacity to distinguish between causal assertions and correlations in quantitative analysis.

Goals:

3: Demonstrate an understanding of and a capacity to employ quantitative reasoning skills.

Target: 75% of students achieve Level 3 or higher.

Measure 5: Revising one's writing for self and for a wider audience.

Outcome/Objective 4: Demonstrate an understanding of and a capacity to employ different processes for textual revisions.

Goals:

4: Demonstrate a capacity to employ and respond to the processes of textual revision in their writing.

Target: 80% of students should achieve Level 3 or higher.

Measure 6: Reflecting on and making decisions about one's own writing and writing processes.

Outcome/Objective 5: Demonstrate a capacity to create a writing portfolio reflecting one's textual production and writing processes during a semester

Goals:

4: Demonstrate a capacity to employ and respond to the processes of textual revision in their writing.

Target: 80% of students achieve Level 3 or higher.

Measure 7: Analyzing the impacts of multiculturalism and diversity on life in New York City.

Outcome/Objective 6: Demonstrate an understanding of the impact of cultural diversity on the development of modern

New York City.

Goals:

5: Demonstrate an understanding of and an appreciation for the multi-cultural nature of the New York City Metropolitan area.

Target: 75% of students achieve Level 3 or higher.

Measure 8: Reflecting on the Academic Service-Learning experience.

Outcome/Objective 7: Demonstrate an understanding of the connection between community service and the Vincentian Mission.

Goals:

6: Demonstrate an understanding of the University's Vincentian commitment to social justice.

Target: 80% of students achieve Level 3 or higher.

Core Curriculum

Targets Without Findings

Measure 1: Analyzing the steps in the scientific method.

Outcome/Objective 1: Demonstrate an understanding of and the ability to apply the scientific method of research.

Goals:

1: Demonstrate an understanding of the processes of science.

Target: 75% of students at Level 3 or higher.

Measure 2: Connecting the diversity of cultures and worldviews in New York City to the notion of the city as a global center.

Outcome/Objective 2: Demonstrate an understanding of the impact of cultural diversity on the development of modern New York City.

Goals:

2: Demonstrate an understanding of and an appreciation for the multi-cultural nature of the New York City Metropolitan area.

Target: 80% of students achieve at Level 3 or higher.

Measure 3: Service learning reflection.

Outcome/Objective 3: Demonstrate an understanding of the connections between community service and the Vincentian Mission.

Goals:

3: Demonstrate an understanding of the University's Vincentian commitment to social justice.

Target: 80% of students achieve Level 3 or higher.

Measure 4: Reflecting on and making decisions about one's own writing and writing processes.

Outcome/Objective 4: Demonstrate a capacity to create a writing portfolio reflecting one's textual production and writing processes during a semester

Goals:

4: Demonstrate a capacity to employ and respond to the processes of textual revision in their writing.

Target: 80% of students achieve Level 3 or higher.

Measure 5: Analyzing different perspectives on a historical event or process.

Outcome/Objective 5: Analyze viewpoints from a variety of socio-cultural and historical perspectives, based on a knowledge of historical diversity.

Goals:

5: Recognize, understand and respect the complexity of the world's socio-cultural and historical traditions.

Target: 75% of students achieve Level 3 or higher.

Measure 6: Class final exam.

Outcome/Objective 6: Students will develop their writing skills.

Goals:

6: Students will demonstrate an ability to analyze a range of aesthetic, ideological and linguistic differences across cultures.

Target: 80% of students will achieve Level 3 or higher.

Measure 7: Analysis of public speaking.

Outcome/Objective 7: Demonstrate and understanding of and a capacity to employ positive public speaking skills.

Goals:

7: Demonstrate a capacity to analyze public speaking critically.

Target: 75% of students should achieve Level 3 or higher.

Measure 8: Essay examinations that test the mastery of questions about the mind-body relation.

Outcome/Objective 8: Students will be able to explain the notion and the moral implications of the basic theories of the mind-body relation.

Goals:

8: Students will learn to assess the basic theories of mind-body relation and articulate their implications for moral theories.

Target: At least 75% of the students will perform at Level 4 or better in the overall; in addition at least 15% will perform at Level 5, thus indicating a capacity to do serious undergraduate philosophical work.

Measure 9: Final Cumulative Examination

Outcome/Objective 9: Students will demonstrate knowledge of the basic texts, history, and creeds of Christianity.

Goals:

9: Students will demonstrate an understanding of the significance of the persistence and impact of institutional religion.

Target: 70% of students should achieve Level 3 or higher.

Measure 10: Portfolio of Writing Assignments

Outcome/Objective 10: Students will demonstrate the capacity to analyze religion, especially Christianity, in the post-modern context.

Goals:

10: Students will become familiar with some of the texts, teachings, and practices particular to Christianity and Roman Catholicism.

Target: 70% of students should achieve Level 3 or higher; no more than 10 percent at Level 1.

English 1100C

Targets Without Findings

Measure 1: final exam

Outcome/Objective 1: Students will develop their writing skills

Target: 65% will receive scores of 1 or 2; fewer than 10% will receive 1s.

Measure 1: final exam

Outcome/Objective 3: Demonstrate knowledge of globalization

Target: 65% will receive scores of 1 or 2; fewer than 10% will receive 1s.

Measure 2: portfolio

Outcome/Objective 1: Students will develop their writing skills

Target: 65% will receive scores of 1 or 2; fewer than 10% will receive 1s.

Measure 2: portfolio

Outcome/Objective 2: Conduct library research and use research material from a variety of media

Target: 65% will receive scores of 1 or 2; fewer than 10% will receive 1s.

Measure 2: portfolio

Outcome/Objective 3: Demonstrate knowledge of globalization

Target: 65% will receive scores of 1 or 2; fewer than 10% will receive 1s.

Measure 3: Special writing assignment

Outcome/Objective 3: Demonstrate knowledge of globalization

Target: 65% will receive scores of 1 or 2; fewer than 10% will receive 1s.

English 2150C (Honors)

Targets Without Findings

Measure 1: Final exam

Outcome/Objective 1: Students will develop their writing skills

Target: 80% of exams will receive scores of 1 or 2.

Measure 1: Final exam

Outcome/Objective 3: Demonstrate knowledge of globalization

Target: 80% of students will receive scores of 1 or 2

Measure 2: portfolio

Outcome/Objective 1: Students will develop their writing skills

Target: 80% of students will receive scores of 1 or 2.

Measure 2: portfolio

Outcome/Objective 2: Conduct library research

Target: 80% of students will receive scores of 1 or 2

Measure 2: portfolio

Outcome/Objective 3: Demonstrate knowledge of globalization

Target: 80% of students will receive scores of 1 or 2

Measure 3: special writing assignment

Outcome/Objective 3: Demonstrate knowledge of globalization

Target: 80% of students will receive scores of 1 or 2

Philosophy 1000C

Targets Without Findings

Measure 1: Essays

Outcome/Objective 1: Students will be able to compare and contrast the concerns and methods of Philosophy with other disciplinary approaches

Target: § All Students will show a familiarity of the basic nature of Philosophy, its history and its importance § At

least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] § At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 1: Essays

Outcome/Objective 3: Students will learn some basic lessons in logical construction and critical reasoning

Target: § All Students will show a familiarity of the basic nature of Philosophy, its history and its importance § At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] § At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 1: Essays

Outcome/Objective 6: Students will learn how to write philosophical essays, employing argumentative strategies and checking for validity and soundness

Goals:

6: Identify the premises and conclusions of arguments and evaluate their validity and soundness

Target: § All Students will show a familiarity of the basic nature of Philosophy, its history and its importance § At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] § At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 2: Exams

Outcome/Objective 2: Students will be able to state the basic theories of the mind-body relation

Target: § All Students will show a familiarity of the basic nature of Philosophy, its history and its importance § At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] § At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 2: Exams

Outcome/Objective 5: Students will be able to assess the strengths and weaknesses of various philosophical approaches

Target: § All Students will show a familiarity of the basic nature of Philosophy, its history and its importance § At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] § At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 3: Oral Arguments

Outcome/Objective 4: Students will learn how to write philosophical essays

Target: § All Students will show a familiarity of the basic nature of Philosophy, its history and its importance § At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] § At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Philosophy 3000C

Targets Without Findings

Measure 1: Essays

Outcome/Objective 1: Students will show an understanding of how modern science has challenged traditional philosophical traditions and theories

Goals:

1: Understand science and ultimate reality

Target: 1. All Students will show a familiarity of the basic issues of Metaphysics, its history and its importance as an intellectual enterprise 2. At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] 3. At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 1: Essays

Outcome/Objective 3: Students should be able to recognize how much discoveries in the physical sciences have altered knowledge

Goals:

3: Discuss the philosophical implications of modern science

Target: 1. All Students will show a familiarity of the basic issues of Metaphysics, its history and its importance as an intellectual enterprise 2. At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] 3. At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 1: Essays

Outcome/Objective 6: Students will be able to state and assess the classics arguments for and against the existence of God

Goals:

6: Understand the possibility and limitations of natural theology

Target: 1. All Students will show a familiarity of the basic issues of Metaphysics, its history and its importance as an intellectual enterprise 2. At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] 3. At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 2: Term Papers

Outcome/Objective 2: Students will be able to discuss the challenging issues of epistemology

Goals:

2: Study the basic epistemological theories

Target: 1. All Students will show a familiarity of the basic issues of Metaphysics, its history and its importance as an intellectual enterprise 2. At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] 3. At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 2: Term Papers

Outcome/Objective 4: Students will be able to present scholarly information utilizing traditional and contemporary intellectual resources

Goals:

4: Conduct independent scholarly research

Target: 1. All Students will show a familiarity of the basic issues of Metaphysics, its history and its importance as an intellectual enterprise 2. At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] 3. At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

Measure 3: Peer Review

Outcome/Objective 5: Students will be able to state and assess the classical theories of knowledge

Goals:

5: Write works that compare contrast and critique philosophical theories

Target: 1. All Students will show a familiarity of the basic issues of Metaphysics, its history and its importance as an intellectual enterprise 2. At least 75% of the students will perform at a C+ level or better in the overall [As an Honors course we would expect that 80% of the students will perform at a B level or better.] 3. At least 15% of the student will perform at an A level, perhaps encouraging in them further studies in the discipline of Philosophy [As an Honors course we would expect that 50% of the students will perform at a B level or better.]

DNY 1000C

Met

Measure 1: Analyzing the impacts of history on the modern city.

Outcome/Objective 1: Relate selected aspects of New York's history to the city today.

Goals:

1: Demonstrate an understanding of selected aspects of New York City history.

Target: 75% of students at Level 3 or higher.

Finding: DNY Objective # 1: Fall 2012 VERY GOOD: the exercise fully met or exceeded expectations GOOD: the exercise generally met expectations FAIR: the exercise only partially met expectations POOR: the exercise barely met expectations. FAIL: The exercise failed to meet expectations 5 4 3 2 1 SELECTED ASPECTS OF NEW YORK HISTORY COURSE CONTENT Demonstrates an understanding of foundational information and the key ideas involved in the exercise. CRITICAL THINKING ANALYSIS Demonstrates a capacity to identify, isolate, and consider key points involved in the exercise. CRITICAL THINKING INTEGRATION Demonstrates a capacity to connect key points in the exercise to a larger analysis of the topic. INFORMATION LITERACY Demonstrates a capacity to connect key points in the exercise to relevant literature in the field. WRITING SKILLS Demonstrates a capacity to communicate, analyze, integrate, and connect material coherently and effectively. Total n 213 208 206 205 207 Average 4.1 4.0 4.0 3.9 4.1 Standard Deviation 1.0 1.0 0.9 1.1 0.9 # of students at Level 5 100 80 72 78 81 % of students at Level 5 46.9% 38.5% 35.0% 38.0% 39.1% # of students at Level 4 68 80 87 71 84 % of students at Level 4 31.9% 38.5% 42.2% 34.6% 40.6% # of students at Level 3 33 34 32 27 31 % of students at Level 3 15.5% 16.3% 15.5% 13.2% 15.0% # of students at Level 2 7 9 10 17 6 % of students at Level 2 3.3% 4.3% 4.9% 8.3% 2.9% # of students at Level 1 5 5 5 12 5 % of students at Level 1 2.3% 2.4% 2.4% 5.9% 2.4% # of students at Level 3 or higher 201 194 86 95 196 % of students at Level 3 or higher 94.4% 93.3% 92.7% 85.9% 94.7% # of students at Level 4 or higher 168.0 160.0 159.0 149.0 165.0 % of students at Level 4 or higher 78.9% 76.9% 77.2% 72.7% 79.7% Spring 2013 DNY Measure # 1: Sp 2013 VERY GOOD: the exercise fully met or exceeded expectations GOOD: the exercise generally met expectations FAIR: the exercise only partially met expectations POOR: the exercise barely met expectations. FAIL: The exercise failed to meet expectations 5 4 3 2 1 Selected Aspect of NYC History COURSE CONTENT Demonstrates an understanding of foundational information and the key ideas involved in the exercise. CRITICAL THINKING ANALYSIS Demonstrates a capacity to identify, isolate, and consider key points involved in the exercise. CRITICAL THINKING INTEGRATION Demonstrates a capacity to connect key points in the exercise to a larger analysis of the topic. INFORMATION LITERACY Demonstrates a capacity to connect key points in the exercise to relevant literature in the field. WRITING SKILLS Demonstrates a capacity to communicate, analyze, integrate, and connect material coherently and effectively. Total n 104 104 104 104 104 Average 4.0 3.9 3.9 3.9 3.9 Standard Deviation 0.9 1.0 1.0 1.0 0.9 # of students at Level 5 37 34 31 34 29 % of students at Level 5 35.6% 32.7% 29.8% 32.7% 27.9% # of students at Level 4 36 33 36 34 41 % of students at Level 4 34.6% 31.7% 34.6% 32.7% 39.4% # of students at Level 3 22 23 19 22 23 % of students at Level 3 21.2% 22.1% 18.3% 21.2% 22.1% # of students at Level 2 3 5 8 6 3 % of students at Level 2 2.9% 4.8% 7.7% 5.8% 2.9% # of students at Level 1 2 2 2 2 2 % of students at Level 1 1.9% 1.9% 1.9% 1.9% 1.9% # of students at Level 3 or higher 95 90 86 91 93 # of students at Level 3 or higher 94.4% 93.3% 82.7% 87.5% 89.4%

Measure 2: Connecting the diversity of worldviews in the multicultural city to the notion of the city as a global center.

Outcome/Objective 3: Relate the diversity and the contributions of immigrant groups who have come to New York to the development of the modern city.

Goals:

2: Demonstrate an appreciation for how diversity has influenced New York City's development.

Target: 75 % of students at Level 3 or higher.

Finding: DNY Objective # 2: Fall 2012 VERY GOOD: the exercise fully met or exceeded expectations GOOD: the exercise generally met expectations FAIR: the exercise only partially met expectations POOR: the exercise barely met expectations. FAIL: The exercise failed to meet expectations 5 4 3 2 1 GLOBALISM AND DIVERSITY COURSE CONTENT Demonstrates an understanding of foundational information and the key ideas involved in the exercise. CRITICAL THINKING ANALYSIS Demonstrates a capacity to identify, isolate, and consider key points involved in the exercise. CRITICAL THINKING INTEGRATION Demonstrates a capacity to connect key points in the exercise to a larger analysis of the topic. INFORMATION LITERACY Demonstrates a capacity to connect key points in the exercise to relevant literature in the field. WRITING SKILLS Demonstrates a capacity to communicate, analyze, integrate, and connect material coherently and effectively. Total n 337.0 339.0 337.0 338.0 337.0 Average 4.4 4.2 4.2 4.1 4.3 Standard Deviation 0.8 0.8 0.8 0.9 2.3 # of students at Level 5 185.0 148.0 139.0 136.0 135.0 % of students at Level 5 54.9% 43.8% 41.2% 40.4% 40.1% # of students at Level 4 110.0 128.0 132.0 132.0 140.0 % of students at Level 4 32.6% 37.8% 39.2% 39.2% 41.5% # of students at Level 3 36.0 53.0 54.0 58.0 46.0 % of students at Level 3 10.7% 15.6% 16.0% 17.2% 13.6% # of students at Level 2 4.0 8.0 9.0 8.0 13.0 % of students at Level 2 1.2% 2.4% 2.7%

2.4% 3.9% # of students at Level 1 2.0 2.0 3.0 4.0 3.0 % of students at Level 1 0.6% 0.6% 0.9% 1.2% 0.9% # of students at Level 3 or higher 331.0 329.0 325.0 326.0 321.0 % of students at Level 3 or higher 98.2% 97.6% 96.4% 96.6% 95.3% # of students at Level 4 or higher 295.0 276.0 271.0 268.0 275.0 % of students at Level 4 or higher 87.5% 81.9% 80.4% 79.5% 81.6% Spring 2013 DNY Measure # 2: Sp 2013 VERY GOOD: the exercise fully met or exceeded expectations GOOD: the exercise generally met expectations FAIR: the exercise only partially met expectations POOR: the exercise barely met expectations. FAIL: The exercise failed to meet expectations 5 4 3 2 1 Diversity and the Global City COURSE CONTENT Demonstrates an understanding of foundational information and the key ideas involved in the exercise. CRITICAL THINKING ANALYSIS Demonstrates a capacity to identify, isolate, and consider key points involved in the exercise. CRITICAL THINKING INTEGRATION Demonstrates a capacity to connect key points in the exercise to a larger analysis of the topic. INFORMATION LITERACY Demonstrates a capacity to connect key points in the exercise to relevant literature in the field. WRITING SKILLS Demonstrates a capacity to communicate, analyze, integrate, and connect material coherently and effectively. Total n 122 122 122 122 122 Average 4.9 3.8 3.8 3.5 3.7 Standard Deviation 1.3 1.3 1.3 1.4 1.3 # of students at Level 5 55 52 49 40 39 % of students at Level 5 45.0% 42.6% 40.5% 32.8% 33.3% # of students at Level 4 32 28 24 25 33 % of students at Level 4 26.4% 23.1% 19.8% 20.5% 28.2% # of students at Level 3 16 22 29 31 24 % of students at Level 3 13.2% 18.2% 24.0% 25.4% 20.5% # of students at Level 2 4 6 7 9 8 % of students at Level 2 3.3% 5.0% 5.8% 7.4% 6.8% # of students at Level 1 14 13 12 17 13 % of students at Level 1 11.6% 10.7% 9.9% 13.9% 11.1% # of students at Level 3 or higher 103 102 102 96 96 # of students at Level 3 or higher 84.4% 83.6% 83.6% 78.7% 78.7%

Measure 3: Service learning reflection.

Outcome/Objective 4: Connect the idea of service to larger social issues and to the Vincentian Mission.

Goals:

3: Demonstrate an active understanding of the concept of service to those in need in the city.

Target: 75% of students at Level 3 or higher.

Finding: DNY Objective # 3: Fall 2012 VERY GOOD: the exercise fully met or exceeded expectations GOOD: the exercise generally met expectations FAIR: the exercise only partially met expectations POOR: the exercise barely met expectations. FAIL: The exercise failed to meet expectations 5 4 3 2 1 SOCIAL JUSTICE AND THE VINCENTIAN MISSION COURSE CONTENT Demonstrates an understanding of foundational information and the key ideas involved in the exercise. CRITICAL THINKING ANALYSIS Demonstrates a capacity to identify, isolate, and consider key points involved in the exercise. CRITICAL THINKING INTEGRATION Demonstrates a capacity to connect key points in the exercise to a larger analysis of the topic. INFORMATION LITERACY Demonstrates a capacity to connect key points in the exercise to relevant literature in the field. WRITING SKILLS Demonstrates a capacity to communicate, analyze, integrate, and connect material coherently and effectively. Total n 330 329 336 337 335 Average 4.1 3.9 3.9 3.6 3.9 Standard Deviation 1.1 1.1 1.1 1.3 1.1 # of students at Level 5 157 135 133 124 137 % of students at Level 5 47.6% 41.0% 39.6% 36.8% 40.9% # of students at Level 4 87 88 88 59 82 % of students at Level 4 26.4% 26.7% 26.2% 17.5% 24.5% # of students at Level 3 63 78 85 82 86 % of students at Level 3 19.1% 23.7% 25.3% 24.3% 25.7% # of students at Level 2 17 20 23 45 20 % of students at Level 2 5.2% 6.1% 6.8% 13.4% 6.0% # of students at Level 1 6 8 7 27 10 % of students at Level 1 1.8% 2.4% 2.1% 8.0% 3.0% # of students at Level 3 or higher 307 301 306 265 305 % of students at Level 3 or higher 93.0% 91.5% 91.1% 78.6% 91.0% # of students at Level 4 or higher 244 244 244 244 244 % of students at Level 4 or higher 73.9% 74.2% 72.6% 72.4% 72.8% Spring 2013 DNY Measure # 3: Sp 2013 VERY GOOD: the exercise fully met or exceeded expectations GOOD: the exercise generally met expectations FAIR: the exercise only partially met expectations POOR: the exercise barely met expectations. FAIL: The exercise failed to meet expectations 5 4 3 2 1 Social Justice and the Vincentian Mission COURSE CONTENT Demonstrates an understanding of foundational information and the key ideas involved in the exercise. CRITICAL THINKING ANALYSIS Demonstrates a capacity to identify, isolate, and consider key points involved in the exercise. CRITICAL THINKING INTEGRATION Demonstrates a capacity to connect key points in the exercise to a larger analysis of the topic. INFORMATION LITERACY Demonstrates a capacity to connect key points in the exercise to relevant literature in the field. WRITING SKILLS Demonstrates a capacity to communicate, analyze, integrate, and connect material coherently and effectively. Total n 121 121 121 121 121 Average 3.9 3.8 3.8 3.5 3.8 Standard Deviation 1.0 1.0 1.1 1.3 1.1 # of students at Level 5 36 34 33 29 35 % of students at Level 5 29.8% 28.1% 27.3% 24.0% 28.9% # of students at Level 4 51 49 44 36 42 % of students at Level 4 42.1% 40.5% 36.4% 29.8% 34.7% # of students at Level 3 23 27 32 34 32 % of students at Level 3 19.0% 22.3% 26.4% 28.1% 26.4% # of students at Level 2 5 5 6 7 6 % of students at Level 2 4.1% 4.1% 5.0% 5.8% 5.0% # of students at Level 1 6 6 6 15 6 % of students at Level 1 5.0% 5.0% 5.0% 12.4% 5.0% # of students at Level 3 or higher 110 110 109 99 109 # of students at Level 3 or higher 90.9% 90.9% 90.1% 81.8% 90.1%

Targets Without Findings

Measure 1: Analyzing the impacts of history on the modern city.

Outcome/Objective 2: Apply selected aspects of New York City's history to the development of the modern city.

Goals:

1: Demonstrate an understanding of selected aspects of New York City history.

Target: 75% of students at Level 3 or higher.

DNY 1000C (Honors)

Targets Without Findings

Measure 1: Analyzing the impacts of history on the modern city.

Outcome/Objective 1: Relate selected aspects of New York's history to the city today

Goals:

1: Demonstrate an understanding of selected aspects of New York City history.

Target: 80% of students reach Level 3 or higher.

Measure 1: Analyzing the impacts of history on the modern city.

Outcome/Objective 2: Demonstrate understanding of selected aspects of New York City's history.

Goals:

1: Demonstrate an understanding of selected aspects of New York City history.

Target: 80% of students reach Level 3 or higher.

Measure 2: Connecting the diversity of worldviews in the multicultural city to the notion of the city as a global center

Outcome/Objective 3: Relate the diversity and the contributions of immigrant groups who have come to New York to the development of the modern city.

Goals:

2: Demonstrate an appreciation for how diversity has influenced New York City's development.

Target: 80% of students achieve Level 3 or higher.

Measure 3: Service learning reflection.

Outcome/Objective 4: Connect the idea of service to larger social issues and to the Vincentian Mission.

Goals:

3: Demonstrate an active understanding of the concept of service to those in need in the city.

Target: 80% of students achieve Level 3 or higher.

Science 1000C

Not Met

Measure 5: Distinguishing between causal assertions and correlations in quantitative analysis.

Outcome/Objective 5: Demonstrate a capacity to distinguish between causal assertions and correlations in quantitative analysis.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: Achievement target: 75% of students achieve Level 3 or higher.

Finding: Scientific Inquiry: Fall 2012 Measure # 5: Causality Correlation Total n 200 Average 3.0 Std Dev 1.2 Level 5 23 % 11.7% Level 4 49 % 25.0% Level 3 62 % 31.6% Level 2 49 % 25.0% Level 1 17 % 8.7% Level 3 or Higher 134 % 67.0% Level 4 or Higher 72 % 36.0% Spring 2013 Scientific Inquiry: Spring 2013 Measure # 5: Causality Correlation Total n 285 Average 3.7 Std Dev 1.1 Level 5 82 % 28.8% Level 4 90 % 31.6% Level 3 66 % 23.2% Level 2 43 % 15.1% Level 1 4 % 1.4% Level 3 or Higher 238 % 83.5%

Met

Measure 1: Analyzing the issues in the thematic science guiding the course.

Outcome/Objective 1: Analyze issues in thematic science using critical thinking skills.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: Achievement target: 75% of students achieve Level 3 or higher.

Finding: Scientific Inquiry: Fall 2012 Measure # 1: Thematic Science Total n 196 Average 4.1 Std Dev 1.0 Level 5 89 % 45.4% Level 4 65 % 33.2% Level 3 32 % 16.3% Level 2 9 % 4.6% Level 1 1 % 0.5% Level 3 or

Higher 186 % 94.9% Level 4 or Higher 154 % 78.6% Spring 2013 Scientific Inquiry: Spring 2013 Measure # 1: Thematic Science Total n 290 Average 3.9 Std Dev 1.1 Level 5 96 % 33.1% Level 4 101 % 34.8% Level 3 61 % 21.0% Level 2 22 % 7.6% Level 1 10 % 3.4% Level 3 or Higher 258 % 89.0%

Measure 2: Distinguishing between information from scholarly sources and that from popular, mass-based media.

Outcome/Objective 2: Distinguish between information from scholarly sources and from popular, mass-based media.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: Achievement target: 75% of students achieve Level 3 or higher.

Finding: Scientific Inquiry: Fall 2012 Measure # 2: Information sources Total n 196 Average 3.6 Std Dev 1.0 Level 5 34 % 17.3% Level 4 83 % 42.3% Level 3 55 % 28.1% Level 2 22 % 11.2% Level 1 2 % 1.0% Level 3 or Higher 172 % 87.8% Level 4 or Higher 117 % 59.7% Spring 2013 Scientific Inquiry: Spring 2013 Measure # 2: Information sources Total n 287 Average 4.0 Std Dev 0.9 Level 5 86 % 30.0% Level 4 128 % 44.6% Level 3 57 % 19.9% Level 2 14 % 4.9% Level 1 2 % 0.700% 0 Level 3 or Higher 271 % 94.4%

Measure 3: Analyzing the history of the core scientific area employed to present the nature of scientific inquiry

Outcome/Objective 3: Demonstrate an understanding of the links between recent findings and the historical development of a specific scientific theme.

Goals:

2: Demonstrate an understanding of the historical development of a specific scientific theme.

Target: Achievement target: 75% of students achieve Level 3 or higher.

Finding: Scientific Inquiry: Fall 2012 Measure # 3: Core-science History Total n 199 Average 3.5 Std Dev 1.1 Level 5 41 % 20.9% Level 4 71 % 36.2% Level 3 59 % 30.1% Level 2 21 % 10.7% Level 1 7 % 3.6% Level 3 or Higher 171 % 85.9% Level 4 or Higher 112 % 56.3% Spring 2013 Scientific Inquiry: Spring 2013 Measure # 3: Core-science History Total n 284 Average 3.7 Std Dev 1.0 Level 5 65 % 22.9% Level 4 102 % 35.9% Level 3 89 % 31.3% Level 2 24 % 8.5% Level 1 4 % 1.4% Level 3 or Higher 256 % 85.9%

Measure 4: Analyzing the steps in the scientific method.

Outcome/Objective 4: Demonstrate an ability to recognize and develop hypotheses and to analyze the purposes and results of experiments.

Goals:

3: Demonstrate an understanding of and the ability to apply the scientific method of research.

4: Demonstrate the ability to recognize and apply the elements of experimental design.

Target: Achievement target: 75% of students achieve Level 3 or higher.

Finding: Scientific Inquiry: Fall 2012 Measure # 4: Scientific Method Total n 197 Average 3.7 Std Dev 1.1 Level 5 51 % 26.0% Level 4 79 % 40.3% Level 3 48 % 24.5% Level 2 18 % 9.2% Level 1 1 % 0.5% Level 3 or Higher 178 % 90.4% Level 4 or Higher 130 % 66.0% Spring 2013 Scientific Inquiry: Spring 2013 Measure # 4: Scientific Method Total n 283 Average 4.0 Std Dev 0.8 Level 5 87 % 30.7% Level 4 122 % 43.1% Level 3 64 % 22.6% Level 2 10 % 3.5% Level 1 0 % 0.0% Level 3 or Higher 273 % 96.5%

Measure 6: Identifying societal issues dealing with science in applications to their own lives.

Outcome/Objective 6: Identify relevant societal issues dealing with science in application to their own lives.

Goals:

5: Demonstrate the capacity to analyze societal issues in thematic science in terms of values, ethics, and responsibilities.

Target: Achievement target: 75% of students achieve Level 3 or higher.

Finding: Scientific Inquiry: Fall 2012 Measure # 6: Societal connection Total n 199 Average 3.9 Std Dev 1.1 Level 5 67 % 34.2% Level 4 69 % 35.2% Level 3 44 % 22.4% Level 2 16 % 8.2% Level 1 3 % 1.5% Level 3 or Higher 180 % 90.5% Level 4 or Higher 136 % 68.3% Spring 2013 Scientific Inquiry: Spring 2013 Measure # 6: Societal connection Total n 285 Average 4.1 Std Dev 0.9 Level 5 116 % 40.7% Level 4 90 % 31.6% Level 3 63 % 22.1% Level 2 15 % 5.3% Level 1 1 % 0.4% Level 3 or Higher 269 % 94.4%

Targets Without Findings

Measure 4: Analyzing the steps in the scientific method.

Outcome/Objective 5: Demonstrate a capacity to distinguish between causal assertions and correlations in quantitative analysis.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: Achievement target: 75% of students achieve Level 3 or higher.

Science 2700C (Honors)

Targets Without Findings

Measure 1: Analyzing the issues in the thematic science guiding the course.

Outcome/Objective 1: Analyze issues in thematic science using critical thinking skills.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: 80% of students achieve Level 3 or higher.

Measure 2: Distinguishing between information from scholarly sources and that from popular, mass-based media.

Outcome/Objective 2: Distinguish between information from scholarly sources and from popular, mass-based media.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: 80% of students achieve Level 3 or higher.

Measure 3: Analyzing the history of the core science area employed to present the nature of scientific inquiry.

Outcome/Objective 3: Demonstrate an understanding of the links between recent findings and the historical development of a specific scientific theme.

Goals:

2: Demonstrate an understanding of the historical development of a specific scientific theme.

Target: 80% of students achieve Level 3 or higher.

Measure 4: Analyzing the steps in the scientific method.

Outcome/Objective 4: Demonstrate an ability to recognize and develop hypotheses and to analyze the purposes and results of research.

Goals:

3: Demonstrate an understanding of and an ability to apply the scientific method of research.

4: Demonstrate the ability to recognize and apply the elements of experimental design.

Target: 80% of students achieve Level 3 or higher.

Measure 4: Analyzing the steps in the scientific method.

Outcome/Objective 5: Demonstrate a capacity to distinguish between causal assertions and correlations in quantitative analysis.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: 80% of students achieve Level 3 or higher.

Measure 5: Distinguishing between causal assertions and correlations in quantitative analysis.

Outcome/Objective 5: Demonstrate a capacity to distinguish between causal assertions and correlations in quantitative analysis.

Goals:

1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Target: 80% of students achieve Level 3 or higher.

Measure 6: Identifying societal issues dealing with science in applications to their own lives.

Outcome/Objective 6: Identify relevant societal issues dealing with science in application to their own lives.

Goals:

5: Demonstrate the capacity to analyze societal issues in thematic science in terms of values, ethics, and responsibilities.

Target: 80% of students achieve Level 3 or higher.

English 1000C

Met

Measure 1: Revising one's writing for self and other readers.

Outcome/Objective 1: Demonstrate an understanding of different processes and purposes for textual revision.

Goals:

1: Demonstrate a familiarity with and the processes and purposes of textual revision.

Target: 75 % of students achieve Level 3 or higher.

Finding: Eng 1000c: Fall 2012 Measure # 1: Revising writing for self & others Total n 347 Average 3.9 Std Dev 1.0 Level 5 112 % 32.3% Level 4 127 % 36.6% Level 3 71 % 20.5% Level 2 30 % 8.6% Level 1 7 % 2.0% Level 3 or higher 310 % 89.3% Level 4 or higher 239 % 68.9% Spring 2013 Eng 1000c: Spring 2013 Measure # 1: Revising writing for self & others Total n 426 Average 3.7 Std Dev 1.0 Level 5 100 % 23.5% Level 4 157 % 36.9% Level 3 125 % 29.3% Level 2 35 % 8.2% Level 1 9 % 2.1% Level 3 or higher 382 % 89.7%

Measure 2: Engaging with multiple audiences.

Outcome/Objective 2: Demonstrate a capacity of engaging multiple audiences through different forms of written expression.

Goals:

2: Demonstrate a capability to engage with multiple audiences.

Target: 80% of students achieve Level 3 or higher.

Finding: Eng 1000c: Fall 2012 Measure # 2: Engaging multiple audiences Total n 347 Average 4.1 Std Dev 0.9 Level 5 141 % 40.6% Level 4 127 % 36.6% Level 3 61 % 17.6% Level 2 15 % 4.3% Level 1 3 % 0.9% Level 3 or higher 329 % 94.8% Level 4 or higher 269 % 77.5% Spring 2013 Eng 1000c: Spring 2013 Measure # 2: Engaging multiple audiences Total n 426 Average 3.9 Std Dev 0.9 Level 5 118 % 27.7% Level 4 172 % 40.4% Level 3 106 % 24.9% Level 2 28 % 6.6% Level 1 2 % 0.5% Level 3 or higher 396 % 93.0%

Measure 3: Selecting and reflecting on one's writings and processes.

Outcome/Objective 3: Demonstrate a capacity to create a writing portfolio selecting one's textual production and writing processes during a semester.

Goals:

3: Demonstrate a capacity to select and reflect on one's writings and processes through the creation of a portfolio.

Target: 80% of students achieve Level 3 or higher.

Finding: Eng 1000c: Fall 2012 Measure # 3: Reflecting on writing and processes Total n 347 Average 3.9 Std Dev 1.0 Level 5 122 % 35.2% Level 4 118 % 34.0% Level 3 77 % 22.2% Level 2 20 % 5.8% Level 1 10 % 2.9% Level 3 or higher 317 % 91.4% Level 4 or higher 240 % 69.2% Spring 2013 Eng 1000c: Spring 2013 Measure # 3: Reflecting on writing and processes Total n 426 Average 3.8 Std Dev 0.9 Level 5 107 % 25.1% Level 4 187 % 43.9% Level 3 99 % 23.2% Level 2 22 % 5.2% Level 1 11 % 2.6% Level 3 or higher 393 % 92.3%

English 1030C (Honors)

Targets Without Findings

Measure 1: Revising one's writing for self and other readers

Outcome/Objective 1: Demonstrate an understanding of different processes and purposes for textual revision.

Goals:

1: Demonstrate a familiarity with the processes and purposes of textual revision.

Target: 80% of students achieve Level 3 or higher.

Measure 2: Engaging with multiple audiences.

Outcome/Objective 2: Demonstrate a capacity of engaging multiple audiences through different forms of written expression.

Goals:

2: Demonstrate a capability to engage with multiple audiences.

Target: 80% of students achieve Level 3 or higher.

Measure 3: Selecting and reflecting on one's writings and processes

Outcome/Objective 3: Demonstrate a capability to create a writing portfolio reflecting one's own textual production and writing processes.

Goals:

3: Demonstrate a capacity to select and reflect on one's writings and processes through the creation of a portfolio.

Target: 80% of students achieve Level 3 or higher.

St. John's University

As of: 9/25/2013 08:39 AM EST

2012-2013 Data Entry Status Overview

This report shows Data Entry Status based on Draft/In-Progress vs. Final status determined by users. To get a more complete picture of remaining work, also run Audit reports for the sections of interest.

Status Overview for Academic Entities

	Final	In-Progress	None
Mission / Purpose	10 (56%)	4 (22%)	4 (22%)
Goal (if used)	10 (56%)	4 (22%)	4 (22%)
Outcome/Objective	9 (50%)	4 (22%)	5 (28%)
Measure	8 (44%)	3 (17%)	7 (39%)
Target	8 (44%)	2 (11%)	8 (44%)
Finding	3 (17%)	0 (0%)	15 (83%)
Action Plan	0 (0%)	1 (6%)	17 (94%)
Analysis Question	0 (0%)	0 (0%)	18 (100%)
Annual Report Section	0 (0%)	0 (0%)	18 (100%)