**Appendix 1: Program Assessment Reports**

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**Academic Assessment Summary**

Departments/Options and College Reporting period: Fall 2011-Spring 2012

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| **AMC** | AMC College Report  The college assessment committee identified six college student learning outcomes (CSLOs), aligned the CSLOs with department SLOs and beta-tested an assessment software tool. Department assessment reports included assessment of five of the CSLOs. Fundamental learning competencies of critical thinking and written communication were assessed in three departments. | | |
| **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
| Art  *(direct assessment)* | Assessed signature assignment (short answer and essay questions about foundations of art skills, formal and conceptual analysis of composition) from more than 100 students (ART 200 – the gateway course) using normed rubric. The same assessment will be given to students in ART 438. | Proposed course modification: ART 309 will replace ART 200 as the gateway course. ART 140 will provide additional instruction in analysis, art foundations and skills. |
| Cinema & Television Arts  *(direct assessment)* | Assessed screenwriting SLO in gateway (CTVA 220) and capstone (CTVA 425) courses using a rubric. Areas of screenwriting strengths and weaknesses were identified and recommendations followed. | Recommended pedagogical improvements in teaching certain topics in CTVA 220. Listed goals for honing and refining the screen writing rubric. Assessments from past 5 years indicated need for computers with screenwriting software. |
| Communication Studies  *(direct assessment)* | Assessed SLO 1 using a writing assignment given to graduate and undergraduate students. A group of four faculty assessed the assignment using a 4 point rubric. | Recommended revisiting the appropriateness of the SLO and develop a collective understanding of its meaning. |
| Journalism  *(direct assessment)* | Assessed news reporting and writing assignments from JOUR 210, the gateway course, and a collection of advanced student work from a cross-section of upper division courses. Data were analyzed fall 2012. Findings from the HOT project reveal that students in the online environment scored slightly higher than the traditional face-to-face students. In conclusion, some content can be delivered online so instructors can provide coaching and feedback on assignments during face-to-face time. | Developed new strategic plan, including mission, vision, goals and outcomes. |
| Music  *(direct assessment)* | Assessed undergraduate SLO1 and 4 (data from MUS 191 and MUS 391) and graduate SLO 1 and 3 (data from MUS 601) using pre and post-test embedded questions. | Proposed program modifications: MUS 601 will add content on resources for research paper; delete independent study; add writing rubric to music history courses. |
| Theatre  *(direct assessment)* | Assessed undergraduate SLO 1 and graduate SLO3 using written assignments and rubrics. Results were poor and no conclusion could be made. | Recommended that future assessments need normed rubrics, revised SLOs for graduate program and improvements in data collection and procedures. |
| **COBAE** | COBAE College Report  There was no specific report from the college. | | |
| **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
| Finance, Management, Marketing & Systems and Operations Management  *(direct assessments)* | Assessed eight of the nine SLOs (common to all undergraduate business programs) with course-embedded measures in five upper division core courses. Fundamental learning competencies of oral and written communication and critical thinking were also assessed using faculty developed rubrics. | Many recommendations were made including merging problem solving, critical thinking and technology skills into one SLO and revising the assessment process to provide time to reflect upon data and close the loop. |
| Economics  *(direct assessments)* | Assessed eleven of the twelve SLOs using course embedded measures in 400 level courses. Faculty agreed to construct 90% confidence level for percentage of students with acceptable or better performance in each sample. Fundamental learning competencies of quantitative literacy and written communication were also assessed. | Recommended that change be based on a pattern of results over time. Also, new faculty members’ expertise in macroeconomics should result in improving students’ performance in this area. |
| **EDUC** | The Michael D. Eisner College of Education Report involved collection of all assessment reports for the Commission on Teacher Credentialing (CTC) Biennial Report. Data were collected during academic years 2009-2010 and 2010-2011. Data were analyzed and reports prepared for submission to CTC August 2012. | | |
| **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
| Deaf Studies  (i*ndirect assessment)* | Assessed all 8 SLOs in a capstone course. Students wrote essays about their own achievements related to the SLOs as well as the perceived levels of difficulty. Results indicate need for curriculum changes, including a language-based screening process. In addition, a course focused on the arts might be needed in the curriculum | Will use results to guide upcoming curriculum review and revision. |
| Educ. Leadership & Policy Studies  (Preliminary Administrative Services Credential – Tier 1and Professional administrative Services Credential – Tier 2)  *(direct and indirect assessment)* | **Tier 1** has 5 transition points that involve multiple assessments that include a follow-up survey. Ratings of candidates’ knowledge and skills in CTC standards 6 were somewhat low.  **Tier 2** has 4 transition points, three of which are conducted within the same semester. There were “somewhat lower” ratings of candidates related to CTC Standards 4 and 6. | Plan to strengthen understanding of the standard and its relevance to the ELPS curriculum and integrate context into course activities. Will also improve communication with site supervisors. Will also look at eliminating redundancies between courses.  Will reinforce links between the standards and course activities. Guidelines for the Tier 2 Portfolio will be clarified and streamlined. Tier 2 is undergoing a complete review. |
| Educ. Psychology & Counseling  *(direct and indirect assessment)* | **Early Childhood Education**  Assessed SLO4. Fourteen supervisors rated all students as “high” in meeting the SLO (demonstrated empathy, respect and congruent behavior when working with diverse populations.)  **Marriage Family Therapy**  Assessed SLO 4. Supervisors rated all students as having consistent levels of skills in fall and spring.  **School Counseling**  Assessed SLO5 using exit surveys with six graduating students. Students rated their competencies in being information competent scholars and researchers. | No change in curriculum is needed because students met the competency.  Will use results in accreditation report.  Will use results in accreditation report. |
| Elementary Education  (Multiple Subjects Credential)  *(direct and indirect assessments)* | As part of CTC Biennial Report, conducted multiple assessments at 6 transition points. Assessment data were reviewed and evaluated by the college assessment committee. Findings are reports as strengths and weaknesses of its credential candidates. The only area of concern (not weakness) is about meeting special needs of some students. | Explorations with the Department of Special Education is underway, exploring co-teaching to model appropriate professional practices for special needs children in the general education setting. |
| Secondary Education  (5 Single Subject Pathways)   * Traditional * Accelerated Collaborated (ACT) * University Intern * Four-Year Integrated (FYI) * Junior-Year Entry Integrated (JYI)   *(direct and indirect assessments)* | The program has five single subject pathways, and each is structured to meet varying needs of credential students. There are six transition points and each meets NCATE standards. Data indicate strong outcomes across all transition points for content knowledge, dispositions, pedagogical and general professional knowledge and skills, and student learning. Faculty identified some areas of concern. | Course modifications in SED 525xx, 554S and 555S were made to add sophisticated knowledge and skills in assessment.  Literacy instruction has been strengthened in SEC 521, and a new course SED 529 was added to improve candidates’ competencies in teaching English language learners.  The faulty have created a nine point action plan of activities as a result of their assessment report. |
| Special Education  (Preliminary Education Specialist Credential Programs in   * Mild/Moderate * Moderate/Severe * Deaf/Hard of Hearing * Early Childhood Special Education   *(direct and indirect assessments)* | The program is aligned with CEC, CTC and CSTP standards. There are 5 transition points that involve multiple assessments for each specialized credential. Data for the performance of candidates revealed consistently strong results. Therefore, faculty identified areas of concern, not weaknesses. | Faculty are exploring ways to strengthen the mild/moderate disabilities program related to working with English learners and use of computer-based technology to help students learn. A new course on the use of technology is being developed.  With a partnership grant, the faculty have also developed a Residency program in collaboration with LAUSD. Courses are redesigned to interweave clinical practice with structured clinical settings and in actual classrooms. |
| **ECS** | ECS College Report  Assessment activities are mainly done at the department level and are part of a strategic plan to maintain ABET Accreditation. Oversight of the assessment process per department is the responsibility of the assessment liaison, with significant assistance by the Department Chair. The Associate Dean, in collaboration with Department Chairs, coordinates several surveys (senior, alumni and employer) using Educational Benchmarking, Inc. (EBI). The EBI tool is used by a significant number of engineering programs across the US and offers comparison of results with similar programs. In addition senior students from five departments participated in the CECS Senior Design Showcase Competition in April 2012 and were judged by a panel of judges from industry using weighted score sheets. The college has an assessment committee with representatives from all five departments that meets monthly. The committee also meets once per semester with the Industrial Program Review and Assessment Committee, a subcommittee of the College’s Industrial Advisory Board. | | |
| **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
| Computer Science  *(direct & indirect assessments)* | Assessed six (c, d, e, g, h, and i) of their eleven ABET SLOs.  Each SLO is assigned to a designated assessment coordinator, who works with a small group of faculty. In addition three of the fundamental learning competencies (critical thinking, oral communication and information literacy) were assessed. Assessment results were reviewed at department meetings and the Department Program Improvement Committee. | Recommendations for change included 1) assess programming skills earlier in the program using embedded question in class and lab for COMP 110, 182 and 122, 2) improve instructions for peer reviews of student work in COMP 380 and 490, 3) clarify test instructions in COMP 182 and 450, 4) develop better assessment criteria for research papers, 5) provide on-line exit surveys for all graduating seniors, and 6) expand survey on programming practice. |
| Civil Engineering & Applied Mechanics  *(direct & indirect assessments)* | During 2010-2011 collected data on all 14 ABET SLOs as well as two fundamental learning competencies (oral communication and written communication). Assessment tools included student course evaluations, faculty evaluations of course material and senior exit interviews. | Faculty used 2011-2012 to evaluate the data in preparation for ABET accreditation in Fall 2013. |
| Electrical & Computer Engineering: Computer Engineering  *(direct and indirect assessments)* | Followed a 3 year assessment cycle. Attempted to implement changes in improvement plan during Fall 2011. In Spring 2012 assessed 2 program educational objectives, all 14 ABET SLOs and 5 of the Fundamental Learning Competencies. A variety of assessment tools were used include oral and written reports, embedded test questions and a variety of assignments and projects. Positive feedback was received from students regarding new courses ECE 280 and ECE 309. | Revised program for Computer Engineering to prevent overlap with Computer Science), approved by EPC in spring 2012. Recommendations for change included a revised course manual (ECE 425L), changed course prerequisites (ECE 492 & 493), added 2 new courses (ECE 309 and ECE 351), changed advisement procedures, developed and employed targeted assignments for 3 SLOs, and revision of syllabi for all undergraduate courses |
| Electrical & Computer Engineering: Electrical Engineering  *(direct and indirect assessments)* | Followed a 3 year assessment cycle. Attempted to implement changes in improvement plan during Fall 2011. In Spring 2012 assessed 2 program educational objectives, all 14 ABET SLOs and 5 of the Fundamental Learning Competencies. A variety of assessment tools were used include oral and written reports, embedded test questions and a variety of assignments and projects. Positive feedback was received from students regarding new courses ECE 280 and ECE 309.s | Recommendations for change included a revised course manual (ECE 425L), changed course prerequisites (ECE 492 & 493), added 2 new courses, changed advisement procedures, developed and employed targeted assignments for 3 SLOs, and revision of syllabi for all undergraduate courses. |
| Manufacturing Systems Engineering & Management  *(direct and indirect assessments)* | Assessed two SLO that involved examination of syllabi, a course assessment matrix, an evidence table and course assessment reports. Five other SLOs were included in the assessment. Rubrics were used. | Assessed the value of the SLOs in relation to the program. |
| Mechanical Engineering  *(direct assessment)* | Annual assessments include EBI (Educational Benchmarking, Inc.) senior surveys, senior exit interviews, and Student Advisory Board meetings. The EBI assessed 10 of the ABET SLOs and all the Fundamental Learning Competencies. Detailed assessment of oral communication skills was conducted using a rubric developed by the department. | Recommendations for change included 1) changes to course content/topics covered, 2) course sequence, and 3) addition/deletion of courses in program. Two ASEE conference papers were presented during spring 2012 that described curriculum changes made as a result of assessment. |
| **HHD** | HHD College Report  Members of the college assessment committee meet regularly and aligned their programs with the SLO on Ethics and Professionalism. The CADV and HSCI departments piloted assessment of some aspects of professionalism. Refinement of SLO on Disparities of Health and Well-Being is underway. | | |
| **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
| Child & Adolescent Development  *(indirect assessment)* | Assessed CHHD SLO regarding professional development by comparing survey results from students in CADV 150 and CADV 250. No significant differences were found and faculty concluded, “value added” was lacking. | CADV faculty revised wording of the SLO to better reflect the department’s conceptualization of it. In addition, faculty will continue discussions on how to include professional development content in all CADV courses. |
| Communication Disorders & Sciences  *(indirect assessment)* | Conducted a survey to collect extensive demographic information from 112 undergraduate and 38 graduate students. Findings were examined and will be used to improve the advisement and mentoring program. Faculty are more aware of student challenges, such as ESL issues and life demands, when faced with the difficulties of advanced course material. | Reported findings from survey on student demographic information in ASHA reaccreditation report. |
| Environmental & Occupational Health  *(direct and Indirect assessments)* | **Undergraduate Program** Assessed SLOs 1-3 using results from internship preceptor data and students’ written reports. Plans for assessing SLOs 4-6 include use of a critical thinking rubric and employer surveys. Four fundamental learning competencies (critical thinking, oral and written communication, and information literacy) were also assessed. Findings indicate that students’ writing skills have somewhat improved and that the number of unacceptable writing examples have declined. The CHHD SLO on Ethics and Professional Behavior was added as the department’s 7th SLO. MS students in EOH 697 rated the effectiveness of EOH core courses in relation to meeting the undergraduate SLOs 2, 3 and 5. Findings from this survey suggest need for some improvements to meet SLO 3 and 5.  **Graduate Program** Assessed SLOs 1-4 using findings from the comprehensive exam; student written reports from seminar courses, field training and internships; and surveys from graduates and employers. Also assessed fundamental learning competencies of critical thinking, written communication and information literacy. | Revised written instructions for students’ internship experience resulted in higher ratings. Additional writing assignments were added to EOH 466A, 356A and 356B. A more detailed rubric is being developed to better assess writing skills and critical reasoning for use in EOH 466A, 356A and 356B. Additionally, the REHS exam, previously used to assess SLO 1, has changed and will no longer be useful as an assessment tool for the program; however, it will still be used as a general measure of student competency.  Results from the comprehensive exams indicate need to strengthened students’ understanding of research results and sampling. Plans for a new graduate course, EOH 552, will address this finding as well as SLO 1 and writing skills. |
| Family & Consumer Sciences  *(direct assessment)* | Assessed SLO 1 by comparing results of a signature assignment from students in FCS 170, the gateway course, and FCS 491/494, the capstone course. Students’ responses to two essay questions were recorded on Moodle and assessed by a 5 member assessment committee using an agreed upon rubric. This assessment was aligned with two fundamental learning outcomes, written communication and information literacy. | A t-test revealed that students in FCS 491/494 scored statistically significantly higher than those in FCS 170 in all 5 categories that were examined. No changes were recommended. It was noted, however, that FCS faculty are aware of and are more comfortable with doing assessment. |
| Health Sc: Health Administration  *(indirect assessment)* | **Undergraduate Program** Assessed SLO1 using a self-assessment questionnaire of competencies adapted from the American College of Healthcare Executives, 2011, that was sent to students in HSCI 312 (first required course) and HSCI 413 (last required course). Additional assessments include an annual entry survey for new students and a faculty review of inputs regarding the undergraduate and graduate components (includes data from Practitioner Advisory Council, the Alumni Association survey, faculty recommendations, undergraduate and graduate student survey on interdisciplinary teams, and pre and post student competency examination.  **Graduate Program** Assessed SLO1 using the comprehensive exam and exit survey. The high passage rate of the comprehensive exam is considered evidence that students meet the program SLO. Results of the exit survey indicate that student satisfaction with the faculty and program, although faculty are reviewing suggestions that could change the program structure and processes. | Faculty have identified 17 different needs/recommendations which have been prioritized and assigned for follow-up.  Faculty are investigating the feasibility of pursuing accreditation through the specialty accrediting agency, CAHME. |
| Health Sc: Public Health  *(direct and indirect assessments)* | Assessment involved the development, implementation and evaluation of Public Health Promotion competencies within the gateway (HSCI 237) and capstone (HSCI 494C) classes. Pre and post core competency surveys were sent using student voice. In addition, preceptor’s final evaluation of students in HSCI 494C included an evaluation of core competencies and exit interviews were collected. | Core competencies from the National Commission for Health education Credentialing have been aligned with courses and are listed in all syllabi. The assessment of core competencies is necessary if the faculty pursue accreditation of its BS program. |
| Health Sc: Radiologic Sciences  *(direct and indirect assessments)* | Extensive assessments are conducted annually to meet the requirements of national accreditation. All assessment data are reported to the BSRS Advisory group and recommendations for change are presented to faculty for implementation. Every year the assessment plan and data summary are reported to national for accreditation. Assessments include the Clinical Competency assessment form (CCA), exit interviews, the Critical Thinking portfolio, ARRT exam reports, employer assessments, post graduate surveys, etc. | CSUN Radiologic Technology Outcomes Assessment report was presented at the BSRS Advisory group and reported for continued accreditation. |
| Kinesiology  *(indirect assessments)* | Re-examined SLOs alignment in core courses and discovered lack of alignment with SLO4. | Faculty will review and redevelop the General Studies option. SLO4 will be reviewed and rewritten for the program. |
| Nursing  *(direct and indirect assessments)* | Faculty examined results of the NCLEX (RN exam) and found that the high passing rates on the first attempt are evidence of a quality nursing program. Program satisfaction surveys were developed and sent to students at entry and at exit points, alumni and employers. Also students completed surveys to evaluate their clinical experience and clinical sites. Student comments throughout the program were also included in this review of student satisfaction. | Revised and reduced SLOs (from 12 to 9). Aligned SLOs and assessment tools with program master evaluation plan and accreditation. Faculty are planning strategies to enhance student learning and success, including a change in course sequence and opportunities for greater student involvement. |
| Physical Therapy  *(direct and indirect assessments)* | **Graduate Program** Assessed SLO 5 using the Clinical Performance Instrument (CPI), rubrics for written and oral communication, and ongoing communication among faculty regarding student competency in writing. CPI data were collected from two cohorts at four data points. Comparisons of data were made with the benchmarks created by the American Physical Therapy Association. CPI comparison scores at midterm were slightly below the benchmarks but were above the benchmarks at final evaluation. Results suggest consistency in students’ performance in applying evidence-based practice in a clinical setting. Additional assessments indicated students’ written and oral communication skills and critical thinking skills, were acceptable for the majority of students, although faculty said that many students had difficulty in scientific writing. | A new rubric to assess the writing component of the capstone project is being developed to increase its inter-rater reliability. Also the topic of scientific writing is being added to PT 506B. |
| Recreation & Tourism Management  *(direct and indirect assessments)* | Faculty aligned its assessment plan with the requirements of the self-study for program review and preparation for national external review by COAPRT. An assessment of SLO4 included an instrument for assessing emotional intelligence that was administered to two lower division courses and the capstone seminar as well as participation in simulations of workplace situations. Student portfolios were assessed for writing skills and ability to self-assess. | Faculty worked together to complete a self-study for program review and report for accreditation. |
| **HUM** | HUM College Report  A listserv for assessment liaisons in the College of Humanities will be developed. The Associate Dean works with each department chair and assessment liaison to monitor assessment activities. | | |
| **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
| Asian Am. Studies | Completed GE recertification of Title V and underwent the final phase of program review with outside reviewers. | Feedback from outside reviewers contradicted what the university demands. Faculty are planning a 3-day retreat and will be more strategic about assessment and curriculum. |
| Central American Studies  *(direct assessment)* | Assessed SLO 5, ability to recognize, evaluate and change the culture of exclusion, using student research papers from CAS 365. | A new assessment plan is being developed. |
| Chicano/a Studies  *(direct and indirect assessments)* | Assessed SLO 2, students’ written and research skills using a 4 point rubric. A total of 402 student research essays from CHS 113, 114 and 115 were assessed. Faculty were asked to provide their observations and reflections on student writing and research skills. | A writing retreat, planned for spring 2013, will focus on results of the study, writing skills development and development of a systematic plan to support students’ writing development. |
| English  *(direct and indirect assessments)* | **Creative Writing -Undergraduate**  Assessed SLO 2 and SLO3 (also created a 5 points rubric for SLO 2) using student work from ENGL 308, 409 and 491.  **Creative Writing- Graduate**  Assessed SLO 2 (also created a rubric for SLO 2) using students’ writing samples for admission into the M.A. Creative Writing Option and capstone samples from students’ M.A.thesis.  **Honors**  Assessed SLO 1, 2, and 3 using students’ written projects in ENGL 497A. Using a 5 point rubric, the instructor of the class did the assessment. A longitudinal study comparing results of students’ work in 497A to students’ work in earlier honors courses, 392, 393, 492 and 493 was conducted.  **Literature**  Assessed SLO 2 using 30 student essays selected from ENGL 355, 495 and some 400 level courses and a 5 point rubric.  **Subject Matter & FYI/JKI**  Assessed the Common Undergraduate SLO 2, effective writing skills, using student essays from ENGL 406 and495SM and a 5 point rubric. Also assessed Subject Matter/FYI/JYI SLO 2 using peer reviews of poetry as well as a questionnaire about one’s writing habits in ENGL 406 and 495ESM.  **Graduate Studies**  Assessed the graduate program’s common SLO 2, ability to research and/or produce creative work using final papers from ENGL 698D. Using a normed rubric, results between evaluators were consistent.  **Master’s Degree Option in Rhetoric and Composition**  Six faculty members assessed the Common Graduate SLO 1 (knowledge of creative, cultural, linguistic, literary, performative and/or rhetorical theories) using randomly selected samples of student work from the midterm in ENGL 651 and final projects in ENGL 650. | Results indicate that student progress increases as the student moves from gateway to intermediate and capstone courses.  Faculty voted to replace the current graduate Thesis Option with the capstone Course, ENGL 698D.  Results indicated both student and program success in achieving the goals outlined in the SLOs.  Faculty plan to discuss and interpret results and proactively plan the next assessment. Offering students early access to some student support services was suggested.  The committee will seek suggestions for improving the nature of peer review and how to provide “constructive suggestions”  Funding is needed for the culminating experience, to organize a conference and bind conference proceedings. Funding is also needed for a Creative Writing Capstone Class-Based Writing Journal.  Need to hire faculty with expertise in teaching English Language Learners and visual rhetoric. |
| Gender & Women’s Studies  *(direct and indirect assessments)* | Assessed all four SLOs and involved 1) a questionnaire distributed to all students in GWS 100 and 400, 2) written research papers, written in stages, from GWS 400 and 3) review of syllabi from GWS 301. | Presented findings at an international conference. Modified GWS 301. |
| Jewish Studies  *(direct assessment)* | Assessment of critical thinking skills, in reference to SLO 1, 5 and7, involved written and oral presentations by students in JS 200 and JS 300. Students responded to questions embedded into homework assignments, course discussions and a final project. | Group work on critical reasoning will be added to JS 200 and 300. |
| Liberal Studies Program  *(direct assessment)* | Liberal Studies is in the process of overhauling its Teacher Preparation Program. Since the proposed changes have not yet been approved by EPC, the faculty followed the original assessment plan, targeting SLO 7 on literacy and using results of student work from LRS 333, 433 and 480, the three courses that are part of the “Literacy Scholars for the Future of Los Angeles.” Using appropriate rubrics the performance of students was independently evaluated and then informally compared. | The Interdisciplinary Committee discussed the results of the study and proposed strategies to develop reading skills in all courses, irrespective of course content. |
| Linguistics  *(direct assessment)* | Assess SLO2, language acquisition and development, by embedded essay question. Depending upon the instructor, the question was either assigned as part of a midterm, a final or as graded homework. In the end, only responses from 20 majors in LING 417 were used. | Faculty will consider pros and cons when developing the 2012-2013 study. A new course, LING 403, will be offered to increase the depth and breadth of knowledge among majors. |
| Modern & Classical Languages & Literature  *(direct assessment)* | Assessment of speaking, writing, listening and reading was conducted in SPAN 101, HEBR 101 and SPAN 220A. Writing was assessed in JAPN 201, and reading was assessed in JAPN 400 and CLAS 101L (considered only as a service course and “defunct” as a language program). | Each program identified need for additional resources. |
| Philosophy  *(direct assessment)* | SLO 7, ability to determine the validity of arguments, was not assessed because of its time consuming method of collecting data via pre and post-tests. Therefore, assessed SLO 1 about critical understanding of the work of central thinkers in Western philosophical tradition. This assessment used an 18 item “history” rubric that has been previously used. The study was replicated to increase the number of student responses. | Analysis will be done in the near future. |
| Religious Studies  *(direct assessment)* | Assessed SLO 1, ability to interpret texts and other cultural phenomena, using a 20 minute test in which students read a religious text and then answered six questions. A faculty developed rubric was used to assess students’ responses. Results from low division GE courses were compared with upper division text courses. | Based on the results, faculty recommended rewording SLO 1and possibly all other SLOs except SLO 2. Faculty want to review course syllabi to ensure analyses of text was included. |
| **CSM** | CSM College Report  The college-wide learning outcomes are designed to mirror the University Fundamental Learning Outcomes and an assessment of outcomes 1-3 were completed by the various departments. The college two Special Assistants to the Dean serve as de facto assessment coordinators for the college and have established a shared web drive as a resource for assessment liaisons. The college report includes evidence of student learning by departments and how evidence was used to improve program quality. | | |
| **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
| Biology  *(direct assessments)* | Assessed SLO 1 and 2 using embedded test questions in BIOL 106, 107, 322, 360 and, for SLO1 only, 380. Results from lower division courses were compared with upper division courses. Assessed SLO 3 using embedded questions in final exams of upper division courses. Assessed SLO 4 for the first time this year. Assessed SLO 5 using student reports and/or projects and a standard rubric. | Collection of student IDs from BIOL 106 and 107 will be used for a longitudinal study in the near future. There was increased faculty participation and a desire to assess laboratory courses and practical applications of biology. |
| Chemistry & BioChemistry  *(direct assessments)* | **Undergraduate**  Assessed SLO1 using embedded questions in final exam in CHEM 101, 102, 333 and 334. Assessed SLO 2 and SLO3 using students’ written research/scientific reports and a department’s developed rubric. Also assessed SLO 4, being able to work effectively and safely in a laboratory environment, by examining accident reports.  **Graduate**  Assessed SLO2m using students’ oral presentations in CHEM 522. The department’s approved student presentation rubric assessed the presentations. | Faculty reviewed curriculum and course requirements to ensure they are in line with rigorous standards by the American Chemical Society. Faculty recently approved a mandatory recitation session for Organic Chemistry 1 because assessment results revealed that students needed to practice problem solving and critical thinking skills in order to be successful in the course. |
| Geological Sciences  *(direct assessment)* | **Undergraduate**  Developed own version of the Geoscience Concept Inventory to assess SLO 2 and 3. Students attended an evening event at which they were presented with a single scenario and a series of questions requiring 5 key skills. The entire faculty reviewed all the responses about at least one skill.  **Graduate**  Constructed new SLOs for the graduate program. | As the faculty designs a new sequence for the B.S. program, they are planning how to make authentic assessment pervasive throughout the curriculum. |
| Mathematics  *(direct assessment)* | The department assessed the effect of adding a lab course in the 3 course calculus sequence. Grade points from students in Calculus 1 without the lab were compared with those of students in Calculus 1 with the lab. | There was evidence that students who needed to take the lab were better able to maintain their grade than the ones who entered with higher grades. |
| Physics & Astronomy  *(direct assessment)* | Assessed SLO 1 and 2 with exams given to juniors and seniors. These exams cover the core basic material in the main topics of physics. Data collected over time will assist in finding statistical significance. | A 4 week junior-level recitation session was created to prepare students for their junior course work. The junior exam is administered at the end of the 4 weeks. A “GRE” prep course was created to help undergraduate and graduate students prepare to take the GRE and ETS field test in the spring. |
| **SBS** | SBS College Report  Assessment meetings were facilitated by the College Assessment Coordinator and assessment activities were conducted at the department level. College-wide meetings with department chairs and departmental assessment liaisons met to align departmental activities with college and university expectations. Additional meetings with departments were designed to give feedback on their progress and to facilitate improvements on data collection methods, the quality of evidence and processes to close the loop. The college has one overall SLO (graduates can reason critically, understand statistics, and make informed judgments on evidence and social contexts) which is assessed at the department level. Departmental SLOs align with the university’s Fundamental Learning Competencies. | | |
|  | **Departments/Programs** | **Summary of Assessment Reports** | **Outcomes** |
|  | Anthropology  *(direct and indirect assessments)* | **Undergraduate and Graduate Programs**: Revised SLOs and created new assessment plan. Developed and tested rubrics to assess oral communication for both levels. Conducted exit interviews. Tracked and collected professional information from alumni.    **Graduate Program**: Assessed competency on anthropological evidence. Began assessing issues and concerns with time-to-degree completion | Created program for ongoing data collection from alumni. Faculty discussed the lack of technological support for the assessment process.  Prepared assessment plan for revised Program Learning Outcomes. |
|  | Geography  *(direct assessments)* | Continued pre and post testing in GEO 150 to identify geographic literacy of incoming students. Also assessment students’ ability to write literature reviews and the application of field studies. | Students’ ability to write literature reviews has significantly improved due to changes in the curriculum. |
|  | History  *(direct assessment)* | Reviewed papers to assess learning in the “gateway” course. Identified work for next academic year including the formation of a department assessment committee. | Changed advisement to assure students take gateway and capstone courses in an appropriate sequence. |
|  | Pan African Studies | Changed SLOs so they are measurable and redesigned their data collection methodology. Assessment plans being developed include assessing student learning between PAS 100 (the gateway course) and upper division courses. | Changed SLOs and assessment plan. |
|  | Political Science  *(direct assessment)* | Assessed SLO I and IV (writing and critical thinking) using a refined rubric and a sampling of final exams or final papers that were selected from seven upper division courses representing the gateway course and capstone courses (three different pro-seminars). | In planning stages, reviewing curriculum, its sequence and the addition of an introductory course. Included Instructional Student Assistants in some upper-division GE courses to assist students with written work. |
|  | Psychology  *(direct and indirect assessments)* | Adopted APA learning goals with SLOs and aligned with all courses and course syllabi. Assessment of SLO 2, research methods, involved use of Survey Monkey to determine students’ interests. Pre and post test questions regarding research knowledge were given to students in PSYCH 140, 320 and 321. | In response to assessment findings, department is considering adding a requirement to PSYCH 321 to complete the online research certification by the NIH. |
|  | Social Work  *(direct assessments)* | **Graduate Program** Collected pre and posttest data from all 311 students to assess the effectiveness of the program for helping students meet all learning and practice objectives. Courses and assignments are aligned with required student competencies; faculty used a “grid” to assess assignments. | The accrediting agency CSWE wrote that the assessment plan is a model plan that includes assessment from multiple perspectives. Assessment evidence is used by the department for every curricular and program decision. |
|  | Sociology  *(direct assessment)* | Assessed written assignments, assigned at three different times, from three experimental courses. Assessed five SLOs using multiple-choice exams. Students took a general exam to assess knowledge in four content areas and one of four option exams. Conducted content evaluations across three upper division courses (SOC 496J, 496C and 420CSL). | Assessment exams were submitted online; it saved class time for instruction and enhanced data analysis. |
|  | Urban Studies & Planning  *(direct assessment)* | Assessed student work in URBS 450 to determine if students had acquired expected skills and were able to apply them in their senior capstone courses. Findings supported the current sequence of courses and curriculum map. | In response to previous assessment findings, the department is considering a course modification of URBS 150. |
| **Library**  *(direct and indirect assessments)* | Oviatt Library College Report  An assessment team of four was formed. To assess the information competency, students were given pre and post-tests, surveys using Survey Monkey and questionnaires on Moodle. Results are being reviewed. A variety of other assessments are underway, including self-assessment surveys regarding learning and satisfaction of the Oviatt Library’s Message in a Minute for Faculty, a Tablet and E-Reader Device Survey regarding use by library readers, surveys regarding use of library collections. | | |